California Community Colleges

Disabled Student Programs and Services (DSPS)

Program Plan 2009-10

Electronic submission required

Email the completed program plan and attachments to:

Scott Berenson, Chancellor's Office, DSPS Statewide Coordinator

Sberenson@cccco.edu (916) 322-3234

Name of College: **Foothill College**

Name of District: **Foothill- De Anza Community College District**

DSPS Coordinator: **Gertrude Q. Gregorio**

Date Submitted: **May 1, 2009**

General Instructions:

1) Please fully address the questions listed for each section of the program plan.
2) Please be clear and specific and provide sufficient detail so that an individual unfamiliar with your program will have a clear understanding of how you are administering each of the program's components.
3) Lack of an approved DSPS Program Plan may affect your District's future DSPS funding.
4) Please refrain from using acronyms or other abbreviated terms (unless you define them at the beginning of the section).
5) The Program Plan must be submitted electronically.

DSPS Program Plan Instructions: For questions regarding the DSPS Program Plan contact Scott Berenson, DSPS Statewide Coordinator, at (916) 322-3234 or via email at Sberenson@cccco.edu.

Title 5, Section 56046 specifically addresses the requirement for each DSPS program within a district to develop a program plan in a form prescribed by the Chancellor. This plan is to be submitted to the Chancellor's Office for approval the year prior to the student services program review site visit. The Chancellor's Office will notify the colleges of approval, or if revisions are required, within 60 days of receiving the plan. In addition, when any significant additions or eliminations of DSPS support services occur, you are required to file an addendum with the Chancellor's Office prior to the end of that academic year.

Questions 1, 2, 3 and 4 require you to describe your current DSPS Program. Question 5 requires you to describe both your short and long term goals and objectives.

DSPS Program Description

1. **Scope of Program – Title 5 Guidelines Section 56000**
   Scope of Program – This section is intended to convey to the reader the size and scope of your program as required in Title 5 Section 56000.

   a. **Number of students being served:**
   Complete Table 1 with the number of students served according to the student count, counting both primary and secondary disabilities using the data from your previous end of year report. If numbers have increased or decreased for the current year, or you consider the MIS data to be incorrect, please explain under comments. Please calculate percentages by disability group.

TABLE 1: Students served as reported in your previous end-of-year report				
Disability Categories	*# of Students Primary Disability*	*% of Total*	*# of Students Secondary Disabilities*	*% of Total*
Learning Disabled	146			
Acquired Brain Injury	241			
Mobility Impaired	187		4	
Hearing Impaired	131			
Speech/Language Impaired	6			
Psychological Disability	256		3	
Developmentally Delayed Learner	28			
Visually Impaired	56			
Other Disability	1218		4	
TOTALS	2269			

Comments:

b. **Services and Activities:** *Please list all DSPS programs, services and activities that your college provides. This list should be comprehensive. You may check items from this menu with a Y for Yes or an N for No or attach your own list.*

Adaptive equipment Y	Notetaker/scribe services Y	Test facilitation/proctoring Y
Alternate Media Y	Outreach activities Y	Transcription services Y
Assistive computer technology/HTC Y	Reader services Y	Transition from high school activities Y
Campus and community liaison Y	Referral services Y	Transportation (on campus and satellite facilities) Y
Counseling: academic, career, personal Y	Registration assistance Y	Transportation (off campus) if criteria is met N
Course-related co-curricular accommodations Y	Repair of adaptive equipment N	Workability program N
Equipment loan Y	Special classes Y	Other (please specify below)
Job development/placement N	Special parking Y	
Interpreter/captioner services Y	Specialized/supplemental orientation Y	
Liaison with local state and federal agencies Y	Specialized tutoring Y	
Multi-media educational aids Y	Speech services N	

Comments:

c.   **Please state or attach your college mission statement and your DSPS mission statement.**

Our Vision
Students who attend our college achieve their goals because relevant instruction occurs in an engaging, stimulating, inclusive manner, and appropriate support services are provided. Students feel accepted as part of the Foothill family and realize they made the right choice by choosing Foothill to further their education and personal development.

Our Values, Purpose and Mission
At Foothill, our vision is built on the following core values, purpose, and mission:
     • Our core values are honesty, integrity, trust, openness, and forgiveness;
     • Our purpose is to provide educational opportunity for all with innovation and distinction; and
     • Our mission is to promote student learning through lower-division academic instruction, career preparation, and continuous workforce improvement to advance California's economic growth and global competitiveness.

Foothill College provides educational opportunity for all who can benefit from the instruction and   support services offered. Foothill College is a multicultural institution committed to meeting the evolving educational, economic and cultural needs of an increasingly technology-based global community. Foothill College fulfills its mission by offering academic courses, programs and services unique to the Silicon Valley.

Courses are scheduled to maximize student accessibility in a variety of settings and modes. Foothill provides the necessary support services to help students with diverse needs and learning styles succeed in reaching their educational goals.

Adaptive Learning Division's Two-fold Mission :
     • to provide equal access to students with disabilities to the college's educational programs
     • to prepare students and provide career programs in the special education and disability-related fields
This mission is carried out through collaborative efforts of seven programs:
     • Disability Resource Center (DRC)
     • Computer Access Center (CAC)
     • Transition to Work (TTW)
     • Community-Based Program (CBP)
     • Adapted Physical Education (APE)
     • REACH (post-stroke)
     • STEP-Learning Disability Services

d.   Title 5 Requirements:
To receive DSPS funds your college must meet the following Title 5 requirements. In this section,

describe how your specific programs, services and activities support students with disabilities in accordance to Title 5 Guidelines, specifically Article 1 – Section 56000, as stated below.

You may provide copies of the student record forms used to determine eligibility for DSPS program services, and/or service descriptions that emphasize the differences in the services you provide, such as the specialized training that your tutors are required to complete, or other examples that demonstrate the unique aspects of your DSPS program, however, this is optional.

NOTE: attach FORMS used for documentation
DSPS programs, services and activities:

i.   do not duplicate other services on campus;
Because DSPS cannot duplicate college services/instruction, it is important to show how the services and programs you offer are unique and specifically geared to the students you serve. For instance, if tutoring is available to all students there must be something appreciably different about the tutoring funded by DSPS;

The uniqueness of Adaptive Learning Division is the comprehensive support services it provides to students with disabilities which spans to all the divisions. These support services contribute significantly to student success which are attributable to high retention and successful completion of students educational goals.

