



Program: Special Education

* Please note that sections IV and X have changed from the 09-10 version. All programs are required to update these sections and may roll other sections forward if updates are not necessary.

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I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>Special Education (SPED) Participants: Gertrude Gregorio, Karl Knopf, Nhung Tran, Teresa Ong, Beatrix Cashmore, Brenda Davis, and Russell Wong</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>The Adaptive Learning Division Special Education Program offers two Associate of Arts Degree and Certificate program in Adaptive Fitness Therapy (AFT) and Special Education. The programs will prepare students for various entry-level positions working with persons with disabilities and older adults in educational institutions, retirement centers, rehabilitation facilities, and health and fitness centers.</p>
<p>3. Explain how the program/department mission is aligned with the college mission?</p>	<ol style="list-style-type: none"> 1. To prepare students to transfer to four-year institutions, by providing them the opportunity to begin their course of study in the Special Education Program and related fields. 2. To prepare students for various entry-level positions workings with persons with disabilities and older adults in a variety of work settings including educational institutions, community centers, rehabilitation facilities, and health and fitness centers. 3. To provide students with an opportunity to develop a basic understanding and knowledge on disability related issues. 4. To provide professional growth and continuing education credits for educators and other professionals.

II. Department and Program Description & Data

1. What are your hours of operation?	Our offices open at: Closed for Lunch: No <input checked="" type="checkbox"/> or Yes <input type="checkbox"/> If yes, when: Our offices closed at:			
2. What types of classes do you offer, at what locations, and at what times?	Times offered: <input checked="" type="checkbox"/> Morning (6AM-12PM) <input checked="" type="checkbox"/> Afternoon (12PM-4PM) <input checked="" type="checkbox"/> Evening (4PM-10PM)	Locations offered: <input type="checkbox"/> FH Main Campus <input type="checkbox"/> Middlefield <input type="checkbox"/> Off campus	Types Offered: <input checked="" type="checkbox"/> In Person <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Distance	Status Offered: <input checked="" type="checkbox"/> Credit <input type="checkbox"/> Non-credit
3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).				
Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of duties	
Instructor, AFT	1 (part of load)	0	Teach classes in the Adaptive Fitness Therapy Program; assist with outreach and program coordination.	
Learning Disability Specialist (LD)/Instructor	1 (part of load)	0	Teach classes in the Special Program as part of load.	
Learning Disability Specialist (LD)/Instructor (partial load)	1 (part of load)	0	Teach classes in the Special Program as part of load.	
Deaf Services/Computer Laboratory Instructional Coordinator	0	1	Teach SPED 65 class.	
Position Title	0	0		
Position Title	0	0		
Management and Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties	
Dean, Adaptive Learning Division	1	0	Oversee ALD programs and services including Special Education and AFT programs.	
Position Title	0	0		

Position Title	0	0	
Position Title	0	0	
Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties
Position Title	0.00	0	
Position Title	0.00	0	
Position Title	0.00	0	

