Proposed Amendment

FOR

PLAN FOR SERVICES TO THE HANDICAPPED

1977-78

SANTA BARBARA CITY COLLEGE
Santa Barbara City College has, to date, conducted separate programs for the physically limited students and those with learning disabilities. These programs have evolved independently and have been administered separately, one as an activity under Student Services and the other as part of the Instruction Program. Under AB 77, it is evident that it would be desirable to have more coordination between these two programs. Such coordination is provided in the following plan through an all-campus committee for programs for the disabled and the creation of a new full-time Enabler position to be titled Learning Disabilities Instructor/Enabler.

1) Statement of philosophy and Needs

Consistent with the underlying philosophy of the California Community College system, Santa Barbara City College believes that its instructional program should be available to all high school graduates or persons over 18 years of age who can profit from the program. This principle applies as well to those who may have some physical or learning disability, and who may need some special assistance in order fully to participate in the College program.

a) With regard to the physically disabled, the College believes that students, insofar as possible, should be assimilated into the mainstream of the College instructional program, rather than being relegated to special segregated classes, either on campus or off. The College pledges equal opportunity and equal access to all students regardless of the nature of their disability. Inherent in the program is the desire of the College to respect the right of the disabled to develop a sense of independence and therefore, it is imperative that the College provide only those services that assist in developing and supporting this feeling of independence. Programs that provide assistance beyond the needs of students tend to foster dependencies and delay the day when the student can take his appropriate place in society.
a) continued:

The College believes that those students who are unable to cope with the College setting and environment, even in light of the services provided in this document, may be better provided for in sheltered workshops or work training centers. The College supports two such programs, both in spirit and financially (through VEA funds).

Needs of physically handicapped students are associated with physical barriers, mobility problems, visual and hearing problems, learning skills, writing skills, the difficulties of registration, scheduling of classes, parking, and other problems associated with movement about the campus.

b) The College recognizes, also, that many students enroll in the community college with insufficient academic skills. Many of these students possess severe disabilities in speech, language and hearing, or may be deficient in their basic skills because of previous educational or physiological handicaps. They can be helped to assess their personal and learning strengths realistically, set appropriate academic and career goals, and plan a feasible course of action to achieve these goals with the assistance of counselors, learning disabilities specialists, and specialized tutoring.

2) Population to be Served

a) Santa Barbara is a retirement center. Many persons come to Santa Barbara because of the mild climate and the close proximity of both mountains and seashore. Retirement draws an unusually large number of senior citizens who have their associated disabilities.

Santa Barbara's High School District has one of the most outstanding special education programs in the state. The special class for the disabled at Dos Pueblos High School
continued:

under Mr. William Burger provides a natural source of prospective college students. Our association with the Memorial Rehabilitation Center at the Santa Barbara County Hospital provides a source of clientele particularly with respect to those prospective students with spinal cord injuries. The above-mentioned groups provide for what should be an increasing number of potential students for the College's Physically Limited Program.

Twenty eight students were enrolled for the 1976-77 college year in the following disabilities categories:

- Blind
- Partially Sighted
- Legally Blind
- Cerebral Palsy
- Orthopedically Handicapped
- Multiple Sclerosis
- Muscular Dystrophy
- Cardiac Disease
- Amputee
- Post Polio
- Spinal Bifidus

A listing of these students is available in the office of the counselor for the Physically Limited Program.

b) The learning disabilities segment of this program will serve students with average academic potential who have been identified as having communication or learning disabilities. These students will generally be reading at the sixth grade level or below and will demonstrate severe language difficulties as demonstrated on a standardized writing exam and a writing sample.

A testing technician will work in conjunction with a learning disabilities instructor in identifying this population.
b) continued:

The number of students presently being served within this category is between 35 and 40.

3) Proposed Services and Programs

a) Special services are provided and will continue to be provided to meet the needs of the individual. A Learning Disabilities Instructor will act as campus Enabler and will be responsible for coordinating these services and to assist the students in pursuit of their education. Some of the services now available and to be continued are:

(1) **Special Application Assistance.** The Enabler will be available to assist in the completion of all application procedures necessary for applying to the College. The Enabler will make home calls or hospital calls to assist students in the completion of registration forms.

(2) **Counseling.** Students are assisted with long and short range goals, both educationally and vocationally. Assistance is given in the selection of courses that are commensurate with interests and ability.

(3) **Priority Registration.** Upon the selection of an appropriate student program, the Enabler will submit the selected courses to the Admissions Office for registration. Final official registration papers are then mailed to the student without the need to appear for registration for classes.

(4) **Campus Orientation.** After registration, the Enabler will orient the student to the campus in general and to his or her specific classroom locations.

(5) **Parking.** All physically-limited students are provided with Faculty-Staff parking stickers for entry to the upper campus. Wheelchair students are permitted to park in specially marked "Handicapped Student Only" zones.
(6) Print Magnifiers. A "Visualtec" magnification reader is on order for all visually handicapped students and will be located in the Media Center.

(7) Reader Services. Students requiring reader services can obtain help by contacting the Enabler for selected and approved readers.