The **Disability Resource Center (DRC)** provides comprehensive support services and accommodations to assist students who have verified disabilities accomplish their educational goals which transfer, completion of completion and degree programs or completion of a class for personal development. The provision of these services contribute to student success through matriculation, transfer, and retention of the students.

Support services include specialized orientation, specialized counseling, sign language interpreters/captioning, test proctoring, note-taking, specialized tutoring, reader services, on-campus transportation assistance/shuttle, adapted equipment loan, information/referral, handicap parking permits, priority registration, adapted computer technology and alternative media.

Student Tutorial Evaluation Program (STEP provides academic support services and offers specialized curriculum to students with learning disabilities (LD) to assist them attain their educational goals:
• Learning Disability eligibility assessment/evaluation to determine eligibility for college learning disabilities support services and accommodation.
•Specialized support classes –
ALLD 203 – Compensatory Techniques
ALLD 204 - Technology Based Writing
ALLD 206 - Paragraph Remediation
ALLD 207 - Basic Math Remediation
ALLD 209 - Skill Building
ALLD 211- Enhancing College Success
ALLD 401 Student Success Strategies
ALCA 201 Computer Access Evaluation

• Specialized tutoring - Individualized tutoring in English and Math with a peer tutor who has been trained to work with LD students.

• Consultation with LD Specialists to analyze learning strengths and weaknesses, college resources to improve student learning, academic coaching in areas such as time management, test taking strategies and study skills.

A collaborative approach is critical to student success. STEP works closely with other departments on campus to fully address student needs. Faculty is encouraged to refer students to STEP. LD Specialists work with these students to overcome their academic struggles and consult with faculty members to   identify campus resources for students.

In addition, STEP works in partnership with the Math department to address the needs of students who place at the basic skills level. The Math My Way program, which is a basic skills math course includes an LD Specialist working with students during class. The math faculty and LD Specialist meet regularly to discuss student progress. STEP also works closely with the counseling department. Majority of our referrals come from the counseling department.

Computer Access Center (CAC) provides assessment, support and training in the use of state of the art adaptive computer technology for students with disabilities in a low distraction, open lab setting. The goal of the CAC is to facilitate access and enhance learning, retention and student success.

Examples of the available adaptive computer technology include:
• Orthopedic disabilities: Speech recognition, software for limited keyboard, left or right handed typing, adjustable workstations and seating.
• Visual Impairment: Large print screens, speech output devices, Kurzweil reader, screen readers, keyboard training.
• Acquired Brain Injury: Reading and writing tools.
• Learning Disabilities: Reading and writing tools.
• Hearing Impaired: Sign language, English vocabulary, spelling and grammar.
• Repetitive Strain Injury: : Arm rests, speech recognition, alternative keyboards, and seating.
• Other Resources: Keyboard training, word processing, and internet access.

STEP tutoring program utilizes the CAC for Math and English computer based instruction. Visually impaired students have access to calculator simulations on computers for voice output and enlargement for math classes.
CAC also provides individual assistance for students taking online classes, for example, logging on to Etudes online instruction platform.

The Community-Based Program brings the resources of Foothill's Adaptive Learning Division to older adults and veterans with disabilities. The students' disabilities are often multiple and range from strokes, heart conditions, arthritis and diabetes to mobility, visual and hearing impairments, acquired brain and/or spinal injury, orthopedic and psychological disabilities.

The program offers a variety of adaptive curriculum designed to maximize the cognitive, physical, emotional and   social potential of the individual; to develop and upgrade-job seeking skills for competitive employment; and to   learn compensatory skills. All classes are tailored to the capabilities of the disabled adult. Classes are offered in community centers, senior centers, retirement communities and the V.A. Medical Centers within our service area.

The long standing partnership with the V.A. has opened the door for many veterans who are ready to transition to the main campus in pursuit of their academic and vocational goals.

The **Adapted Physical Education Program** offers students with diverse limitations the opportunity to participate in physical activity courses that are designed to fit individual goals. Individualized exercise   program are based on the physician's recommendations and the instructor's assessment of the needs of   the individual. This program gives students with disabilities the opportunity to achieve success in the psychomotor domain. Classes are held on-campus, at Middlefield campus and at various community centers, senior centers and retirement facilities.

Using adaptive curriculum classes include general conditioning, resistance exercise, stretching and flexibility, adapted aquatics, postural fitness and aerobics among others. Essential to the successful and effective implementation of the individual fitness plans is a cadre of especially trained student assistants under the supervision of the APE instructor. These students are interns or graduates of the Adaptive Fitness Therapy program

The **REACH Program** located at the Middlefield campus is designed to provide the essential link between outpatient rehabilitation and full community reintegration for physically disabled adults recovering from stroke. Mobility and remedial fitness, speech and language skills and independent living classes are taught by instructors who adapt therapeutic modalities to a classroom situation. Assessment and orientation are important components of the program. Classes provide a small group setting in which students can work toward individual goals.

The **Transition to Work Program (TTW)** is a 12-month vocational program designed for students with   disabilities who can function independently on a college campus but may not have the ability to succeed in a traditional college classroom. Focused instruction gives TTW students the opportunity to develop specific job preparation and work readiness skills.   A key component of the program is the opportunity for students to experience on-the-job training through a variety of job placements throughout the campus.

Multiple measures are used to determine eligibility for the program. All students must meet criteria for   admission.
- Successful completion of pre-program assessment.
- Behavior appropriate for a college campus environment.
- Ability to travel independently to and from the campus.
- A disability verified by a licensed, credentialed, and certified professional.

Year Round Curriculum Includes:
- Job Skills Classes - Students learn specific job skills including office technology and computer   usage.
- Job Search Classes - Students learn skills such as writing their own resumes and interviewing for jobs.
- On-The-Job Training - Students participate in an on-the-job training experience at Foothill College.
- Personal Development Classes - Students enroll in a variety of classes including Communication, Social Skills, and Physical Education.

ii.   are directly related to the educational limitations of the verified disabilities of the students served;
The disabling condition must directly relate to educational limitations. As an example, just because someone is using a wheelchair doesn't mean they need DSPS services. Likewise, a student with a learning disability might appropriately use an RFB&D membership.

