

DSP&S

I. Introduction

The Disabled Students Programs & Services (DSP&S) serves as the college's mechanism for providing access to students with disabilities and for implementing accommodations as mandated by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and Title 5 of the California Code of Regulations. DSP&S is specially funded by the state to provide direct services to students and to guide other campus professionals in matters of educational accommodations and accessibility. The program offers services and instruction, which assist students with disabilities to fully participate in activities, programs, and classes offered by the college.

Program activities and services provided by DSP&S include, but are not limited to: adapted testing accommodation (e.g., extending testing time, reader, scribe, adapted computer), alternate media (e.g., electronic textbooks, accessibility to websites, closed captioned videos), electronic text, Braille, Closed Captioning TV, computers and adaptive technology, deaf and hard of hearing services (e.g., sign language interpreting), equipment loan (e.g., recorders, spellcheckers, other adaptive equipment and software), DSP&S courses (i.e., Empowerment, Technical Assistance Lab, and Assessment of Learning Strengths and Weaknesses), learning disability assessment, shared notes on note taking paper (NCR paper), Telecommunication Device for the Deaf (TDD) public telephones, tutoring, the High Tech Center, instructor and community liaison, and specialized academic counseling. These services meet the needs as stated in the program mission by providing students with disabilities adapted educational accommodations. This affords them the opportunity to reach their academic goals and to participate in the full range of campus programs and activities despite limitations of their respective disabilities.

The DSP&S office is located on the second floor of the Educational Development (ED) building located southwest of the Administration (AD) building. This building houses the majority of student service offices, including Financial Aid, EOP&S/CARE and CalWORKs, and the Career/Transfer Center, making for easier access to other services on campus. The second floor location presents occasional access issues.

Fortunately, the new Student Services Building will house DSP&S on the first floor. DSP&S employs three full-time faculty (i.e., the DSP&S Coordinator/Counselor, one DSP&S Counselor, and one Learning Disability Specialist) and one adjunct faculty (i.e., one DSP&S Counselor/LD Specialist). Additionally, DSP&S employs four full-time classified staff (i.e., one Educational Advisor with Alternate Media duties, one DSP&S Instructional Lab Technician II, one Interpreter Coordinator, and one DSP&S Specialist). DSP&S also employs one Student Services Assistant, one Student Aide I, one Student Aide II, and two Student Aide III. Finally, DSP&S employs twenty two part-time, on-call Sign Language Interpreters.

#	DSP&S Position	Hours Week	Funding Source	
			DSP&S	Other
1	Coordinator/Counselor	35	100%	
1	DSP&S Specialist (Department Secretary)	40	100%	
1	LD Specialist	35	100%	
1	DSP&S Counselor	35	100%	
1	Instructional Lab Technician II with Alternate Media Duties (HTC Specialist)	40	100%	
1	Educational Advisor with Alternate Media Duties	40	100%	
1	Interpreter Specialist	30	100%	
22	On-Call Sign Language Interpreter	Flexible	100%	
1	DSP&S Counselor (Adjunct)	17.5	100%	
1	Student Services Assistant	Flexible	100%	
5	Student Aides	Flexible	100%	
1	Adapted Testing Technician	26	100%	
2	APE Instructors	35		100%
1	APE Instructional Assistant	24		100%

DSP&S

Total Headcount

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
DSP&S Headcount	545	521	584	575	555	535	603
Citrus Headcount	19,131	19,940	26,023	24,149	25,221	23,779	20,525
% of DSP&S Students	2.8	2.6	2.2	2.3	2.2	2.2	2.9

Categorical Headcount

Disability Category - Headcount	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Acquired Brain Injury	39	38	39	34	30	27	27
Developmentally Delayed Learner	26	26	32	30	25	19	21
Hearing Impaired	17	15	17	17	12	14	19
Learning Disabled	153	150	144	102	105	117	169
Mobility Impaired	59	64	74	87	84	73	68
Other Disability	178	166	210	223	225	200	205
Psychological Disability	56	45	56	65	61	65	75
Speech/Language Impaired	3	1	1	0	1	2	5
Visually Impaired	15	16	11	17	15	19	14
Not Disabled	18,585	19,419	25,439	18,688	21,316	20,942	19,922

