

CRAFTON HILLS COLLEGE
PROGRAM PLAN FOR
DISABLED STUDENTS PROGRAMS AND SERVICES

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CHAPTER I

INTRODUCTION

Purpose

The purpose of the Program Plan for Disabled Students Programs and Services (DSP&S) is to put forth an exact scheme for the services and programs for students with disabilities at Crafton Hills College (CHC). This plan is also a Title V requirement (California Code of Regulations, Section 56046).

AB77

In 1977, the California Legislature enacted AB77 in an effort to enhance educational opportunities within the Community Colleges for those students with exceptional physical communicative and learning needs. More specifically, AB77 provided money (i.e., excess cost) for programs for those students who have physical, communicative or learning disabilities. One of the requirements for receiving these funds is that the college must submit a Program Plan for services to disabled students.

Program Plan

The Program Plan will include the following components:

1. Statement of philosophy and Mission.
2. Population to be served.
3. Services and programs.
4. Program goals and objectives.
5. Proposed activities to meet those objectives.

6. A statement of the evaluation plan.

7. Budget summary.

The Program Plan currently being submitted addresses each of these seven components.

Disabled Students Programs and Services

In recognition of the diversity within the student population, the Administration at CHC established a DSP&S unit to better meet the needs of students with exceptional educational problems. One of the major aims of this program is to provide specialized training and support services.

The CHC DSP&S program primarily consists of the following three units.

Disabled Students' Services

Disabled Students' High Tech Program

Learning Disability Program

CHAPTER 11

STATEMENT OF PHILOSOPHY AND MISSION

Statement of Philosophy

The Crafton Hills Community College is dedicated to the view that capable persons should have the opportunity for life-long learning. In coordination with this view, CHC is committed to providing skill improvement as well as the full range of academic opportunities to assist students who are disabled. CHC subscribes to the idea that these educational opportunities and support services should be extended to all eligible individuals regardless of age, sex, race, ancestry, culture or physical condition.

Statement of Mission

The mission of the DSP&S is to assist disabled students with full integration into the educational programs on campus. This will be accomplished through advocacy, education and support services deemed necessary for each individual based on the student's interests, abilities and educational limitations.

Mainstreaming

CHC believes in the philosophy that students with disabilities should be integrated into the mainstream of educational programs offered to all students. In order to promote maximum interaction within the college, students who can be mainstreamed will be provided with support services to enable them to do so. Of primary importance here is the desire to promote the self-esteem and self-reliance of students with disabilities.

Student Rights

Every student must be given due process and protection of his/her rights. They have the right to privacy and the right to inspect their records. Special attention needs to be given to the rights of persons with disabilities because of society's past inequities and discrimination against such persons. Every student served by the DSP&S unit is given a copy of his/her rights and responsibilities.

Accessibility

The college believes that students with disabilities should have, as far as possible, the same right of total accessibility to all classes and programs that all students shall have.

Architecturally Barrier Free

CHC programs and services on campus are accessible for disabled students. It is the goal of CHC to produce a barrier free atmosphere for students with disabilities.

Label Learning Functions - Not Handicaps

CHC strongly believes in emphasizing the learning functions of students with disabilities that need to be addressed, rather than the disabling condition from which the need has arisen. At all times an effort is made to avoid labeling of students by their disabilities.

Student Education Plan/Contract

As part of each student's instructional program a Student Education Plan/Contract (SEP) shall be provided. This contract is jointly devised by properly credentialed personnel as well as the student. The SEP shall be reviewed by the student and can be revised when appropriate or when requested by the student.

Accountability

The goals, objectives and evaluation plan, described in Chapter IV, provide a means of accountability by describing those services and programs offered and the manner in which they are evaluated. In the same manner, the SEP is used to monitor the progress of the student and, thus, the effectiveness of the program in which he/she is participating.

CHAPTER III

POPULATION TO BE SERVED

Crafton Hills College

The San Bernardino Community College District is comprised of:

San Bernardino Community College
Crafton Hills College

The District is in the largest County in California and annually serves approximately 14,000 students within the Inland Empire.

The Disabled Population

The population to be served includes all individuals in the San Bernardino Community College District who exhibit physical, learning or psychological disabilities.

According to the National Center for Health Statistics, there are 11.7 million individuals with physical disabilities, 13.4 million who are hearing impaired or deaf, and 10 million who are visually impaired or blind in the United States. The California Department of Rehabilitation estimates that all categories of physically disabled constitute between ten percent and twenty percent of the adult population. It is conservatively estimated that one percent to three percent of all school populations are learning disabled.