Students participating in the programs complete the application process   to determine eligibility. Qualified ALD faculty and staff meet with students to review the application for services, verification of disability and functional limitations to

determine appropriate academic accommodations, classes and services. The Student Educational Contract (SEC) and educational plan are developed through this process. LD Specialist perform Learning Disability testing to determine eligibility for support services and accommodation.

iii.   directly relate to educational participation;
DSPS services must directly relate to educational participation. This requirement supports the fact that DSPS does not have to provide personal /attendant services. (i.e., therapy and custodial care are not appropriate for DSPS). APE is a good example; classes should be used to acquire skills, not to provide therapy.

ALD programs and services are designed to meet the unique educational needs of our diverse students and . Participating students must be able to benefit from the levels of instruction in all classes that they enroll in. All DSPS students participate in general educational/enrichment studies as do the general campus population

iv.   promote maximum independence and integration; and,
Because DSPS services must promote maximum independence and integration, describe the efforts your program makes to encourage students with disabilities to participate in campus life, such as students are encouraged and assisted to use general college services whenever possible.

During the intake process ALD faculty and staff review campus resources available to students to help them succeed. Referrals are routinely made to college programs and services to enhance and support educational progress. To improve access and encourage students to utilize other areas of the campus, accessible computer stations are placed in key locations (library, media center, computer labs, and language labs and Middlefield campus). During the Student Recognition celebration students are acknowledged for their participation in leadership and other campus life activities and honored for their academic achievements

v. are consistent with college mission and purpose.
To demonstrate that your DSPS services are consistent with college mission and purpose, relate aspects of your program to them. For example, the mission of "lifelong learning" is supported by showing the age range of students you are serving or specialized outreach that you conduct to attract a given population.

ALD supports the mission of the college through the combined efforts of all seven programs. The division priorities are regularly reviewed to ensure alignment to college's priorities.

Comments:

2) **Support Services - Title 5 Section 56026**

   a) **Please attach copies of organizational charts that illustrate the organizational structure of your college's DSPS program and where it is placed in your college.**
   This question requires that you provide both the college's organizational structure that shows where DSPS is within the college and reporting relationships and then a department chart that shows positions and reporting relationships inside DSPS. You don't need to include name, just position titles.

   b. **Provide a list of all the DSPS staff members, classification, 10 or 12 month FTE, and funding sources.** *Complete Table 2 listing all full and part-time DSPS staff with classification, FTE%, position title, hours per week and funding source(s). For example, you may have an Alt Media Specialist funded by more than one source, or another staff member funded by 3 or 4 sources, combine multiple "Other Sources" into a total percentage of 'other' time. You may list the number of student workers, without further explanation. Please include vacant positions. You will likely have "1" listed in the first column under # for most positions, unless two positions are exactly the same in all aspects.*

					Funding source(s)	
#	**Classification**	**FTE/Schedule**	**Position**	**Hours per week**	**DSPS**	**Other**
1	Administrator	12 months	Dean	40 hours	Fund 22 (95%)	Fund 14 (5%)
1	CLP	12 months	Program Coordinator	40 hours	Fund 22	
2	CLP	12 months	Administrative Assistant	40 hours	Fund 22	
1	CLP	11	Administrative Assistant	40 hours	Fund 22	
1	O-supervisor	12 months	Supervisor, Disability Access & Compliance	40 hours	Fund 22	
1	CLP	11 months	Deaf Svcs/Computer Lab. Instructional Coordinator	40 hours	Fund 22	
1	CLP	11 months	Mobility Asst./ Van Driver	20 hours	Fund 22	
1	CLP	12 months	Test Proctor	40 hours	Fund 22	
1	CLP	11 months	Alternative Media Specialist	40 hours	Fund 22	
1	O-classified hourly	11 months	Adaptive Learning Assistant	16 hours	Fund 22	
1	O-classified hourly	11 months	Adaptive PE Class Assistant	16 hours	Fund 22	
1	CP	11 months	Counselor	35 hours	Fund 22	
1	CP	10 months	Counselor (VACANT)	35 hours	Fund 22	
1	CP	10 months	REACH Instructor/ Coordinator	Full time load	Fund 22	
1	CP	10 months	APE Instructor/	Full time load	Fund 22	

Table 2 Current Staffing Patterns

			Coordinator			
1	CP	10 months	APE instructor	Full time load	Fund 22	
1	CP	10 months	TTW Instructor/ Coordinator	Full time load	Fund 22	
1	CP	11 months	LD Specialist/Instructor	Full time load	Fund 22	
1	CP	10 months	LD Specialist/Instructor	Full time load	Fund 22	
1	CP	11 months	Psych Svcs Counselor	Full Time Load	Fund 22	
1	CP	11 months	APE Instructor	Full Time Load	Fund 22 (60%)	Fund 14 (40%)
1	CP	10	Instructor (VACANT)	Full time load	Fund 22	

Abbreviation Key – Classification
A=Administrator
CP=Certified Personnel
CLP= Classified Personnel
O=Other (please specify)

Comments:

Total Part Time faculty: 22 FTEF
Total Student Employees: 38

3) Special Class Instruction – Title 5 Section 56028

a. **Please list all approved special classes. Please specify Course Title, Course Number, number of Sections, credit status, venue and whether the class is active or not. Attach additional pages, if necessary.**
Complete Table 3 by listing all special classes, whether currently being offered or not.
Using the Credit Status key below select the appropriate abbreviation to describe the credit status of each class. Specify whether the class is; Credit, Non-Credit - Career Development College Preparation or Non-Credit - Other. Using the Venue abbreviation keys state where/how the class(s) is taught, such as; on Campus, as Distance Education, in a Community Facility, or at a College Center. Because this document is only required every six years, complete the courses as accurately as possible for the year that your program plan is due.