Headcount by Ethnicity

Ethnicity	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
African-American	41	42	41	51	50	53
Asian	24	24	22	20	27	27
Hispanic	157	188	177	187	182	205
Unknown/Non-Respondent	33	36	34	30	29	46
White Non-Hispanic	244	273	272	250	218	256
Filipino	3	6	4	3	7	4
American Indian/Alaskan Native	10	8	15	9	8	10

2002 Operational Program Review (OPR) Compliance Issues/Recommendations:

Compliance Issues

Leadership/Administration

Adopt a policy to ensure that all college materials will be available in alternate formats and/or media for persons with disabilities.

The only formal policy regarding students with disabilities states, "The District will provide all reasonable accommodation necessary to ensure that students with disabilities are afforded equal access to college programs and services." The District has a formal regulation that addresses access to auxiliary aids for students with disabilities "including Braille and taped materials, sign language interpreters, assistive listening devices, readers, audio recordings, closed circuit television, and other assistive technologies."

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Facilities/Physical Plant

The Transition Plan needs to show all the upgrading that has occurred since its inception, and include the following elements: a prioritization of projects, responsible parties, timelines, estimated costs, and completion date.

Although a Transition Plan could not be located, the Director of Facilities and Construction was able to provide a list of ADA upgrades that were implemented as well as a list of upgrades that will be completed in the future.

Recommendations

Leadership/Administration

Consideration should be given to extending the Director's contract to 12-months.

Although the number of students served and the legal mandates for compliance justify a year-round contract to ensure services to students with disabilities as well as reduce vulnerability to the Office of Civil Rights complaints and possible lawsuits, the District has not approved a 12-month contract for the Coordinator.

Training is needed for the Coordinator/Counselor to more effectively assume her role as the DSP&S Coordinator.

As of July 1, 2006, the new Coordinator/Counselor attended the New Director's Training provided by the California Community College Chancellor's Office. This training provided guidance on program administration and an opportunity to dialogue with colleagues from other California Community Colleges. More specifically, the training focused on campus procedures and requirements for program operation, documentation, and reporting, fiscal activity, MIS, overview of the LD Eligibility Model, and a Q&A panel discussion. The Coordinator participates in CAPEd, Region 8, listservs, and enlists the advice and/or recommendations from other DSP&S Coordinators and/or Chancellor's Office experts for assistance.

A procedure related to funding current assistive technology purchases is needed and the Alternate Media Specialist needs to provide leadership for the installation, maintenance, and upgrading of all assistive software on campus.

An equipment and software replacement schedule was created for maintenance of the High Tech Center and other existing labs on campus in an attempt to fit the costs into our budget. DSP&S works closely with the director of TeC Services (MIS) to ensure the High Tech Center and other campus labs are appropriately maintained. For example, DSP&S conducts ongoing evaluations of assistive software which may result in recommendations to upgrade or install replacement software.

A formalized process needs to be developed whereby the Alternate Media Specialist will provide ongoing training to faculty in on-line course development and the use of accessibility tools such as Blackboard and other on-line distribution products.

The Educational Advisor with Alternate Media Duties and the Instructional Lab Tech II with Alternate Media Duties collaborate with the TeC Services, Distance Education, and Audio Visual areas to provide training to faculty and staff on accessibility issues and tools for students with disabilities.

Counselors within the Counseling Center need to provide some flexibility in scheduling and allow for adequate time with students who have disabilities, especially when developing Student Education Plans.

The coordinator of DSP&S informs the dean of counseling when students with disabilities need more appointment time and counselors' schedules are adjusted to meet this need.

When the college institutes on-line registration, they need to ensure access for students with disabilities.