Students with disabilities in community colleges and the graduates of K-12 special education programs are not necessarily in the same population nor do they present the same educational and/or training problems. Over 79% of all disabled Californians suffer the onset of their disability after the age of 18. The median age of onset is 37, and over 32% of these disabilities are muscular-skeletal.

Program Verification of Disability

All disabled students must have their disabling condition verified by a licensed or credentialed professional. The following professionals are responsible for making verifications of disabilities at CHC:

- | | |
|--------------------------|---|
| Physically Disabled | - Physician or DSP&S Coordinator |
| Learning Disabled | - Educational Psychologist/Learning Disability Specialist |
| Psychologically Disabled | - Licensed Psychologist/Psychiatrist |

Documentation of these verifications is on file for each student served

CHC Students with Disabilities

The following statistics demonstrate the general growth of students with disabilities claimed over the last 4 years. This are duplicated count.

1994 209 1995 236 1996 352 1997 294 1998 335 1999 326

Informing Students with Disabilities

CHC employs a reasonable means of informing students as to the availability of support services and programs for students with disabilities. Sources for informing students and parents of these services and programs can generally be divided into three major areas:

1. On-campus
2. Off-campus
3. Self-referrals

in order to meet the goal of establishing an adequate process for outreach and identification of students with disabilities on campus and throughout the community, the following goals and objectives were developed:

GOAL #I: The DSP&S program has, as one of its major goals, the establishment of a process for outreach and identification of students with disabilities on campus and throughout the community.

Objective #1

Design, produce and disseminate written material describing the services available through the disabled students' programs.

Activities

1. Brochures describing the programs and services available for the disabled students has been produce.
2. Faculty and Student guide books has been produce.
3. Brochures has been disseminated at strategic campus locations:
 - Admission Office
 - Counseling Office
 - Library
 - Learning Center
 - DSPS
 - Finnacial Aide
3. Faculty guide books describing the services and programs have been disseminated to all faculty and administration.

4. Brochure and Business cards has been disseminated to a number of outside agencies which include, but are not limited to the Department of Rehabilitation and local high schools.
5. Most general college publications such as the college catalog and class scheduled include sections about services and programs for the disabled.

Evaluation

Review brochure and other written materials for accuracy and availavility.

Objective #2

Meet personnaly with appropriate on-campus and off-campus groups to inform them of the services and programs available for students with disabilities.

Activities

1. Talks have been given to specific groups on campus. These talks have generally discussed and focused on the services being offered to students with disabilities.
2. Talks has been given to specific groups that sponsor and support particular disability groups.
3. Our general academic counselors includes the Disabled Students Program and Services in their recruiting presentation when visiting various high schools.
4. DSPTS is part of various Career day and Orientation programs sponsored by the college.

Evaluation

Review preparations for these programs.

Objective #3

Develop and implement a method for identifying all students who apply to CHC and display a disability.

Activities

1. Item in the college application has been established for the students to indicate a disability.
2. Contact students who have indicated a disability by mail or phone informing them of the services and programs available for their specific disability.

Evaluation

Review the college application and established contact with students.

Crafton Hills College

DISABLED STUDENT SERVICES

The mission of the CHC Disabled Students' Center (DSS) is to assist students with disabilities with full integration into the educational programs on campus. This will be accomplished through advocacy, education and support services deemed necessary for each individual based on the student's interests, abilities and educational limitations.

It is the philosophy of the DSS that students with disabilities should be fully integrated into the college's educational programs. In addition, all students with disabilities should be encouraged to become as independent on campus as possible in order to become participating and contributing members of society.

All services are provided on a voluntary basis and are dependent upon professional verification of disability.

The DSS staff consists of a program coordinator, an LD specialist, an instruction/assessment and a program assistant and various student assistants.

LONG TERM GOALS

- GOAL 1:** To increase appropriate support services for the disabled students that allows them better access and opportunity to compete..

- GOAL 2:** To improve liaison and cooperation with local universities to assist students with disabilities with the transition from CHC to local four-year universities.

- GOAL 3:** To promote students with disabilities' independence on- and off-campus through coordination with appropriate off-campus support agencies including sponsorship of oncampus programs..

OUTCOME OBJECTIVES

Objectives

1. Increase the number of disabled students who transfer to four-year colleges.
2. Increased the number of disabled students attending and receiving support services

S at Crafton Hills College.