<p>4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?</p>	<p>In 2006-2007, 270 students were enrolled compared to 307 in 2007-2008. That's a slight increase of 13.7% (37 enrollment). Enrollment then jumped to 54.40% (167 enrollment) in 2008-2009 from 2007-2008.</p> <p>In reviewing the 3-years FTES trend for SPED from 2006-2007 (28.21 FTES), 2007-2008 (29.59 FTES), and 2008-2009 (43.81 FTES), the program saw a slight increase in FTES of 4.9% (1.38 FTES) from 2006-2007 to 2007-2008. However, from 2007-2008 this number increased tremendously in 2008-2009 giving a 48.06% change, that's a growth of 14.22 FTES.</p> <p>The average class sizes are around 25 to 30 students. It's pretty consistent throughout the 3-years, but continues to grow as more students are either more aware of the Special Education Program, change in career, or re-entering college for a career that is blooming.</p> <p>Foothill College is the only community college in the state to offer an A.A. and Career Certificate in Adaptive Fitness and only one of the five community colleges in the state to offer an A.A. and Career Certificate in Special Education. With the flexibility of the program meeting face to face or hybrid this enables the program to grow through out the years and reach out to working professionals and students.</p>
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	<p>With the increase of enrollment, FTES, and average class sizes, it would take more support faculty and staff to continue the upward trend.</p>
<p>5. Student Achievement: Given the data, describe the trends in overall success rates, retention rates, and degrees and certificates awarded. What are the implications for your department?</p>	<p>Success and retention rates for the past three years in SPED have remained over 95%, Both rates followed a similar trend wherein they both saw a rise in 2007-2008 before dropping slightly again in 2008-2009. The SPED program awards an average about 10-15 degrees and or certificates per academic year.</p> <p>The success of both Adaptive Fitness Therapy and Special Education has contributed to graduates finding gainful employment working within the fields of: fitness Professional, personal trainer, physical therapist aide, home health paraprofessional, activity director and paraprofessionals/classroom assistants in the following work settings: rehabilitation facilities, human services organizations, public and private schools, community centers, retirement homes and convalescent hospitals.</p> <p>AFT is a vocational Track. OTI is currently working as a feeder program for AFT. Some students have continued their education path, in pursuing a higher degree (bachelor, Masters, post-graduate) or other vocational fields. Some students have expressed interest in pursuing the teaching profession. Successful students continue to grow in other related areas such as Adaptive Aquatics and Gerontology.</p>
<p>6. Student Equity: Given the data, describe the trends with respect to underrepresented students. How will your program address the needs/challenges indicated by the data?</p>	<p>In reviewing the ethnic distribution of students served in program, SPED has significantly higher proportion of white re-entry students as compared to the college's distribution (55% versus 38%). The distributions for the rest of the ethnic groups are somewhat similar to the college's distribution, albeit with lower numbers. The department needs to look</p>

	<p>into where our marketing efforts have been targeted so that we can better reach underrepresented students such as the African-American population.</p> <p>Further, one also notes that women significantly outnumbered men in the SPED department by 2 to 1 whereas the college has a 1 to 1 ratio. This is likely because women are more likely than men to enter the teaching profession.</p> <p>Students who make up the SPED department are also more likely to be in their 40s and above. This age group makes up over 50% of our population. This is because many of our students are training for second careers or currently employed. The departments should look into ways to market this program as a “first career” program as well for undergraduates who intend to pursue a career in the field of special education and aging. We should also look at existing programs at Foothill College to create a partnership, for example, in the Physical Education or Biology department.</p> <p>We serve ALL – ages, races, gender, re-entry, career changed, and displaced workers.</p>
<p>7. Given the data, discuss how the FTEF trends and FTEF/FTES ratio will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?</p>	<p>FTEF/FTES ratio has been declining over the last three years with the biggest decline recorded from the 2007-08 year to 2008-2009. With the resignation of a full time faculty in Winter 2008, the FTEF/ FTES ratio clearly took a hit. The department does not have a faculty chair or someone who coordinates part-time faculty, marketing or represents the department in division meetings and has depended on adjunct faculty thus far. Given that the program is growing, this department needs to replace the full time faculty who</p>

	<p>resigned in Winter 2008. A full time faculty member is needed coordinate curriculum and develop its outreach efforts.</p> <p>The program, given the correct support and marketing, has excellent potential to expand. Current faculty can no longer continue teaching and performing all the marketing and recruiting duties to serve the students. As the program attempts to move on-line the correct and updated technology/equipment will be needed.</p>
<p>8. Given the data for distance learning, describe the trends related to success, retention, and student satisfaction. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.</p>	<p>Special Education is the only program that offers the course hybrid, face-to-face and online. Adaptive Fitness Therapy is yet to explore this, but will be in the future. 2007-2008 was the only year Special Education captured 16 students for a full distance education course providing a 100% retention and 94% success rate. Both programs need to explore offering courses strictly online to capture students from outside our community and working professionals.</p> <p>The uniqueness of the program will draw interest nationwide, given appropriate marketing.</p> <p>A recent survey found that students in the program are highly satisfied with the course work and as result generate a very high retention rate. There are students who prefer the traditional approach rather than the on-line version; this might be due to their learning style. The program should explore other instructional delivery modes to reach out to other populations. For example, CCC Confer is designed to allow communication and collaboration, using the latest Web conferencing technology, for all staff, faculty and administrators in the California Community Colleges system.</p>
<p>9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).</p>	<p>The program needs a strong Public Relation (PR) to market and advertise our programs. However, there are budget</p>