The college created a new website which meets accessibility standards. The on-line registration is done via the college's website which meets accessibility standards. For example, a blind student successfully registered for the summer 2007 semester using assistive technology (i.e., JAWS).

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Programs/Services

DSP&S needs to expand the availability of services for evening students.

Although very few students take advantage of evening hours, DSP&S is open until 7:00 p.m. on Mondays, and a DSP&S counselor is available for appointments to assist students with disabilities (e.g., Intakes, LD Assessments, Follow-ups, Registration Assistance, and Specialized Academic Counseling). Additionally, arrangements for evening students can include "by appointment."

Communication with the Advisory Committee Members needs to be strengthened and new membership explored.

The Advisory Committee met soon after the 2002-03 Program Review. When asked how often the committee should meet, the response from the high school representatives was once a semester due to obligations at their respective campuses. DSP&S strengthens new membership through the addition of representatives from the Department of Rehabilitation and the San Gabriel Valley Regional Center. In the past, the DSP&S office always extended an invitation to the Vice President of Student Services and the Dean of Counseling Programs and services, as well as Citrus College faculty to attend these meetings. Currently, the Advisory Committee consists of 20 members. There is one representative from the Department of Rehabilitation and fifteen members from eleven surrounding high schools. An Annual Advisory Committee meeting is hosted by DSP&S every spring semester. The remaining members are various employees of Citrus College. Advisory Committee membership has grown over the past several years. The DSP&S educational advisor participates in off-campus Special Education Local Plan Area (SELPA) transition meetings to enhance collaboration from both the K-12 and community college systems. Additionally, DSP&S Counselors participate in local high school transition events.

Students using Irlen Lens should be referred to appropriate medical resources, as necessary.

The Citrus College DSP&S office refers students to medical resources related to Irlen Lens since the 2002-03 recommendation.

A procedure related to maintaining currency of core assistive technology programs on all stations will assist the college.

In cooperation with TeC Services, DSP&S developed and implemented a schedule for maintaining and upgrading core assistive technology programs so that the High Tech Center remains current.

Currently, the computers in the High Tech Center are similarly equipped with adaptive software with the exception of two programs (i.e., JAWS and Dragon Naturally Speaking) that are not commonly used or in demand on our campus. Those programs are loaded on two of the six computers in the High Tech Center to meet the needs of students.

Furthermore, DSP&S agrees with the last program review's recommendations for student access to server space; however, creating that access is out of the purview of the DSP&S department.

It is necessary that e-text be provided in a timely manner and in a usable format.

DSP&S has explored and continues to utilize resources from ATPC, AMXDB, RFB&D, Long Beach City College's book scanning service, and Project Gutenberg. In addition, DSP&S acquired equipment and software that will allow us to produce e-text in-house. Furthermore, DSP&S hired three student workers with computer expertise to improve service, workflow, and efficiency. Moreover, an improved process, which includes editing, has been implemented for students who use e-text so that they gain understanding, provide input, and bear some of the responsibility in acquiring their e-text. This process also requires users of e-text to attend an individualized e-text orientation, training, and to complete an e-text satisfaction survey.

A formalized fitness assessment may assist students enrolled in Adapted PE (APE).

Currently, all Adapted P.E. and Adapted Aquatic Exercise classes provide both pre- and post-fitness assessments for all students. Blood pressure, resting heart rate and, when appropriate, body composition are measured at the beginning and at the end of the class. When appropriate, pre and post sub-maximal strength, flexibility, and cardiovascular endurance assessments are provided. The critical thinking

component is implemented after the pre-assessment when the students meet with the instructor and work up an appropriate personal exercise program to meet their predetermined goals.

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Increased involvement and collaboration is needed between the APE program and DSP&S.

The DSP&S and the APE programs met twice during the 2006-07 academic year to discuss budget issues. Additionally, DSP&S and APE collaborate formally and informally to discuss special events (e.g., the APE Winter Party and the DSP&S Recognition Celebration Ceremony). Furthermore, DSP&S and APE collaborate regarding priority registration and medical verifications.