Table 3: Approved Special Classes					
Course Title	*Course #*	*Sections*	*Credit Status*	*Venue*	*Active or Non-active*
Introduction To Concepts Of Physical Fitness For The Disabled Student	ALAP052, 052X, 052Y	1	CR	C	A
General Conditioning For The Physically Limited	ALAP060, 060X	5	CR	CF & O	A
Resistive Exercise For The Physically Limited	ALAP061, 061X	5	CR	CF & O	A
Individualized Exercise For The Physically Limited	ALAP062, 062X	6	CR	CF	A
Postural Fitness For The Physically Limited	ALAP063, 063X	3	CR	CF & O	A
Aerobic Dance For The Physically Limited	ALAP064, 064X	1	CR	O	A
Stretching & Flexibility For The Physically Limited	ALAP065, 065X	0	CR		NA
Functional Fitness For The Physically Limited	ALAP066, 066X	2	CR	CF & O	A
Balance & Functional Movement For The Physically Limited	ALAP067, 067X	2	CR	O	A
Adaptive Aquatics For The Physically Limited	ALAP070, 070X	2	CR	CF	A
Aquacize For The Physically Limited	ALAP071, 071X	5	CR	CF	A
Team Sports For The Physically Limited	ALAP080, 080X	0	CR		NA
Computer Access Evaluations	ALCA201	1	CR	C	A
Computer Keyboarding Skills For The Disabled	ALCA202	0	CR		NA
Computer Access Projects For The Disabled	ALCA203, 203X, 203Y	0	CR		NA
Beginning Lip Reading	ALCB201, 201X	1	CR	CF	A
Intermediate Lip Reading & Managing Your Hearing Loss	ALCB202, 202X	1	CR	CF	A
Advanced Lip Reading & Managing Your Hearing Loss	ALCB203, 203X	1	CR	CF	A

Post-Advanced Lip Reading & Managing Your Hearing Loss	ALCB204, 204X	1	CR	CF	A
Mobility Skills For The Visually Impaired	ALCB207, 207X	0	CR		NA
Job Search Skills	ALCB222, 222X, 222Y, 222Z	1	CR	CF	A
Career Resources	ALCB223, 223X, 223Y, 223Z	1	CR	CF	A
Employment Issues	ALCB224, 224X, 224Y, 224Z	1	CR	CF	A
Work Adjustment For The Disabled	ALCB229, 229X, 229Y, 229Z	1	CR	CF	A
Introduction To The Computer For The Disabled	ALCB230	1	CR	CF	A
Career Planning & Personal Assessment	ALCB231, 231X, 231Y, 231Z	0	CR		NA
Healthier Living With Arthritis	ALCB240	0	CR		NA
Life Development: Goal Setting	ALCB401, 401X, 401Y	0	NC		NA
Leisure Management	ALCB402, 402X, 402Y	0	NC		NA
Changing Generations	ALCB403, 403X, 403Y	2	NC	CF	A
Consumer Topics	ALCB404, 404X, 404Y	0	NC		NA
Independent Living Skills	ALCB405, 405X, 405Y	0	NC		NA
World News Discussion	ALCB406, 406X, 406Y	1	NC	CF	A
Social Change	ALCB407, 407X, 407Y	4	NC	CF	A
Art Appreciation	ALCB408, 408X, 408Y	4	NC	CF	A
Music Appreciation	ALCB409, 409X, 409Y	6	NC	CF	A
Health Issues	ALCB411, 411X, 411Y	5	NC	CF	A
Relaxation Techniques	ALCB413, 413X, 413Y	3	NC	CF	A
Stress Management	ALCB414, 414X, 414Y	2	NC	CF	A
Healthy Aging	ALCB415	0	NC		NA
Around The World In Travel Study	ALCB421, 412X, 421Y	7	NC	CF	A
Analysis Of Current Events	ALCB431, 413X, 431Y, 431Z	8	NC	CF	A
Use Of Community Resources	ALCB432, 432X, 432Y	0	NC		NA
Social Communication	ALCB433, 433X, 433Y, 433Z	0	NC		NA
Drawing & Painting	ALCB451, 451X, 451Y, 451Z	3	NC	CF	A
Clay Art	ALCB453, 453X, 453Y, 453Z	0	NC		NA
Music & Song	ALCB454, 454X, 454Y	0	NC		NA

Music & Movement	ALCB455, 455X, 455Y, 455Z	6	NC	CF	A
Crafts	ALCB456, 456X, 456Y, 456Z	8	NC	CF	A
Verbal Expression	ALCB462, 462X, 462Y, 462Z	2	NC	CF	A
Creative Writing	ALCB463, 463X, 463Y	3	NC	CF	A
Poetry & Literature	ALCB464, 464X, 464Y	2	NC	CF	A
Creative Self-Expression	ALCB465, 465X, 465Y, 465Z	6	NC	CF	A
Exercise For The Older Disabled Adult	ALCB481, 481X, 481Y, 481Z	12	NC	CF	A
Diagnosing Learning Disabilities	ALLD201, 201X	1	CR	C	A
Special Projects For Learning Disabled	ALLD202, 202X	1	CR	C	A
Compensatory Techniques	ALLD203	1	CR	C	A
Technology-Based Writing For Students With Learning Differences	ALLD204, 204X	0	CR		A
Reading Remediation	ALLD205, 205X	0	CR		NA
Paragraph Remediation	ALLD206, 206X	1	CR	C	A
Basic Math Remediation	ALLD207, 207X	2	CR	C	A
Mainstreaming For Success	ALLD208, 208X	0	CR		NA
Skill Building For The Disabled	ALLD209, 209X	0	CR		NA
Enhancing College Success	ALLD211	1	CR	C	A
Student Success Strategies For The Disabled Student	ALLD401, 401X, 401Y, 401Z	2	NC	C	A
Orientation For The Disabled	ALPS200, 200X	1	CR	C	A
Assessment For Disabled Student	ALPS201, 201X	1	CR	O	A
Language Assessment For The Disabled	ALPS202	1	CR	O	A
Living Skills Assessment For The Disabled	ALPS203	1	CR	O	A
Mobility & Fitness Assessment For The Disabled	ALPS204	1	CR	O	A
Communication Skills For The Disabled	ALPS205, 205X, 205Y	2	CR	O	A
Adaption Skills For The Disabled	ALPS206, 206X, 206Y	2	CR	O	A
Mobility & Fitness Skills For The Disabled	ALPS207, 207X, 207Y	2	CR	O	A
Coping With Disability	ALPS208, 208X, 208Y	0	CR		NA
Functional Communication Skills For The Disabled	ALPS209, 209X, 209Y	1	CR	O	A
Functional Skills Of Daily Living For The Disabled	ALPS210, 210X, 210Y	1	CR	O	A