	constraints.	
10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.	The U. S. Bureau of Labor Statistics projects that fitness trainers will be among the 30 fastest growing jobs by 2018 (Boston Globe 2010) AFT should become more of a CEC provider for fitness trainers.	

Summary of Planning Goals & Action Plans				
11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	College Strategic Initiatives			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Develop strategic marketing efforts to increase enrollment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offer more courses strictly on-line or hybrid to reach out to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offer e-books to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better tracking of graduates of the program. Data in the system does not reflect accurate number of students who have completed the program. Additionally, increase efforts to inform student about the filing process for graduation and/or program completion..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct exit interviews for better tracking.				
Develop a certificate in Autism and Behavior Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. What is your plan for accomplishing your goals?				
Department Operational Goals	Activities			
Develop marketing and outreach plan.	Budget was not an issue, our plan is to increase outreach, marketing and provide release time for either faculty or staff to oversee thlf be logistics of the program. This would hopefully increase enrollment and the visibility of the program.			
Offer more courses strictly on-line or	Faculty needs to update the content of			

hybrid	course outlines to reflect proper offerings and provide training for faculty to teach online. Heavy faculty workload makes it difficult to assume new curriculum development duties.	
Certificate in Gerontology and projected A.A. degree program Certificate in Autism and Behavior Management	Review existing curriculum and seek college approval to pursue state application/program approval. Curriculum development for the Certificate program. Research should be conducted on other exiting program to provide data supports. Then an advisory group is needed to receive inputs from different contingency groups within the community.	
13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning.
Outreach	Purchase promotional materials, generate and print flyers, attend and promote at events/convention, make contacts, etc.	\$5,000 – it supports Building a Community of Scholars and Putting Access Into Action
Faculty release for curriculum development	Write /revise curriculum.	\$5,000 – it supports Operations Planning since Faculty and Staff in our program is limited.
Replace SPED faculty position	To coordinate, oversee, teach courses and expand the program. The position serves as an anchor to the program.	Faculty FTE

III. Curriculum	
<i>Curriculum Overview</i>	
1. How does your curriculum address the needs of diverse learners ?	The curriculum is designed for students with a broad range of learning styles and ability levels, and using the principles of Universal Instructional Design that allows for flexible ways for students to access the course materials and to demonstrate their mastery of the required course work. The program also offers a variety of instructional methods that include face to face and or hybrid (face to face and online).
2. How does your curriculum respond to changing community, student, and employer needs?	We frequently meet with local consumers and take careful note of their changing needs – for example, we have been asked to develop course material to train paraprofessionals in the complex educational needs of students with autistic spectrum disorders, and additionally to specifically address behavior management issues in the classroom. These changes are underway. We stay abreast of the trends and solicit input from the advisory group input to adjust to the needs of students. Additionally, a local Special Education Local Plan Area (SELPA) board approached us to provide in-service training to teachers and paraprofessionals.
3. How does your curriculum support the needs of other certificates or majors?	Our courses can be used as helpful supplemental work for those students enrolled in the Special Education (SPED) and Adaptive Fitness Therapy (AFT) program, and are listed on the SPED and AFT curriculum sheet as support courses that can be used toward program completion requirements. Some students who are transferring to 4-year institutions and planning to pursue teaching credentials will take one or two SPED classes or the whole sequence in order to be better prepared when they enter the postgraduate phase of preparation for becoming special educators, or credentialing for public school mainstream teaching.