A policy on special course repeatability in accordance with Title 5, Section 56029 is needed.

Upon the Chancellor's Office recommendation, the Citrus College Board of Trustees voted to amend board policy regarding course repeatability including special courses. A form was developed verbatim from Title 5, Section 56029.

Closed captioning of videos need to be addressed.

Currently, DSP&S and the Library AV staff have made progress towards addressing the captioning issue. A representative from the HTCTU intervened to repair captioning equipment and provide training. DSP&S, AV, and TeC Services staff will continue to troubleshoot repairs in an effort to get the equipment run as quickly as possible. The Dean of Library and Information Services will not process orders for videos unless they are captioned. If the video is not captioned, the Library Media Technician II will research alternate, equivalent videos that are captioned and present those to the instructor requesting the uncaptioned video. If the alternate videos are unacceptable or no alternate videos with captioning are available, then the requesting department must pay for the video to be captioned if they still want to purchase it. However, campus-wide support is lacking. So far, attempts to educate the campus on the significance of the captioning issue have not met with an entirely gratifying level of success.

Ongoing training on disability issues and alternate learning strategies needs to be incorporated into the peer tutoring training program.

The Tutoring Center and DSP&S collaborate to incorporate specialized training to their tutors and adapted testing assistants on how to more effectively work with students with disabilities. Non-Credit Counseling and DSP&S also collaborate to provide workshops to their tutors on effectively working with students with disabilities.

Facilities/Physical Plant

The College should ensure that emergency evacuation procedures anticipate disability-related needs.

The college's emergency evacuation procedures address students with mobility impairments but do not address other types of disabilities, such as visual or hearing impairments.

Instructional furnishing purchases need to be evaluated for access and based upon universal design models. A standard practice at most colleges is to ensure that a reasonable percentage (at least 10%) of all purchased furniture and equipment are accessible by design.

The DSP&S office recommended a procedure to purchase instructional furnishings to the Physical Resources Committee. Additionally, with wheelchairs getting larger it has been our experience that current ADA requirements do not address the needs of all wheelchair users. Therefore, DSP&S recommends at least 10% of all purchased furniture include motorized adjustable workstations.

Accessible workstations need to be installed in the new library including software, hardware and furniture which will allow students with disabilities to access the computers and reference materials effectively.

DSP&S continues to work with the Dean of Library and Information Services to improve accessibility for students with disabilities.

An electronic door was installed into the APE locker facility in 2003.

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II. Collegewide Student Services Integration and Coordination

(Section II answers are for Credit/Non-Credit Matriculation, EOP&S/CARE, DSP&S and CalWORKs)

A. *How do these four categorical programs work with each other and with other student services programs?*

- Credit Matriculation, Non-Credit Matriculation, EOP&S/CARE, DSP&S, and CalWORKs work together to serve students under the direction of the dean of counseling or the vice-president of student services. The director of EOP&S/CARE/ CARE and CalWORKs, and the coordinators of DSP&S and Non-Credit matriculation report to the dean of counseling. The dean of counseling is the credit matriculation coordinator. Program coordinators and director meet twice a month with the dean of counseling. Many of the programs share students and referrals; for example, the Early Decision project was implemented in spring 2007, before high school graduation, to enroll students at Citrus for fall 2007. Counselors in all programs assisted the outreach staff with orientations and Student Education Plans (SEP) appropriate for each program. The group also created a new student DVD explaining student services. A second example of our work together is a summer workshop series called, "POWER Math". The program benefits students who score low in math on the Accuplacer. Non-Credit Matriculation offered student support services in conjunction with a non-credit math class. All counseling programs referred students to promote the program. Students who successfully completed the program were able to retake Accuplacer before beginning the fall 2007 semester. A third example of our work together is our participation in a workshop on identifying learning disabilities sponsored by DSP&S.

