

California Community Colleges
Disabled Student Programs and Services (DSPS)
Program Plan 2009-10

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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

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

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		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

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 educationa

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

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.**

			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)

Functional Strength, Balance & Conditioning Training For The Disabled	ALPS211, 211X, 211Y	0	CR		NA
Emergency Household Procedures For The Disabled	ALPS212, 212X,				

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

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.

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 - (m) - q 0.(r) 5 (q) -3f 1 T32 cm 0 0 0-1 (h) -m /F1.0404 460.32 cm BT 0.00435 (o) Tf [(f

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 throughout 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-

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 go.

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

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

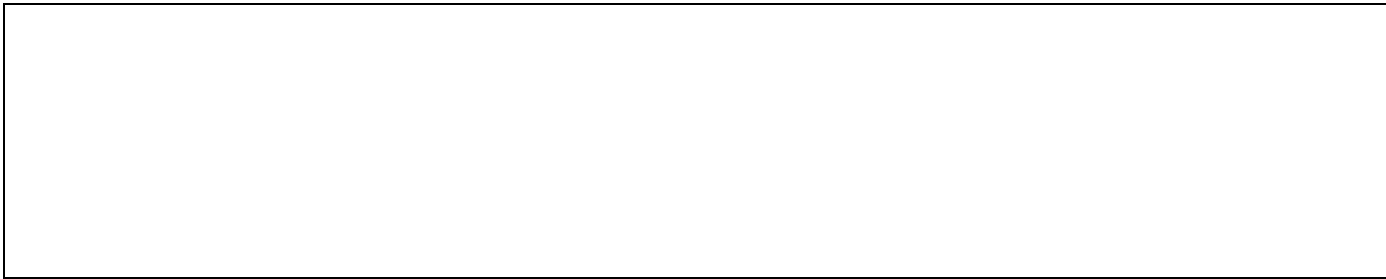
Program Contact Page – *This must be completed by the primary DSPS contact person, usually the DSPS*

California Community Colleges

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



California Community Colleges

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Certification of the DSPS Program Plan

(Signature page can be mailed if electronic signatures cannot be obtained)