4. Do your courses for the major align with transfer institutions?	All of the SPED courses transfer to the CSU system, as elective transferable credit. Three courses, (SPED 52, SPED 61 and SPED 72 are approved under G.E. Lifelong Understanding and SPED 61 is also approved under Area VI, U.S. Cultures and Communities.	
5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges.	Although we do not have specific prerequisites to the SPED courses, we do list advisories for college level English skills to prospective students.	
6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: Title V, course deactivation, updated prerequisites, cross-listed courses, measuring student learning outcomes, curriculum sheets, certificates and degrees).	Curriculum reviews are underway as well as Student Learning Outcomes. To address any deficiencies, curriculum should be reviewed on a regular basis to address any changes or needs.	
7. Does your program offer distance education courses?	AFT classes have greater success in a face to face setting. Yes, some of the courses have been taught as either hybrid (partially online) or totally online courses. Specifically, SPED 61, SPED 62, SPED 63, SPED 65 and SPED 66 are currently being taught as hybrid classes.	
8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty.	Since these hybrid classes have weekly mandatory face-to-face class time with the instructors, there is ample interaction between students and faculty. Additionally, most of the SPED courses use online forums for individual discussions between students and faculty.	
9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	In the SPED 65 class, (Fundamentals of Attention Deficit Disorders) one of the online assignments is for students to explore ADD websites from a given selection, and then report back to the Forum about their findings/discoveries. These are open to all the students in the class, who then respond to the original entries.	
<i>College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)</i>		
10. What college skills should a student have before entering your program?	It is recommended that they should have basic computer skills and be able to read and conduct written composition at the college level.	

11. Given the data, comment on the effectiveness of the assessment and placement of college skills students into your program. (For MATH, ENGL and ESL only).		
12. In what ways are you addressing the needs of the college skills students in your program?	Any student struggling with course content is offered academic accommodation if disabled, or is referred to the many campus academic support services.	
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	The faculty in the SPED program work closely to share resources and knowledge in our courses. The technology is incorporated into many of the SPED courses. See entry for Number.12.	
<i>Program Mapping</i>		
14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.	There are no sequences, but we do offer our courses for students to complete the Associate of Arts degree within two years and the certificate in a year.	
15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.	Please see attached curriculum sheets and suggested course sequences.	
16. If applicable, describe any capstone course , signature assignment (project, service learning , portfolio), or exam that demonstrates knowledge, skills, and abilities, indicating successful program completion?	Assignments: <ol style="list-style-type: none"> 1.) Complete assessment of a student with disabilities 2.) Develop a case study and then present it verbally to the class 3.) Create a portfolio of resources and strategies 4.) Develop a brochure 	
<i>Course Scheduling & Consistency</i>		
17. Given available data, describe the trends in the scheduling of morning , afternoon , and evening classes, as well as Friday, Weekend , and distance education classes. Comment on the feasibility of offering classes at non-standard times.	Most of the courses in our program are offered in the afternoon, evening or hybrid to accommodate working and non-working students. Classes are also offered during weekdays and weekends.	

18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed length of time ? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.	Both the SPED and AFT courses are offered in an appropriate sequence that usually begins during the Fall quarter with an introductory course. Students can earn an Associate of Arts degree within 2 years or a certificate within 1 year, taking into consideration that the student must be full time.	
19. How does the department determine that classes are taught consistently with the course outline of record ?	Faculty and Dean review the course outlines on an annual basis.	
Summary of Planning Goals and Action Plans		
20. What are your goals with respect to curriculum and how will those goals be measured?	Curriculum will be constantly updated based on monitoring trends in the rehabilitation and disability fields, which will result in an updated materials, text and course content.	
21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.
Larger classroom for SPED 66 (Disability and Technology)	To allow each student a complete workstation with adaptive computer technology to use in the course. Currently there is not enough to meet the high enrollment.	For classes to continue to be successful we need to provide space and equipment for each student.
More computer workstations	Currently we have 15 workstations for 30 students.	It is difficult to meet the hands on portion of the class without the proper computers and software.
Educational software and other assistive technology devices to demonstrate for hands on learning practice	For students to evaluate software	Experiential learning for paraprofessionals to prepare them for internship and future employment.