B. *How do student services work with instruction, institutional research and the management information systems (MIS)?*

- The dean of counseling attends meetings with instructional deans at least twice a month and shares issues with student services managers. Instructional managers/faculty are supportive and sensitive to student needs for accommodations, creating workshops and orientations for students needing to improve in math and English, and providing referrals to categorical programs.
- The dean of counseling receives instructional program review documents and makes comments as appropriate.
- Counseling and instructional faculty participate in learning communities where academic courses (primarily basic skills courses) are paired with counseling courses.
- Citrus College recently hired a researcher who is actively engaged in learning about the college and categorical programs. She recently provided input and data analysis for SLO development and measurement. The college is in the process of establishing research priorities for the position.
- TeC Services works with each categorical program to create reporting databases. The college recently converted to a new Enterprise Resource Project (ERP) system. The new ERP system "Banner" provides more options for data reporting. TeC Services is creating new reports based on requests from student service managers.
- The college recently upgraded the appointment scheduling and tracking system, which the TeC Services staff will maintain.

C. *How are programs integrated with student equity planning and other strategic planning initiatives at the college?*

- **Access:** Categorical programs participate in meeting the goals of the student equity plan. Advisors and counselors from every division are responsible for outreach. Educational Advisors visit our feeder high schools weekly, and categorical programs assist with high school transition nights, Citrus College Youth Conference, Parent University, CAHSEE grant activities, High School Counselor Breakfast, and Early Decision Program.

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- **Course completion:** The Early Alert Coordinator is responsible for working with faculty and contacting students who demonstrate early academic difficulty. She regularly revises and reviews interventions to improve effectiveness. In addition, the college recently assigned a college success counselor to meet the needs of basic skills students in the credit and non-credit programs. A goal for this program includes providing orientation in basic skills courses and requiring an educational plan for each student.
- **ESL and Basic Skills Completion:** Counselors participate in learning communities designed for freshmen who place into basic skills courses. The college success basic skills counselor is now responsible for meeting with ESL students to review placements and provide tools to help students succeed.
- **Degree and certificate completion:** Students learn about the certificate and degree programs at Citrus through many avenues including: on-line orientation, new student workshops, counseling courses, summer bridge program, non-credit orientation, DSP&S orientation and one-on-one appointment with a counselor or educational advisor.
- **Transfer:** Categorical programs work with Career/Transfer Center staff to increase transfer rates. Center staff prepares a college fair and university visits for EOP&S/CARE students and are aware of key issues necessary for helping DSP&S students transfer. All counselors and educational advisors are familiar with tools provided by CSU, UC and private colleges needed to assist students with this goal.

D. How effective are the programs in enabling success for under-prepared and under-represented students?

- Students who graduate from Citrus tend to use counseling more frequently than the general student population. In a survey of 266 students conducted at graduation rehearsal in spring 2007, Hispanics were 44.4% of those graduates surveyed compared to 36.6% of the Citrus College population. Asian students represented 14.6% of the graduating students surveyed compared to 8.9% of the Citrus College population. Graduating students told us they visited a counselor between 4-6 times before graduating.

E. How do the program directors/coordinators and business office work together to monitor allowable expenditures and reconcile fiscal reporting.

- All program coordinators and managers meet with the Accounting Technician to monitor allowable expenditures and reconcile fiscal reporting.
- The Accounting Technician now E-mails reports each month to program coordinators.
- The Fiscal Services Department completes expenditure reports as required by the Chancellor's Office.

III. Program-Specific Self-Evaluation

The self-evaluation is based on the WASC Accreditation Standard IIB – Student Support Services:

*“The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student **access, progress, learning and success**. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.”*

1. Management Information System (MIS) Data Reporting - for access, progress and success, MIS data for the prior three years (2005-06, 2004-05, and 2003-04) will be provided annually by the System Office for each college. Program staff will need to conduct an analysis of the data sent by the System Office. Colleges may also use in-house data to complete this section.

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- i. **How is the categorical program director involved in the review of MIS data before it is submitted to the State Chancellor's Office?**

The DSP&S coordinator receives a report of the data from TeC Services and reviews it prior to sending it to the Chancellor's Office.