Course Title	Course Number	Units	Grade	C	A/NA
Functional Strength, Balance & Conditioning Training For The Disabled	ALPS211, 211X, 211Y	0	CR		NA
Emergency Household Procedures For The Disabled	ALPS212, 212X, 212Y	0	CR		NA
Cognitive Retraining For The Disabled	ALPS213, 213X, 213Y	0	CR		NA
Management Of Physical Aspects Of Disabilities	ALPS214, 214X, 214Y	0	CR		NA
Mobility In Sitting & Standing For The Disabled	ALPS215, 215X, 215Y	0	CR		NA
Independent Access Skills For Post-Stroke	ALPS216, 216X, 216Y	0	CR		NA
Special Projects In The Post-Stroke Program	ALPS217, 217X 217Y	0	CR		NA
Transition Class For Post-Stroke Program	ALPS218, 218X, 218Y	0	CR		NA
Caregiving: Learning Positive Coping Skills	ALPS220, 220X, 220Y	0	CR		NA
Basic English For The Disabled Student	ALTW201	1	CR	C	A
Basic Math Skills For The Disabled Student	ALTW202	1	CR	C	A
Learning Styles & Strategies For The Disabled Student	ALTW203	1	CR	C	A
Communication Skills For The Disabled Student	ALTW204	1	CR	C	A
Office Skills For The Disabled Student	ALTW205	1	CR	C	A
Beginning Word Processing For The Disabled Student	ALTW206	1	CR	C	A
Resources In The Community For The Disabled Student	ALTW207	1	CR	C	A
Job Training/Internship For The Disabled Student	ALTW208	1	CR	C	A
Social Skills For The Disabled Student	ALTW209	1	CR	C	A
Office Applications For The Disabled Student	ALTW210	1	CR	C	A
Introduction To Excel For The Disabled Student	ALTW211	1	CR	C	A
Job Search Skills: The Resume For The Disabled Student	ALTW212	1	CR	C	A
Work Attitudes & Behavior For The Disabled Student	ALTW213	1	CR	C	A
Job Search Skills: The Interview For The Disabled Student	ALTW214	1	CR	C	A
Transition To Work For The Disabled Student	ALTW215	1	CR	C	A
Disability & The Law For The Disabled Student	ALTW216	1	CR	C	A
Intermediate Computer Applications For The Disabled Student	ALTW217	1	CR	C	A
Current Events For The Disabled Student	ALTW218	1	CR	C	A
Using The Internet For The Disabled Student	ALTW219	1	CR	C	A

Banking For The Disabled Student	ALTW220	1	CR	C		A
Skills Laboratory For The Disabled Student	ALTW227	0	CR			NA
Special Projects For The Disabled Student	ALTW228	0	CR			NA
Eligibility Assessment For The Disabled Student	ALTW401	1	CR	C		A
Transition To Work Orientation	ALTW402	1	NC	C		A

Abbreviation Key – Credit status
CR = Credit
NC = Non-Credit
CD/CP = Career development & College prep
O= Other

Venue
C= Campus
DE = Distance Ed
CC = College Center
CF = Community Facility

Active/Non Active status
A = Active
NA = Not Active

Comments:
- The SECTIONS column reflects the number of course sections offered quarterly
- OTHER: Middlefield Campus

b. **Please briefly describe your college's process for ensuring all special class instructors meet the minimum qualifications in the relevant fields.**
All special class instructors must meet the minimum qualifications as cited in Sections 70901 and 87356, Education Code. (Reference: Sections 70901(b)(1)(B) and 87356, Education Code). Your description of the college's process for ensuring adherence to the Education Code citations should include a description of the role DSPS representative(s) have in the process.

Hiring Committee Role in Determining Instructors Meet Minimum Qualifications:

Screening criteria and interview questions must be completed and approved by the
Equal Opportunity Representative and hiring committee before the Search Committee can access the applications. Screening criteria are developed from the position description and the qualifications and requirements listed in the position announcement. Screening criteria help members to review each application objectively. The screening criteria must be listed on an appropriate screening form that must be used by each member of the
Committee. Each committee member must participate in the screening process.
The Committee selects applicants to interview who will best meet the needs of the students, the department/program, and the College. Committees will consider the special needs of the division/department/program and the student population to be served in the selection of candidates.

In accordance with *Education Code Section 87359 and Section 53430* of the California
Code of Regulations, Title 5, the Foothill-De Anza Community College District may
grant equivalency to the minimum qualifications of a degree and/or experience
required for a position to those applicants who provide conclusive evidence of

equivalency to the minimum qualifications. Equivalency for degree requirements is based on conclusive evidence that an applicant possesses the general education and the major course work required for the required degree or clear and verifiable eminence in the discipline. Equivalency for required experience is based on conclusive evidence of mastery of the skills of the vocation for the specific assignment as well as for other courses in the discipline and extensive and diverse knowledge of the working environment of the vocation.

Equivalency Process in Regards to Minimum Qualifications

Granting equivalency to minimum qualifications is based on the same criteria, documentation, and committee deliberation for all faculty positions: full-time, part-time, leave replacement, and grant/special-funded positions.

The position announcement will provide for the presentation of qualifications equivalent to the minimum qualifications.

Applicants who believe that they possess qualifications equivalent to the minimum qualifications for a position and wish to request that a determination of equivalency be made in a specific discipline must complete a District Request for Equivalency form and provide supporting documentation as appropriate. Applicants for both full time and part time positions are notified of the opportunity to apply for an equivalency at the time of application.

Applicants who do not meet the minimum qualifications and who have not completed a Request for Equivalency will not be considered for employment.

If, after reviewing the Request for Equivalency and supporting documentation the search committee agrees that the applicant appears to possess qualifications that are equivalent to the minimum qualifications for the position, the application and supporting documentation will be forwarded to the Equivalency Committee for a determination.

The Equivalency Committee reviews the equivalency request and returns the application and supporting documentation to the search committee with a determination.

If an applicant is approved and subsequently hired to fill a position, the documents and experience that support the equivalency must be verified just as minimum qualifications for other new faculty are verified via transcripts and employment verification letters.

c. Please briefly describe methods used for retaining/updating records on qualifications of all staff teaching special classes, and identify where on campus these records are kept. If possible, please provide a link to the appropriate contact person for additional information.
The District will have a policy addressing this issue. Please check that the policy specifically addresses special classes. If so, it may be attached to the plan. These records are probably not kept in your office. Please identify where on campus these records are kept. This is important as the program review team may ask to review these records. Provide a contact person along with their phone number or email address. Prior to your campus site visit, you may be asked to schedule interview time with this individual.