Adaptive computer technology software programs	The hands on experience aspect of the class require each workstation have the technology programs necessary to learn accommodations for students with disabilities. There are 6 programs that would be required.	This experience is vital to the successful outcomes of the program to prepare for working with people with disabilities.	

IV. Learning Outcomes			
<i>Student Learning Outcome and Program Learning Outcomes Assessment</i>			
1. Be sure and complete your course-level student learning outcomes assessment for each course through the C3MS system.			
2. Program Learning Outcomes in this section will be updated annually and posted on the Learning Outcomes webpage.			
<ul style="list-style-type: none"> • Intended Program Outcome 1: Upon completion of the program the student will demonstrate basic technologies and assessment tools appropriate to individuals with disabilities. 			
This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input type="checkbox"/>	Transfer <input type="checkbox"/>	Workforce <input checked="" type="checkbox"/>
Relationship to Institutional Learning Outcomes <ul style="list-style-type: none"> • Communication • Computation • Critical Thinking • Community and Global Consciousness 	Means of Assessment/Criteria for Success Use of rubrics and standards from the Council of Exceptional Children Standards for Paraeducators	Summary of Data: October 2011 <i>Summarize the findings. How close were the results to the criteria for success?</i>	Use of Results: October 2011 <i>What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?</i>
<ul style="list-style-type: none"> • Intended Program Outcome 2: Upon completion of SPED program, the student will be able confidently identify persons with disabilities and assess their needs 			
This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input type="checkbox"/>	Transfer <input type="checkbox"/>	Workforce <input checked="" type="checkbox"/>
Relationship to Institutional Learning Outcomes <ul style="list-style-type: none"> • Communication • Computation • Critical Thinking • Community and Global Consciousness 	Means of Assessment/Criteria for Success Use of rubrics and standards from the Council of Exceptional Children Standards for Paraeducators	Summary of Data: October 2011 <i>Summarize the findings. How close were the results to the criteria for success?</i>	Use of Results: October 2011 <i>What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?</i>

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• Intended Program Outcome 3:
 Upon completion of program, the student will be able to recognize and respect the difference in the roles of teachers, other professional practitioners and paraeducators

This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input type="checkbox"/>	Transfer <input type="checkbox"/>	Workforce <input checked="" type="checkbox"/>
Relationship to Institutional Learning Outcomes <ul style="list-style-type: none"> • Communication • Computation • Critical Thinking • Community and Global Consciousness 	Means of Assessment/Criteria for Success	Summary of Data: October 2011 <i>Summarize the findings. How close were the results to the criteria for success?</i>	Use of Results: October 2011 <i>What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?</i>
	Use of Rubrics and standards from the Council of Exceptional Children Standards for Paraeducators		

• Intended Program Outcome 4: Upon completion of program, the student will be able to practice the standards of professional and ethical conduct approved by the local educational agency and/ or place of employment.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input type="checkbox"/>	Transfer <input type="checkbox"/>	Workforce <input checked="" type="checkbox"/>
Relationship to Institutional Learning Outcomes <ul style="list-style-type: none"> • Communication • Computation • Critical Thinking • Community and Global Consciousness 	Means of Assessment/Criteria for Success Use of rubrics and standards from the Council of Exceptional Children Standards for Paraeducators	Summary of Data: October 2011 <i>Summarize the findings. How close were the results to the criteria for success?</i>	Use of Results: October 2011 <i>What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?</i>