- ii. **Does the data appear to be accurate? Do the numbers of students in the MIS report match your program records?**

After a review of the data provided by the Chancellor's Office, it appears that the data looks close to being accurate to what DSP&S reported to TeC Services. However, the numbers are not exact. For example, in 2003-04, DSP&S reported 569 students to TeC Services but TeC Services reported 575 to the Chancellor's Office. In 2004-05, DSP&S reported 556 students to TeC Services but TeC Services reported 555 to the Chancellor's Office, and in 2005-06, DSP&S reported 534 students to TeC Services but TeC Services reported 535 to the Chancellor's Office.

- iii. **If the data does not appear to be accurate, identify the problem (e.g. too many or too few participants listed; demographics seem incorrect, etc.). Document the process used to identify the problem. Share this information with the college information technology services staff to determine ways to correct your MIS reporting.**

The numbers that TeC Services reported to the Chancellor's Office over the last three years have been one to six students more or less than what DSP&S reported to TeC Services. DSP&S does not know why this keeps happening. We will need to discuss this further with the TeC Services department.

2. Access - Identify how accessible the program is by comparing demographic data from the college to the program. Data to be compared include gender, ethnicity, age, informed educational goal, Pell and BOG fee waiver recipients, English Language Learners (ELL) and students with disabilities.

- i. **How does the program compare with the total college demographic data?**

DSP&S served a higher percentage of African American, Native American, and white students and a lower percentage of Asian, Filipino, and unknown when compared to the overall campus demographics. DSP&S served approximately the percentage of Hispanic, other non-white, and Pacific Islanders as the rest of the campus.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Ethnicity	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
African American	4.8%	7.8%	5.7%	9.2%	6.0%	9.2%
Asian	8.2%	4.1%	9.1%	3.9%	8.9%	5.1%
Filipino	2.8%	0.7%	3.2%	0.5%	3.1%	1.2%
Hispanic	32.0%	30.7%	34.7%	34.1%	36.6%	33.6%
Native American	0.7%	2.5%	0.7%	1.5%	0.7%	1.6%
Other Non-White	1.7%	1.7%	2.4%	1.2%	2.9%	2.8%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	30.9%	46.8%	34.7%	44.0%	35.1%	40.9%
Unknown	18.8%	5.7%	9.5%	5.5%	6.7%	5.5%

DSP&S served a lower percentage of students less than 20 years old and those with unknown age, and a higher percentage of students age 25-29, 40-49, and over 50 years old when compared to the overall campus demographics. DSP&S served a similar percentage of student's age 20-24, 30-34, and 35-39 years old as the rest of the campus.

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	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Age	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
< 20	33.8%	20.4%	31.3%	21.4%	31.4%	20.2%
20 – 24	27.9%	30.7%	29.2%	30.1%	30.3%	30.3%
25 – 29	9.1%	10.6%	9.0%	12.0%	9.5%	11.3%
30 – 34	5.1%	4.4%	4.9%	5.0%	5.0%	5.1%
35 – 39	4.0%	6.4%	3.9%	3.8%	4.1%	5.7%
40- 49	6.6%	11.1%	7.0%	12.3%	7.1%	12.7%
50 +	9.4%	16.0%	10.7%	15.2%	10.9%	14.5%
Unknown	4.2%	0.2%	4.1%	0.2%	1.7%	0.2%

The DSP&S male to female ratio has been similar to that of the overall campus.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Gender	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Female	56.5%	52.7%	56.6%	56.5%	56.8%	56.1%
Male	42.2%	47.3%	41.7%	43.5%	42.7%	43.9%
Unknown	1.3%	0.0%	1.6%	0.0%	0.5%	0.0%