(8) Recordings for the Blind. Assistance is offered in securing RFB tapes for visually handicapped students. Students will present their program of classes to the Enabler and tapes will be ordered, if available, and, if not, two copies of textbooks will be sent for taping.

(9) Tape Recorders. Students requiring tape recorders may contact the Enabler for loans.

(10) Tutoring. Tutoring services are available for all students, and disabled students are encouraged to avail themselves of this important service.

(11) Mobility Aides. Assistance is available to those who require assistance in movement about the campus.

(12) Note-taking. Students will be available through the Enabler to take notes for disabled students. Wherever possible, students enrolled in that same class will be used.

(13) Transcribing. Transcribing of notes or taped materials is available through the secretary of the Counseling Office.

b) Students with learning disabilities are typically referred by an instructor or a counselor to the Essential Skills Program. These students are given special assistance in reading, writing, spelling, grammar, vocabulary, and basic mathematics. In the proposed program, each of these students will be tested to identify severe language and/or learning disabilities.

A learning disabilities instructor, who will also serve as Enabler, will diagnose the test results, and, in consultation
b) continued:

with the students, will prescribe appropriate treatment: special basic skills classes, counseling, speech/hearing clinic, or other supportive services. This diagnosis/prescription will result in an individualized educational plan designed to meet specific unique needs of each student. The program will be implemented and monitored by the learning disabilities instructor, a testing specialist, and the present Essential Skills instruction staff.

4) Program Goals and Objectives

a) The goals and objectives of the program for physically disabled in 1977-78 are:

-- To increase the college and community awareness of the opportunities for the disabled at Santa Barbara City College.

-- To increase the number of students participating in the program by 100% (to between 40 and 60).

-- To provide additional services of mobility aides, notetakers and transcribers, as required.

-- To continue efforts to remove additional physical barriers from the campus.

-- To develop an adaptive physical education class for the disabled.

b) The overriding goal of the learning disabilities segment is to provide support services that will improve the learning and language skills of this group of students to enable them to succeed in regular college classes, and to provide a realistic opportunity for them successfully to complete college-level course work.

Santa Barbara City College will:

-- Provide diagnostic/prescriptive procedures that will identify students with basic weaknesses.

-- Provide specific individualized treatment to remedy these weaknesses in the following areas:
b) continued:

... Reading/Study Skills
... Basic Mathematics remedial work
... Special Counseling
... Speech and Hearing

5) Proposed Activities

a) The programs for the physically disabled will be carried out as follows. Awareness will be achieved:
   -- through newspaper releases
   -- through contacts related to the Advisory Committee
   -- through high school visitations
   -- through Memorial Rehabilitation Center
   -- through Vocational Rehabilitation
   -- through local civic groups

Recruitment activities will entail the following:
   -- Self referral
   -- High school, Memorial Rehabilitation Center, and local agency referrals
   -- Referrals from administrators, instructors and Admissions Office personnel
   -- Self referral by registration information

Mobility aides, note-takers and transcribers will be provided through the Office of the Enabler. Architectural barriers have been the target of an on-going program for several years and this program will continue as funds are available. All new construction is reviewed for access by physically limited persons.

A special P.E. class will be developed to meet needs of handicapped students who wish to enroll.

b) The activities in learning disabilities instruction will be:

   (1) Testing of all students in Essential Skills courses and other populations where appropriate.
b) continued:

(2) Diagnostic testing in the areas of speech/hearing, written communication, reading, math, vocabulary.

(3) Design appropriate activities for each individual: these include, as appropriate, intensive tutoring, self-paced individualized instruction, small group work, counseling and classroom instruction.

(4) The learning disabilities instructor will monitor the progress of each individual placed in this program and will contract with other appropriate agencies on campus for supportive services.

(5) Centralized, accessible facilities will be provided to serve as a nucleus for this program.

6) Plan for Coordination of College Resources

To assist the Enabler, a College-wide Disabled Students Resources Committee will be established and will meet regularly for the purposes of receiving recommendations of the community-wide, Community Advisory Committee and to work out problems of implementing both programs and coordinating efforts where required. The committee will include the following persons:

- Member of Counseling Staff
- College Nurse
- Physical Education Instructor
- Librarian
- Coordinator, Media Services
- Director, Tutoring Center
- Career Center Counselor
- Director, Facilities Development
- Director, Essential Skills Program
- Learning Disabilities Instructor/Enabler

7) Plan For In-Service Training

At the beginning of each semester the Enabler will conduct in-service meetings open to all faculty but particularly for those who will have disabled students enrolled in their classes. This activity was highly successful in the Fall of 1976 when twenty instructors participated
with three disabled students and two former instructors of disabled students. Each student outlined his particular needs and how these needs were met by his instructors.

As a result of priority registration before the opening of the general registration, it is possible to notify many instructors having disabled students in their classes of the nature of the disability and how the staff may be of assistance. At this time, the in-service meeting is also announced.

It is recognized that faculty must be aware of this student segment and sensitive to their unique needs.

The staff serving the disabled will also be encouraged to remain abreast of new opportunities and/or methods for dealing with problems of the disabled. Occasional seminars and conferences will provide opportunities for up-dating faculty and staff.