Campus files are maintained as follows:

District Office: Faculty (payroll, benefits information), Classified Staff, and Classified Hourly
Contact persons: Kris Lestini, Patti Conens, Anna Luna

Foothill campus: PT Faculty and FT faculty personnel files (transcripts, evaluation, experience
Contact persons: Gigi Gallagher and Debbie Haynes

Foothill and De Anza campuses also do a further re-review to ensure applicants meet minimum qualifications, especially in determining placement. If faculty records need to be updated, faculty members need to contact one of the staff listed above.

Comments:

4. Evaluation – Title 5 Section 56052
   This section focuses on the evaluation activities you conduct.

   a. **Please describe your activities for evaluating the effectiveness of your programs and services**.
      If you have developed a student satisfaction survey, describe how it is administered, analyzed and the results utilized. Is your Advisory Committee involved in any evaluation activities? If so, describe. If you are conducting other staff/faculty evaluation activities, briefly describe them and how they are used to improve or enhance services. This response may reflect student learning outcomes that are being studied for your program. It might also include the comparison data of your students' progress, success, retention and persistence as related to the college population as a whole.

      Student satisfaction survey was conducted during the Accreditation Self-Study in 2004-05. Our goal is to develop a survey instrument to assess effectiveness of programs and student satisfaction. This will be a priority for the DSP&S advisory board.

   b. **Please attach documentation of evaluation activities and results.**
      Attach documents such as survey instruments, data analyses, summary of results, unit action plans, annual reports, internal program reviews, etc. that you use.

Comments

5. Program Planning – Title 5 Section 56046

This part of the program plan requires you to describe activities undertaken to strengthen and improve the support services offered to students with disabilities.

Please briefly articulate your DSPS Program's internal strengths and weaknesses.
Analyzing the strengths and weaknesses of your DSPS Program from an internal perspective assists with program planning and evaluation. Your DSPS strengths are internal issues that make the program strong, are a source of pride, and are recognized on campus, in the community, and across the system, such as a strong acquired brain injury program, community outreach and interaction, or interpreter / captioner programs. Your program's weaknesses are internal issues that affect the program's performance negatively, such as lack of available interpreters, staff vacancies or lack of accessible office space.

Strengths
• The unique instructional and service model of ALD strengthens our ability to meet the needs of the population we serve.
• Programs which uniquely respond to community needs:
    -- Transition to Work Program - The program attracts students   from five different counties (Santa Clara, San Mateo, Santa   Cruz, South San Francisco and Alameda). Yale University highlighted the Transition to Work Program in its newsletter as a program serving students with disabilities.
    -- Community-Based Program - Collaboration with Next Step Program providing vocational training and job preparation to disabled and homeless veterans.
    -- REACH Program for Post-Stroke Survivors
    -- Certificate/A.A. in Special Education and Adaptive Fitness
• Diversity of curricula offered at fifteen off-campus sites for APE and Community-Based programs.
• Community partnerships and collaboration
• Widespread ALD faculty and staff participation in district and college committees
• Student Recognition Celebration honoring students' achievements who transfer and receive certificate/A.A. degrees and scholarship awards
• Specially trained students assistants contribute to program success and are recruited from the Special Education and Adaptive Fitness degree programs.
• Summer Academy is a pilot bridge program for incoming freshmen at Foothill. The program is designed to better transition students from high school to college. It targets students who have low placement test scores and the idea is to provide these students with resources, skills and a taste of what college would be like before they started school in the fall. In addition, the program acts as a conduit for faculty and staff to identify students who would need additional resources to succeed during the fall. This is in collaboration with the Math, English, Counseling and STEP faculty.
• Specialized Tutoring Program • Learning community with Math department and STEP to support basic skills students
• Faculty/Campus awareness activities: Conduct regular in-service presentations and trainings to deans, faculty, and staff
• Foothill College Faculty handbook has been updated to include extensive DSPS section
• Highly dedicated and qualified staff who are committed to a team approach to serving students
• Excellent collaborative relationships with other departments
• Strategic outreach efforts and participation in college recruitment and transition events
• Close working relationships with faculty, staff and administrators all of whom routinely refer appropriate students to DSPS
• DRC has improved the process for communication and follow-up for students referred to Disability Resource Center. A Faculty Referral Follow-up Form, is sent to referring instructors after the student has met with the DRC coordinator or counselor. The form indicates the date DRC staff met with the student, if the student is eligible for accommodations, and any action taken for additional evaluation.
• New, dedicated ALD wireless multimedia Computer Lab in room 5402 equipped with new laptops
• The move to building 5800 improved our services to students, maximized staff efficiency and eliminated duplication of efforts through a centralized, one stop operation.

Weaknesses

• Staffing fluctuations due to retirements, resignations and medical leaves have created difficulty in maintaining adequate level of services.

• The test proctoring facility is currently placed just inside the DRC reception area and division office. The proctor becomes distracted from her primary duties by performing reception work, e.g. answering phones, greeting students. The noise from the division office carries into all testing rooms, causing distractions to students taking exams. White noise machines are strategically placed throughput the building to mitigate the problem but are but are not truly effective. The number of private testing rooms does not meet the demand, causing scheduling difficulties during peak testing periods.

• Services for veterans need better coordination throughout the campus. ALD serves a large number veterans in the Community-Based program who receives transition support through DRC and Psychological Services. Efforts should be made to consolidate services to veterans in order to efficiently and effectively serve those returning from service.

• Deaf Services: increased need for captioning services for hearing impaired students. The limited availability of real time captioners create challenges in our ability to provide services in a timely manner. The high cost of interpreters can deplete DSPS resources.

• Lack of infrastructure for Tutoring Program - The tutoring program is currently housed in 2 locations causing confusion for students. In the mornings, students meet at the Computer Access Lab; in the afternoons, they meet in Room 5402. Although Room 5402 is equipped with laptops, it lacks software such as Kurzweil and Dragon Naturally Speaking, and hardware such as a working printer for students to print their work. Further, the checkout procedures for laptops in Room 5402 are cumbersome and time consuming. It takes almost 10-15 minutes to record and check out computers to students at the beginning of each group tutoring session. Given the growing number of students in the tutoring program, both 5402 and the Computer Access Lab are inadequate in size. Because of the cramped space, the noise level is amplified and this makes it difficult for students to concentrate.