<p>• Intended Program Outcome 5: Upon completion of the program the graduate will be able to prepare and organize materials to support instruction and learning as directed.</p>			
<p>This Program Learning Outcome meets the Core College Mission of:</p>	<p>Basic Skills <input type="checkbox"/></p>	<p>Transfer <input type="checkbox"/></p>	<p>Workforce <input checked="" type="checkbox"/></p>
<p>Relationship to Institutional Learning Outcomes</p> <ul style="list-style-type: none"> • <i>Communication</i> • <i>Computation</i> • <i>Critical Thinking</i> • <i>Community and Global Consciousness</i> 	<p>Means of Assessment/Criteria for Success</p> <p>Use of rubrics and standards from the Council of Exceptional Children Standards for Paraeducators</p>	<p>Summary of Data: October 2011</p> <p><i>Summarize the findings. How close were the results to the criteria for success?</i></p>	<p>Use of Results: October 2011</p> <p><i>What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?</i></p>

V. Departmental Engagement		
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	We have departmental meetings to review course outlines, schedules, and discuss any logistics or needs.	
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	We work closely with Counseling division: students expressing interest in becoming special educators or adaptive fitness specialists are encouraged to enroll in SPED classes, and SPED students are referred to Counseling Career and Transfer center for additional job market preparation, research and resume development.	
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	So far we have reached out to the Aquatic Exercise Association, International Science Association, San Jose State University, San Jose Parks and Recreation, and school districts.	
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?	We need more support from the college to promote the program to high schools.	
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop articulation agreements ?	Only through referrals and partnerships with SFSU, SJSU and Ohlone College. Contacts have been made with National University (NU).	
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to departmental engagement and how will those goals be measured?	Team building ideas with annual meeting with other departments on campus.	
7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.
Full Time Coordinator		Need to hire, provide release time, or over time. This supports Putting Access Into Action.

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VI. Professional Development

<p>1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.</p>	<p>Continuing professional conferences and partnerships as well as updating e-textbook to keep material up to date. SPED 66 requires ongoing training in Etudes and from the High Tech Center Training Unit HTCTU. The High Tech Center Training Unit of the California Community Colleges is a state of the art training and support facility for community college faculty and staff wishing to acquire or improve teaching skills, methodologies, and pedagogy in Assistive Computer Technology, Alternate Media and Web Accessibility. The HTCTU supports High Tech Center programs at one hundred and fourteen community colleges and satellite centers.</p>
<p>2. What opportunities does your department take to share professional development experiences with colleagues?</p>	<p>Speak at professional conferences, classrooms, and radio station. Provide demonstrations and workshops on the assistive technology available.</p> <p>ALD dean and program coordinator have co-presented with National University at both state and national Paraprofessional conferences regarding the SPED program.</p>
<p>3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?</p>	<p>Faculty has connected with colleagues at other community colleges to offer the program on-line to Adaptive PE assistants in California. Workshops have been offered and presentations have been conducted in classrooms and division meeting regarding the classes.</p>
<p>4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?</p>	<p>The Adaptive Learning Division will continue to update knowledge of technology. Staff is very limited and there haven't been much professional development activities in this area.</p>
<p>5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.</p>	<p>Not so far.</p>

VI. Professional Development		
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to professional development and how will those goals be measured?		
7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.

VII. Support Services

Support Services

Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	Yes No	NO because our program coordinator also supports other programs within the division.
2. Are there sufficient college and departmental computer labs available to support this program?	Yes No	No. We need a computer lab that will accommodate at least 30 students.
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	Yes No	yes
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes No	yes
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	Yes No	yes
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	Yes No	yes
7. Are general tutorial services adequate?	Yes No	yes
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes No	<p>No. We only have one full time and a part time counselor whose hours have been reduced because of budget reductions. Their time is already impacted with the 400 plus students with disabilities that we serve on-campus. They additionally work with the AFT and SPED students but this diminishes further their available time for their primary responsibilities of counseling students with disabilities.</p> <p>In 2008-09 academic year we were approved to hire a second full time counselor but this was later revoked due to the state budget crisis. This is still a critical need.</p>