8) Evaluation Plan

The program will be evaluated in the Spring semester by the on-campus College Disabled Students Resources Committee, with input and advice from the Community Advisory Committee. Direct responsibility will rest with the Enabler.

In addition to gathering basic statistics on numbers of students assisted and nature of assistance for each, survey instruments will be developed to get the perceptions of two groups -- the students themselves and instructors who have been involved with the students. Criteria will be student outcomes, past-performance of students, and student perceptions of quality of services, counseling, materials and equipment.

9) Plan for Inter-agency Coordination

A Community Advisory Committee will be formed to assure community input to the program and coordination with other programs of interest to clientele of this one. This committee will be comprised of representatives of the following agencies:

SBCC -- Enabler
  Director, Essential Skills Program
  Director, Tutoring Center
Community -- Vocational Rehabilitation
Memorial Rehabilitation Foundation
S. B. County Schools Administration
S. B. City Schools Special Education Dept.
Two (2) students from program

Santa Barbara County Schools also has a committee formed for coordination of services to the disabled. The Enabler from SBCC will serve on that committee as well.
COLLEGE ANNUAL ENROLLMENT AND FUNDING SURVEY
HANDICAPPED STUDENTS
(Advisement Survey Pursuant to California Administrative Code, Title 5, Section 56062)

I. UNDULICIPATED HEAD COUNT OF ENROLLED DISABLED STUDENTS RECEIVING SERVICES

A. Total Eligible Students Receiving Services

B. Total Eligible Severly Disabled Students
   (Not included in "A" above: Prior approval required from Department of Rehabilitation.)

II. PROJECTED EXCESS DISTRICT COSTS FOR FISCAL YEAR 1977-1978
   (Do Not Include Expenditures Met By ADA Funds)

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<th>EXPENDITURE OBJECT CODES</th>
<th>1000 *</th>
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TOTAL EXCESS DIRECT COSTS $ 60,177

III. LESS OTHER FUNDS RECEIVED

A. Local Gifts & Grants (Not ADA) $ 0
B. VEA Funds (Only if VEA Expenditures Included Above) $ 0
C. Total Other Funds $ 0
D. Total Excess Direct Costs Less Total Other Funds $ 60,177

BURTON P. MILLER
(Prepared By)
Administrative Assistant to the Superintendent-President

(Title) 7-11-77
(Date)

(805) 965-0581, Ext. 213
(Telephone Number)

*1000 - Certificated Salaries  *4000 - Books, Supplies and Equipment Replacement
*2000 - Classified Salaries    *5000 - Contracted Services and Other Expenses
*3000 - Staff Benefits         *6000 - Capital Outlay
I. Physical Disability
   A. Vision Deficit 6
   B. Mobility/Orthopedic Deficit 42
   C. Other Health Deficits 8

II. Communication Disability
   A. Hearing Deficit
   B. Speech Deficit

III. Learning Disability *
   A. Neurological Deficit
   B. Biochemical Deficit
   C. Developmental Deficit 40
   TOTAL 96

* See Note*
Signature of staff qualified to identify
and develop prescriptive educational
plan for Learning Disability students

At this time, there is no one on our staff who fits this
description. Part of the attached plan is to obtain such a person.

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<th>Please Estimate</th>
<th>Categorical Funding Areas</th>
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<td>Number of Students Utilizing Each Category (Duplicated Count Allowable)</td>
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<td>Mobility Assistance</td>
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<td>0</td>
<td>Transportation</td>
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Official title
( )

Telephone number

Please return this form to:
Academic Affairs Unit
California Community Colleges
1238 S Street
Sacramento, CA 95814
(916) 445-1163
POSITION: Learning Disabilities Instructor/Enabler

Be responsible for:

1. Assuming responsibility for overall district's planning, development, and implementation of program for the handicapped.

2. Maintaining liaison with Dept. of Rehabilitation, State of California Community Colleges, and community agencies whose responsibilities cover the education, training and services to the handicapped.

3. Preparing reports and budgetary estimates required by Federal State, and local agencies, including preparation of an annual comprehensive plan as required by the Chancellor's office.

4. Providing in-service training workshops for faculty & staff.

5. Developing a system of identification, recruitment, and retention of handicapped students for the district.

6. In coordination with other instructional services, developing an educational program plan and method of implementation which includes individual diagnosis of student learning disabilities, individual prescription and evaluation.

7. Coordinating handicapped student's needs with college's supportive services. (tutoring, peer counseling, etc.)

8. In cooperation with the Reading/Study Skills Center, developing curriculum and educational programs, and teaching classes and evaluating their effectiveness for students with diagnosed learning disabilities.

9. Training student tutors to work effectively with handicapped students and the learning disabled.

10. Identifying funding sources and developing proposals to meet needs of the handicapped.

11. Working with the handicapped students advisory committees.

12. Working with appropriate campus groups and outreach agencies for the removal of architectural barriers on the campus.

13. Working to facilitate learning disabled students into the college environment & assisting in their educational progress.

14. Preparing annual reports on the status of the learning disabled & physically disabled programs.