• During the 2003 budget crisis the STEP was restructured from a service delivery to an instructional delivery model. Although the model has a lot of advantages for creating student learning cohorts it has reduced the amount of time that LD specialist can spend with students individually and do appropriate follow up. LD specialist teach a full load and coordinate programs. As such, there is limited during the week for LD specialist to collaborate with each other or attend professional development opportunities Often attendance at essential department meetings and other professional meetings on campus result in the cancellation of student appointments.

• The shuttle driver has a 50% contract which does not meet the demand for shuttle services and other accommodation requests within his job duties throughout the day. Test deliveries are often delayed due to his limited schedule. These limitations on his schedule place an undue burden on other staff to meet the needs.

• The loss of the shuttle has limited our ability to provide effective and timely service to students especially during peak hours.

• Alternative Media - The RapidCaption videotape closed-captioning hardware & software needs to be upgraded or replaced. The vendor no longer supports the product. Technology is moving away from videotape media and toward DVD and digital media. Alternative solutions need to be identified.

• Campus needs to purchase closed-caption capable monitors or decoders for classrooms to serve deaf/hard-of-hearing students. Closed-captions (CC) are imbedded in the TV/video signal and use a decoder built into televisions in order to be displayed. Most newer classrooms do not have televisions, but instead have overhead projectors to display both videos and computer applications like Power Point. These projectors do not have a closed-caption decoders and use the subtitle feature of DVDs to display captions..

Staffing

Additional Alternative Media support staff is needed to respond to requests during peak times.

TTW program needs a partime coordinator - The nature of the student's disabilities and the increased enrollment has created a need for a part-time coordinator

• With the increasing population of older adults re-entering college staffing levels should correspond with increased enrollment and demand for services in A.P.E. and Community-Based programs. The difficulty of finding qualified part-time Instructors can pose a challenge to respond to the growth.

• Lack of dedicated classrooms for Extended REACH to accommodate increased enrollment.

Please indicate your program's external opportunities and challenges.
The opportunities of the program are external factors independent of your program, which you might choose to pursue, such as area growth, or influx of industries which may create job opportunities for your students. Conversely, the challenges of the program are those external factors that your program faces from student, campus or community needs or issues. These could be requests for services or special programs which outstrip resources or the number of pending retirements at administrative levels on your campus.

The strengths, weaknesses, opportunities and challenges (SWOC) analysis should form the basis for both your long and short term goals. If, for some reason it does not, briefly explain why. If you have done this type of analysis or any type of environmental scan as part of a College Strategic Plan or Unit Plan, you may extract the same information and provide it here.

    a. **Briefly explain how these strengths, weaknesses, opportunities and challenges relate to the short and long term goals that you have established for your program.**
      The Silicon Valley has experienced a marked increase in the number of students identified with Autism and Autism Spectrum Disorders often typified by a high level of intelligence but low level of social ability. These students are arriving in increased numbers to all college campuses and are greeted by faculty and staff who are not prepared to meet their needs. Specialized training is needed for DRC staff as well as campus instructors.

    b. Please list 3-5 short-term goals for the next one to two years to strengthen your DSPS program and/or improve upon the services provided to students with disabilities. List the objectives, expected outcomes, and relevant activities that need to be undertaken to accomplish these goals.
      Short-term goals and objectives are usually within the academic year or at most within 2 years. These should be clear and concise with timelines for accomplishing activities and attaining desired outcomes in the next 1 to 2 years.

• Address architectural barriers identified in the ADA Transition Plan (automatic door openers are needed at the entrance to the Krause Center for Innovation, Dental Hygiene , Health Services, Psychological Services and key program offices; re-grade pathway/entrance from parking lot 5 to Adaptive Learning Division.
• Increase shuttle driver's contract to full time
• Increase outreach efforts to improve visibility of ALD programs on campus and feeder high schools
• Update the tactile map of our campus to reflect new construction and recent campus renovations
• Develop protocols to train students in the use of Alternative Media software.
• Re-activate quarterly DRC newsletter to inform students and campus community of special activities and events communication of special activities
• Re-instate the DSPS Advisory Board
• Maintain and update ALD website
• Conduct needs assessment to identify the needs of evening students
• Strengthen and expand Summer Academy to serve basic skills students

Please describe 3-5 long term goals to strengthen your DSPS program and/or improve upon the services provided students with disabilities. List the objectives, expected outcomes, and relevant activities that need to be undertaken accomplish these goals.
If any of your long-range plans are part of a larger district-wide planning process, please identify that information h
If so, explain the type of plan and length of planning cycle. For example, part of a 15 year environmental study or 5

year bond issue study. Please be sure to differentiate between your goals, objectives and expected outcomes.

Both (d) and (e) may be part of (g) student learning outcomes. If so, attach these with a brief explanation of the overlap. If not, attach the long-range goals that you and your staff have developed. In reporting your long range goa list the objectives, expected outcomes and relevant activities to be undertaken to achieve identified goals and progress made in accomplishing these goals.

• Complete remodel of Building 5400 to house Adaptive Learning Division's program
   and services. ALD programs will be consolidated into a central division location to improve effectiveness and
   efficiency of services to students. This will avoid duplication of clerical and other functions
   • Continue to reassess staffing levels
   •Continue providing input and advocacy in the planning of new campus buildings, building modifications, pathways,
   software systems, distance education and other courses, etc.
   • Develop a plan to respond the emerging trends and populations of students with disabilities (veterans and students wit
   autism and aspergers syndrome)

   c. **Please briefly describe how these goals correlate with the college's unit plan, strategic plan and/or master plan, or if part of a longer-range environmental study or bond issue.**
      If any of your long-range plans are part of a larger district-wide planning process, please identify that information here. If so, explain the type of plan and length of planning cycle. For example, part of a 15 year environmental study or 5 year bond issue study. Please be sure to differentiate between your goals, objectives and expected outcomes.

      The Adaptive Learning Division participates in the development of the college's Educational Master Plan.
      The division's goals and priorities are aligned with the college's mission.