9. Do students have access to and can they effectively use appropriate information resources ?	Yes No	YES, it's available on-line and in our division
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes No	YES. However, there are faculty who still need training.
<i>Marketing & Outreach</i>		
11. What impact do you feel the college catalog , class schedule , and online schedule of classes have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?		So far the impact has been slim even though each quarter our department would advertise in the Heights. There hasn't been a vast amount contacts even though the marketing accurately reflects our programs. We need to advertise to a more targeted group and not to our neighboring residents. Most of the enrollments are through Faculty and Staff direct recruitment, attending events, or referral. We really need assistant in being more visible. The FH Marketing tool, "The Heights" could be used effectively.
12. What impact does the college or departmental website have on marketing your program?		It can be improved because some students find it hard to locate our programs. This might be due to not understanding how to browse Foothill's website or not being able to tie together our program names under Adaptive Learning Division.
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.		Yes – to reach out to high school, more advertisement, and identify outreach possibilities. For example, feature articles in the Heights.
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?		Attend high school events like career day, transfers, etc.
<i>Programs, clubs, organizations, and special activities for students</i>		
15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.		None – but the AFT program is currently exploring an alumni association

<p>16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.</p>	<ol style="list-style-type: none"> 1. A graduate of the program invented an adaptive device as a result of completing the AFT program. Graduates attending medical and therapy schools as well as PhD programs. 2. Two graduates of the program opened their fitness centers specializing in serving older adults and those with disabilities. 3. Graduates have attended medical and therapy schools and other post-graduate programs. 4. Graduates have written books and/or articles.
<p>Summary of Planning Goals and Action Plans</p>	
<p>17. What are your goals with respect to support services and how will those goals be measured?</p>	<p>Our goal is to provide student the necessary accommodations in order to be successful in our program. It will be measured by how successfully students complete their courses and the number of graduates.</p>
<p>18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>	
<p>Identified Resource</p>	<p>Purpose</p> <p>If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.</p>

VIII. Career and Technical Education Programs	
<i>Response to Labor Market Demand</i>	
1. How does your program meet labor market demand? Cite specific examples and sources.	A high demand for Health & Fitness and Special Education Paraprofessionals are expected in the next decade. Here are a few sources to reference: 1.) http://www.articlesbase.com/education-articles/paraprofessional-healthcare-wide-range-of-career-choices-848744.html 2.) http://www.aft.org/psrp/careeredpara.htm 3.) http://www.nrcpara.org/
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	yes
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	Increasing STEADILY!
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	\$20/hr- \$80/hr
5. What is the projected average percentage of salary increase in 2 years? 4 years?	Depends on the economy and industry; at this point in our state and national economy it is hard predict.
<i>Response to Program Credibility/Viability</i>	
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	Yes – transfer to 4 years institutions and professional degrees. Specific articulation with upper division or graduate programs is a goal ALD dean and Director of Special Education program at National University (NU) continue to explore partnerships between the two programs. The dean and director of Special Education from NU have made deliberate efforts to recruit our SPED graduates to their teaching credentialing and Special Education program.

7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	
8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	Yes, the programs are very current being that the aging population and disability related fields are blooming.
9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?	Yes – see item 6
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	We need outreach to high schools.
11. How does this program prepare students for competitive employment?	SPED and AFT are designed to provide students with practical skills and knowledge that can be used in a variety of work settings by providing the fundamental theories and incorporating work experiences.
<i>Advisory Board</i>	
12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.	N/A
13. List the dates and number of members attending of your most recent advisory board meetings.	N/A
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	N/A
<i>Program Accreditation</i>	

15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	yes
16. What is the program's accreditation status?	
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	none
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	They all pass on their first attempt – Aquatic Exercise Association (AEA) and American College of Sports Medicine (ACSM) exam.
19. What indicators does your program use to determine success of our students after completion?	Job placement and transfer to 4 yr college.
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	We have yet to explore that option. The YMCA in Palo Alto is extremely happy with our graduates.
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	N/A
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	Yes –we are doing ongoing updates as needed.
Summary of Planning Goals and Action Plans	
23. What are your 4-year goals based on areas identified in the Career and Technical Education section of the program plan and how will those goals be measured?	Increase outreach efforts – This will be measured by increase in enrollment; articulation of SPED courses with upper division or graduate programs.
24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	
Identified Resource	Purpose
	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.