Measurement Strategy

1. Count comparison with 1998-99 data as a baseline

MAINTENANCE OBJECTIVES

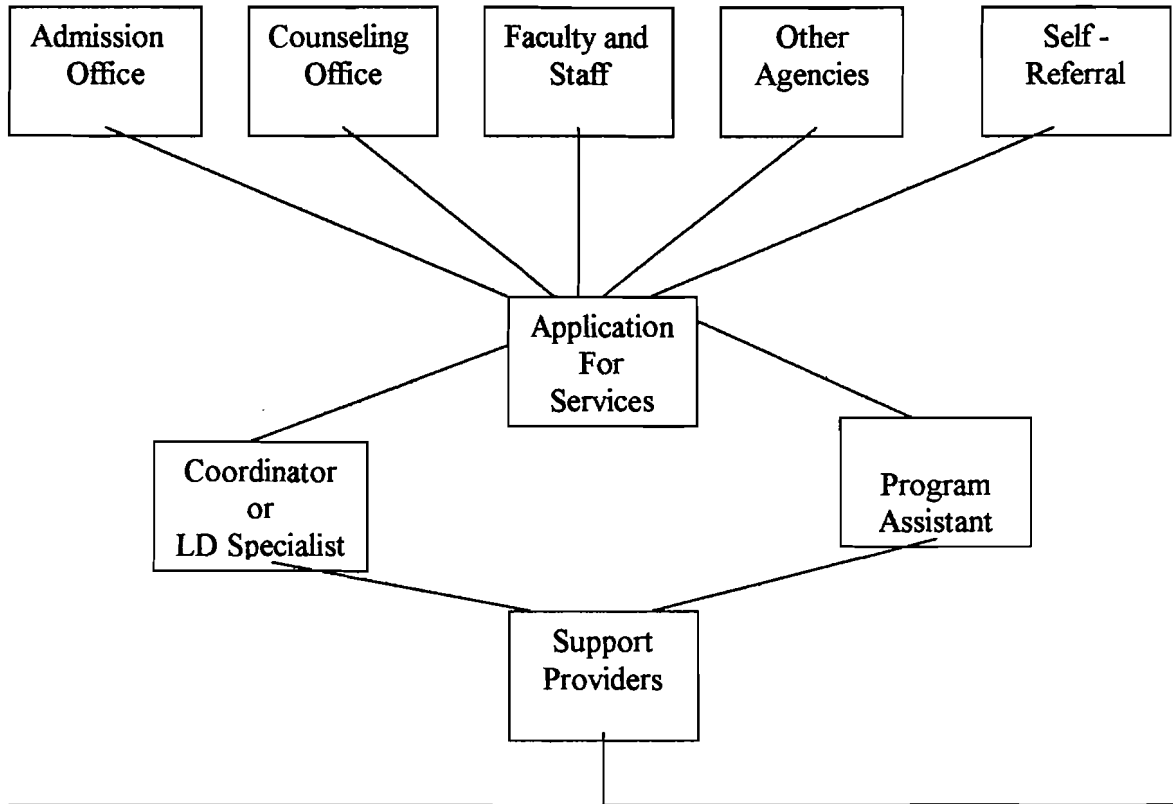
Objectives

1. Contact local special education programs to advertise the services available to the disabled at CHC.
2. Furnish accurate written information regarding services provided by DSS.
3. Review CHC applications of disabled students so that contact can be made relative to receiving support services.
4. Continue to participate in various orientation programs both on and off-campus
5. Make financial aid grants informations readily available to disabled students.
6. Utilize the Public Information Office for press releases etc..
7. Maintain positive contact with state, federal, and community agencies.
8. Continue to provide in-service activity for faculty anf staff.

Measurement Strategy

1. Count numbers of contacts made.
2. Monitored the number of brochures that were distributed.
3. Make key interviews.
4. Survey Disabled students
5. Survey other schools and outside agencies.

DISABLED STUDENT SERVICES
Flow Chart
Referrals



- Counseling – Academic
- Computer Support/Adaptation Services
- Counseling – Career/Vocational
- Equipment Loans
- Liason with instructor/staff
- Liason with outside Agencies
- Liason with on-campus offices
- Books on tape
- Mid –Term evaluation
- Note-taking assistance
- Orientation

Crafton Hills College HIGH TECH PROGRAM

The CHC High Tech Center (HTC) is specifically designed to meet the computer needs for physically and learning disabled students. The purpose of the HTC is to introduce today's modern computer environments and integrate adapted software and hardware solutions to students with disabilities who are attending CHC. This will allow access to many individuals with disabilities in completing computer and/or classroom assignments, and achieve independence when working with today's hardware and software technology trends.