Please include any Student Learning Outcomes your program has developed, if different from above.
Attach the Student Learning Outcomes (SLOs) that you have already developed and any data analysis you have done
thus far. If there are none, briefly explain your progress in developing SLOs for your program.

   The following SLOs were developed through a collaborative process among faculty, staff and the dean. Please see
   attached Service Area Outcomes (SAO).

   d. **Please attach a detailed, projected program budget for 2009-10 fiscal year.**
      Provide a detailed DSPS Program Budget for the current fiscal year using the account codes in your DSPS End-of-Year Expenditures Report.

      See attached.

Comments:

ATTACHMENTS LIST

To assist the Chancellor's Office with the review of your completed Program Plan, please use this page to list all documents by file name that you are attaching to the plan such as mission statement, organization charts, SLOs, etc.

For example, if you are attaching your mission statement which is a WORD document, you would write in the name of the file (e.g., missionstatement.doc) under section 1, an organizational chart in EXCEL you would do the same thing, indicating the name of the file (e.g., orgchart.xls) under section 1 or if Student Learning Outcomes is a PowerPoint Presentation you would write the file name (e.g., SLO.ppt) under section 5.

Section 1:   Application For Services
               Consent For Release of Information
               Educational Accommodations
               Medical Verification
               Student Educational Contract
               ALD/DRC Student Handbook
               Foothill Administrative Responsibility Chart 2008-09
               Foothill Administrative Reporting Structure Chart
               Adaptive Learning Division (ALD) Organization chart

Section 2:

Section 3:

Section 4:

Section 5:   Service Area Outcomes (SAO)
               Projected Program Budget for 2009-10 FISCAL YEAR

Comments:

The following two pages provide the Chancellor's Office with contact information and a signature certification form.

Program Contact Page – *This must be completed by the primary DSPS contact person, usually the DSPS Coordinator. There is an additional place for a secondary contact, to be used in case the primary contact is unavailable.*

Certification of the DSPS Program Plan – Signatures. *All signatures are required to certify that the contents of the program plan are accurate. This page may be mailed to the Chancellor's Office, if electronic signatures are not available. If you are a single college district and do not therefore have a Chancellor, write in "NA" (Not Applicable).*

Note: If your Program Plan does not meet the Chancellor's Office requirements, you will receive a letter stating the reason(s) and requesting additional documents or information. If substantial changes/additions are required the Chancellor's Office <u>*may*</u> *require a new signed certification page*.

DSPS Program Plan Instructions: For questions regarding the DSPS Program Plan, contact Scott Berenson, DSPS Statewide Coordinator, at (916) 322-3234 or via email at <u>Sberenson@cccco.edu</u>.

California Community Colleges

Disabled Student Programs and Services (DSPS)

Program Contact

It is necessary for each college to identify a single, primary contact for their DSPS Program and for districts with more than one college to identify a District Contact Person. Please complete the information below and return it with your plan.

Primary DSPS Contact Person (DSPS Coordinator): This is the person who has overall program or administrative responsibility (day-to-day coordination of the program and services) for the college's DSPS Program and is the contact person for questions about the college's DSPS Program Plan. E-mail and correspondence from the System Office will be sent to this individual regarding reporting requirements, guidelines, requests for information, and general notices.

Name: Gertrude Q. Gregorio

College: Foothill College

Title: Dean, Adaptive Learning Division

Address: 12345 El Monte Road, Los Altos Hills, CA 94022

Telephone: (650) 949-7104

Fax: (650) 917-1064

Email: gregoriogertrude@foothill.edu

Secondary Contact: DSPS Supervising Administrator
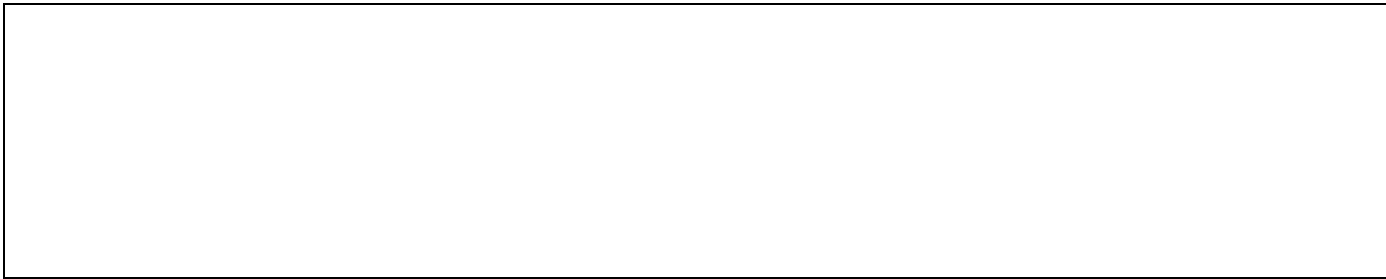
Name: Donald Dorsey

College: Foothill College

Title: Interim Vice President, Student Development & Instruction

Address: 12345 El Monte Road, Los Altos Hills, CA 94022

Telephone: (650) 949-7228

Fax: (650) 917-1064

Email: dorseydon@foothill.edu

California Community Colleges

Disabled Student Programs and Services (DSPS)

Certification of the DSPS Program Plan
(Signature page can be mailed if electronic signatures cannot be obtained)

COLLEGE/DISTRICT CERTIFICATION

We hereby certify the foregoing DSPS Program Plan to be accurate. We also certify that DSPS funds are not used to supplant existing services and are used to provide specialized services to DSPS students. As a condition of receiving Title 5 DSPS funding, the college agrees to complete and submit all requested reports to the System Office and comply with all legal requirements and guidelines of the program. The DSPS Coordinator agrees to also disseminate pertinent information to Advisory Committee and all relevant parties on their campus and in their community.

District Chancellor: DR. MARTHA KANTER)   *Date:*

District Business Office: ANDY DUNN)   *Date:*

College President/Superintendent: DR. JUDY MINER   *Date:*

DSPS Supervising Administrator: DON DORSEY   *Date:*

DSPS Coordinator: GERTRUDE Q. GREGORIO   *Date:*

The attached DSPS Program Plan has been reviewed by the Chancellor's Office:

  The Program Plan is approved

  The Program Plan is denied

DSPS Statewide Coordinator   *Date:*