IX. Resource Planning: Personnel, Technology, Facilities, and Budget

Faculty

- | | |
|--|--|
| 1. How does your PT/FT ratio impact the program? | Most of the faculty in the program are full time and teaching assignments in the program are part of their load. This takes away the ability to recruit, conduct outreach and perform other program logistics. |
| 2. What staffing needs do you anticipate over the next four years. (Consider: retirements , PDL , reassigned time , turnover , growth or reduction of the program) | The program needs a full time chair or coordinator to lead. |

Classified Staff

- | | |
|--|---|
| 3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program) | Need a higher-level coordinator to manage day to day operation of the program and coordinate program needs. |
|--|---|

Technology and Equipment

- | | |
|---|---|
| 4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program? | Yes, however more computers and updated software are needed and a computer lab room that can accommodate at least 30 computer stations. |
| 5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms? | yes |
| 6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain. | Yes, however equipment and software needs to be updated. |

Technology & Equipment Definitions

- **Non-instructional Equipment and Supplies:** includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.
- **Instructional Equipment and Supplies:** includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.

<ul style="list-style-type: none"> • Durable Equipment and Furniture: includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department. • Note: It is recommended that divisions perform and maintain an inventory of all their technology and equipment. 	
<i>Facilities</i>	
7. Are your facilities accessible to students with disabilities?	Yes
8. List needs for upgrades for existing spaces	Need more laptops or computer workstations
9. List any new spaces that are needed	
10. Identify any long-term maintenance needs.	
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	Need a larger computer lab room to accommodate at least 30 computer stations.
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	
<i>Budget</i>	
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	No. B-budget for software upgrades, marketing materials
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	
15. Are there ways to use existing funds differently within your department to meet changing needs?	N/A
Summary of Planning Goals and Action Plans	
16. What are your goals with respect to resource planning and how will those goals be measured?	
17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	
Identified Resource	Purpose
	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.

X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon review of this program plan, provide a comprehensive summary of goals met or in progress and resources awarded from the previous program plan.

The expansion of Special Education to include 3 distinct fields is not at the best interest of the students. These three fields, while they share common traits are really different fields altogether. The career outcomes and goals of students in these fields are extremely different. Thus we recommend the following:

- 1) Develop Adaptive Fitness Therapy, Special Education and Gerontology as separate and distinct programs with separate Program Learning Outcomes
- 2) Re-evaluate core course offerings and unit values for each of these fields.

For the Special Education specifically, we recommend:

- 1. Continue to work on hiring a replacement FTE SPED faculty to anchor, coordinate, direct and market program growth; higher-level coordinator to manage day to day operation of the program and coordinate program need.
- 2. Continue to update current curriculum in response to latest trends in the field.
- 3. Work on articulating our programs with 4-year institutions.
- 4. Develop the Autism and Behavior Management program.
- 5. Develop an Ethics course as part of SPED program
- 6. Develop an Orientation to Special Education as part of SPED program
- 7. Purchase software and equipment for SPED 66 (Technology and Disability)

Goal /Purpose - Met or In Progress	Resource(s) Awarded	Related Learning Outcomes	Related Strategic Initiative or Core Mission

2. Upon review of this program plan, provide a summary of current or continuing goals and resources needed.

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, list every current and upcoming resource need in this section.

Goal/Purpose – Current or Continuing	Resource(s) Requested (Costs need to be included)	Related Learning Outcomes	Related Strategic Initiative or Core Mission
	<i>Technology upgrades and education programs for the</i>		

	<i>SPED 66 Disability and Technology class to use in the hands on workshop and evaluation of educational technology \$4,000.00</i>			
<i>Supervising Administrator Signature</i>		<i>Completion Date</i>		