The HTC is dedicated to the view that any person with a disability should have the opportunity to use computer workstations independently. Providing students with disabilities adapted solutions will allow he/she to take advantage of today's technological areas pertaining to the computer industry. In coordination with this view, the disabled students' HTC's main goal is to provide individuals with disabilities the highest quality computer equipment and adapted aides. This goal allows students with disabilities to be integrated into mainstream classroom environments offered at CHC and assist those in completing their educational and academic goals and interests.

The HTC staff consist of the DSPS Coordinator and a part-time student high tech assistant..

LONG TERM GOALS

- GOAL 1:** Contact and inform every registered student with a disability the facility, services and opportunities we provide at the HTC. Utilize telephone recruitment procedures, distribute and mail students with disabilities brochures. Have personal student meetings and use faculty and staff for referral sources.

- GOAL 2:** Continue to provide students with disabilities the opportunity to utilize a computer networking environment that will include access to the Internet (Information superhighway) for educational purposes.

- GOAL 3:** Provide students with disabilities an accessible and available facility.

GOAL 4: Increase the retention rates of students with disabilities who enroll in computer courses and utilize the HTC by one percent for each year.

OUTCOME OBJECTIVES

Objectives

1. Increase the number of registered disabled students utilizing the HTC.
2. Increase disabled students' accessibility with up to date computer system and software in the disabled students' HTC.