Over two times as many DSP&S students received financial aid, BOG Waivers, PELL Grants, and/or other types of financial aid when compared to that of the overall institution.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Financial Aid	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Not Received	80.2%	53.7%	76.3%	49.0%	74.6%	47.8%
Received	19.8%	46.3%	23.7%	51.0%	25.4%	52.2%
*BOG Waiver	19.7%	45.6%	23.5%	50.3%	25.1%	52.0%
*PELL Grant	9.8%	22.8%	9.6%	21.9%	10.4%	20.7%
*Other	5.0%	13.2%	6.4%	15.1%	7.0%	15.4%

Less than one percent of our students were ELL. We served a lower percentage of ELL students when compared to that of the rest of the campus.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
ELL	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Attempted ELL Course	0.0%	0.0%	1.3%	0.0%	1.6%	0.3%

One hundred percent of our students were students with disabilities. Our students with disabilities represented approximately 2.3 percent of the Citrus College population.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Disability	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Non-Disabled	97.5%	0.0%	97.7%	0.0%	97.6%	0.0%
Disabled	2.5%	100.0%	2.3%	100.0%	2.4%	100.0%

ii. Describe the areas where you have concerns about access.

Typically, those with disabilities make up at least 20% of the general population; therefore, DSP&S ideally should be serving approximately 20% of the student population. However, DSP&S is only serving about 2% of the Citrus College population. This is of great concern to DSP&S and is due to the need for more DSP&S staff as well as the need to hire someone to perform ADD/ADHD evaluations as these students are a growing population who are unable to access outside resources and referrals for evaluation to due transportation and/or financial reasons. Additionally, we have a growing DSP&S population and not enough resources to keep up; therefore, there is an

ongoing minimum two-week waiting list for appointments. This is becoming more of an issue due to the newly implemented compressed calendar and being that we are almost continually seeing students for registration appointments.

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iii. Please describe any plans in place for improving access.

DSP&S submitted a Faculty Needs Identification Committee (FNIC) request to hire one additional DSP&S counselor who can provide ADD/ADHD evaluations, as well as Learning Disabled (LD) assessments. DSP&S also plans to hire an adjunct instructor (eventually a full-time instructor) for the High Tech Center to increase students' knowledge on accessing assistive technology. Additionally, DSP&S is working on developing curriculum to provide a course on e-text, another course on assistive technology, and a course to provide ADD/ADHD evaluations (similar to DSP&S LD Assessment course).

iv. What programs and services do you feel specifically contribute to student access at your college? Why?

DSP&S requires assistance from all areas of the campus as a means to ensure access to students with disabilities. Some important programs and services include, but are not limited to, Financial Aid because most of our students are eligible for and in need of financial assistance; the Health Center, as many of our students do not have medical insurance and/or need psychological counseling; and EOP&S/CARE, as many of our students qualify as being "educationally disadvantaged" students.

3. Progress - Compare how well students served by the program perform compared to those of the whole college. Data to be compared include course success rates, academic and progress dismissal, and persistence.

i. How well do the students served by your program perform compare to the total college population?

DSP&S students had a higher overall degree applicable and Basic Skill ESL course success rate than that of the general Citrus College population. DSP&S students had a similar success rate for Basic Skills English courses as the rest of the campus. However, DSP&S students consistently had a lower success rate in Basic Skills Math courses than the general Citrus College population.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Course Success	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Degree Applicable	62.3%	61.4%	64.0%	66.5%	63.4%	66.8%
Basic Skill ESL	N/A	N/A	63.0%	N/A	68.9%	100.0%
Basic Skills English	60.9%	59.4%	59.8%	58.0%	60.4%	62.6%
Basic Skills Math	47.2%	40.5%	56.1%	44.3%	50.1%	40.6%

DSP&S has a consistent significantly higher persistence rate from fall to spring semester than the general Citrus student population.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Persistence Rate	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Persisted from Fall to spring	58.6%	83.5%	65.6%	79.3%	59.7%	83.8%

ii. Describe areas where you have concern about student progress.

DSP&S is always concerned with student progress, but our main area of concern is with student progress in math courses. This is especially critical given that the math standards will become more difficult in 2009. Eventually, DSP&S would like to offer math strategies courses to help students succeed in the math courses necessary for an associate's degree and/or transfer to a four-year college or university.