Measurement Strategy

1. Count comparison with 1998-99 as a baseline.
2. Student survey.

MAINTENANCE OBJECTIVES

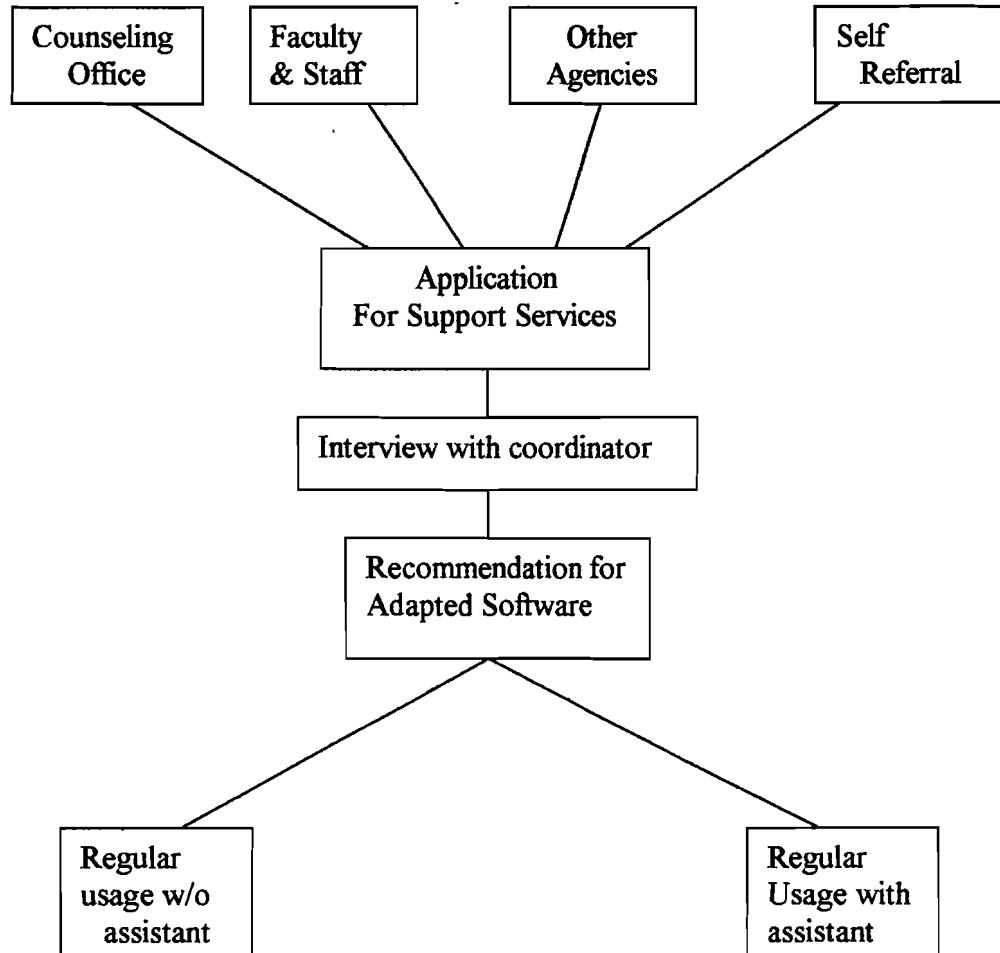
Objectives

1. Provide disabled students with up to date adapted computer equipment and software through the CHC HTC.
2. Provide individualized tutoring support in basic Windows and word processing programs.
3. Provide accurate written information regarding support services and availability of specialized computer hardware and software.
4. Inform faculty and staff of specialized equipment available at the HTC that could provide better access to their classroom.

Measurement Strategy

1. Key interviews.
2. Monitor number of brochure that were distributed.

**HIGH TECH PROGRAM
Flow Chart
Referrals**



Crafton Hills College

LEARNING DISABILITY PROGRAM

The CHC Learning Disability Program(LD Program) mission is to identify and provide educational services to adults with learning disabilities from the community. The LD program encourages students with learning disabilities to partake in the many educational activities and programs offered at CHC. The LD program offers learning opportunities in basic academic skill acquisition and classroom support to help students with learning disabilities achieve their maximum potential and attain their academic goals.

It is the belief of the LD program staff that adults with learning disabilities should have the opportunity to succeed at the community college level with the appropriate support services. It is also the belief of the LD program that certain adults with learning disabilities will need specific academic accommodations in order to succeed at CHC. These accommodations are based on a student's specific disability and are in accordance with legal requirements, specifically with Section 504 of the Rehabilitation Act of 1973.

The LD program staff consists of one full-time learning disability specialist, and full time instruction/assessment technician and two part-time tester.

LONG TERM GOALS

- GOAL 1:** Implement the Revised California Community College Eligibility Record for identifying learning disabled students.

- GOAL 2:** Increase faculty, staff and the community at large knowledge of learning disabled students and the services available at CHC for learning disabled students.

- GOAL 3:** Increase learning disabled students' success at CHC in regular classes (i.e., ratio and classes completed) through study skills classes, academic tutoring and other appropriate accommodations.

OUTCOME OBJECTIVES

Objectives

1. Increase faculty and staff understanding of learning disabled students.
2. Increase retention rates of learning disabled
3. Increase learning disabled students' basic academic skills.

Measurement Strategy

1. Faculty and staff survey
2. Count comparison of retention rate with 1998-99 as a baseline

MAINTENANCE OBJECTIVES

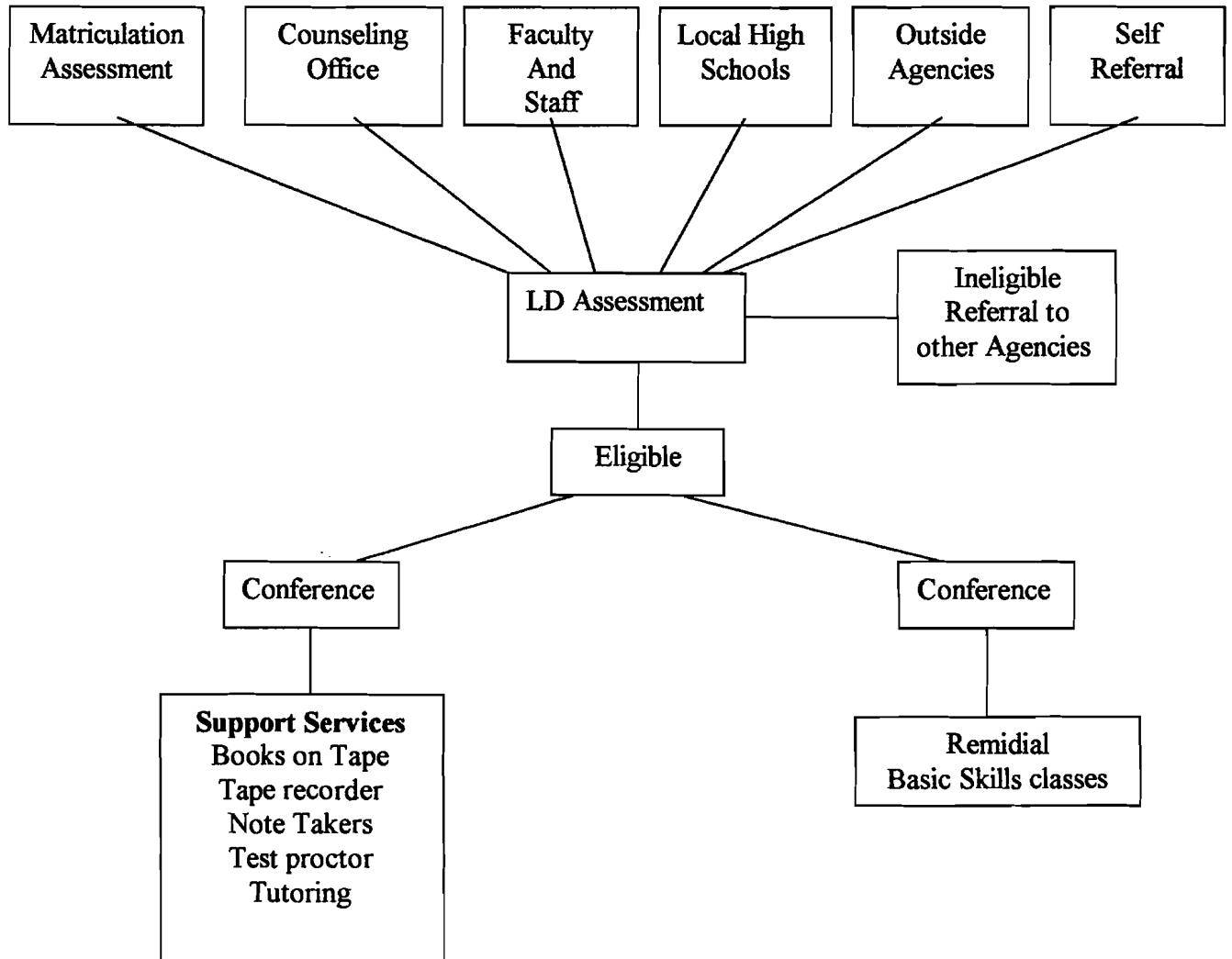
Objectives

1. Provide assessment and remedial opportunities through the learning skills courses at the Learning Resource Center.
2. Provide accurate written information regarding the services provided by the DSPS for the potential learning disabled students.
3. Contact local special education programs to advertise the services available for the disabled students at CHC.
4. Provide current computer technology to facilitate student access and learning.

Measurement Strategy

1. Key interview
2. Monitor the number of LD students registered each year.
3. Monitor the number of brochures that were distributed.

LEARNING DISABILITY PROGRAM
Flow chart
Referrals



CHAPTER V
Budget Summary

CHC provides a comprehensive range of support services for students with disabilities. Funding for these programs and services are made available through three basic sources:

- I. **Federal Funds/Vocational and Applied Technology Education Act**
 - A. For the 1998-99 fiscal year about \$12,000 was allocated for Voc. Ed. students with disabilities.
 1. Under VATEA the money is being utilized for providing support services to Voc. Ed. students with disabilities.
 - B. The \$12,000 accounted for 4.5% of the total DSPS budget.

- II. **General College Funds**
 - A. In recognition of the College's effort to assist students with disability in achieving equal access with "regular" students, it contributed \$67,706 for the 1998-99 fiscal year.
 - B. This amount comprises 25.5% of the total budget for students with disabilities.

- III. **Special State Funds (AB77/2670)**
 - A. AB77/2670 funds provide excess cost funds for the students identified as having a disability. For the fiscal year 1998-99, \$186,430 was contributed from the state categorical funds.
 - B. This comprised 70% of the DSPS total budget.

CHAPTER V
Budget Summary

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- I. **Federal Funds/Vocational and Applied Technology Education Act**
 - A. For the 1998-99 fiscal year about \$12,000 was allocated for Voc. Ed. students with disabilities.
 1. Under VATEA the money is being utilized for providing support services to Voc. Ed. students with disabilities.
 - B. The \$12,000 accounted for 4.5% of the total DSPS budget.

- II. **General College Funds**
 - A. In recognition of the College's effort to assist students with disability in achieving equal access with "regular" students, it contributed \$67,706 for the 1998-99 fiscal year.
 - B. This amount comprises 32.42% of the total budget for students with disabilities.

- III. **Special State Funds (AB77/2670)**
 - A. AB77/2670 funds provide excess cost funds for the students identified as having a disability. For the fiscal year 1998-99, \$186,430 was contributed from the state categorical funds.
 - B. This comprised 70.5% of the DSPS total budget.

**CRAFTON HILLS COLLEGE
DSP&S Organizational Chart**