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iii. What programs and services do you feel specifically contribute to the progress of students at your college? Why?

Many programs and services on campus specifically contribute to the progress of students with disabilities. Some important programs and services include, but are not limited to, Financial Aid, because most DSP&S students need financial assistance to purchase textbooks; EOP&S/CARE, as many of our students qualify for book vouchers; the College Success (Basic Skills) program, because many of our students place into one or more basic skills course; and Counseling and Advisement, because they provide the SEP for our students.

4. Success - Review how well your students are completing their educational goals. Data to be included are number of degrees and certificates awarded, number of transfer-prepared students, number of transfers, and achievement of non-credit educational goals.

i. How well do the program students perform compared to the total college population?

DSP&S students have consistently earned more degrees and are more transfer prepared than the general Citrus College population. DSP&S students tend to earn fewer certificates than the rest of the campus. Additionally, the data reveals a significant decrease in DSP&S students transferring to a 4-year college or university since 2004-05.

	Campus	DSP&S	Campus	DSP&S	Campus	DSP&S
Academic Success	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Degree	2.9%	4.7%	2.7%	4.8%	2.8%	6.2%
Certificate	1.5%	0.7%	1.7%	1.4%	1.8%	1.1%
Transferred to 4-Year	4.5%	5.6%	4.5%	3.8%	0.2%	0.0%
Transfer Prepared	5.4%	5.9%	6.0%	7.0%	6.2%	7.3%

ii. Describe areas where you have concern about student success.

DSP&S is very concerned with the alarming decline in the number of DSP&S students transferring to 4-year colleges and universities from 2003-04 to 2005-06 and will need to address why this has occurred, although, it does seem to have been the campus trend.

iii. What programs and services do you feel specifically contribute to the success of students at your college? Why?

Many programs and services on campus specifically contribute to the success of students with disabilities. Some of these important programs and services include, but are not limited to, the Tutoring Center, which provides additional hours of tutoring to students with disabilities, and the Testing Center because many DSP&S students are eligible and utilize testing accommodations.

5. Student Learning Outcomes - Describe your progress in the development and implementation of Student Learning Outcomes (SLOs) for the program at the college.

i. What are the SLOs for the program?

DSP&S adapted the version of the SLOs developed by Jerry Rudmann for the Region 8 Community College DSP&S programs. The SLOs are as follows:

SLO 1.1 Communication (Personal Expression and Information Acquisition):

- Student will be able to advocate for self by successfully requesting accommodation(s) through documented written and/or oral communication with the instructor to ensure equal access to learning.
- Student will increase academic self-efficacy by working with a DSP&S counselor to formulate realistic goals and select appropriate educational accommodations as defined

by the California Community Colleges' Chancellor's Office that will compensate for academic challenges to create success in the academic environment.

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SLO 1.2 Community, Critical, and Analytical Thinking:

- Student will be able pick an academic or vocational major/program by working with a college career counselor to choose an appropriate academic or vocational goal.
- Student will work with a college counselor through the student educational plan to choose the appropriate classes for an academic or vocational goal.
- Student will increase positive affect related to the academic and/or vocational experience by using appropriate DSP&S educational accommodations as defined by the California Community Colleges' Chancellor's Office and other campus resources to create success in the academic environment.

SLO 1.3 Creative, Critical, and Analytical Thinking:

- Student will improve study strategies by participating in courses, labs, workshops, and/or orientations provided by DSP&S to be academically successful.

ii. What process was used (or plan to use) to develop these outcomes?

The process used to develop student outcomes for the region included three areas of consideration: the college's core competencies, learning outcomes of the college's student services department, and learning outcomes stipulated by the accreditation standards II.B.3.b and II.B.3.d.

iii. What types of activities are you conducting in order to achieve these outcomes?

DSP&S encourages ongoing informal feedback from its students and administers a DSP&S Confidential Student Satisfaction Survey. Also, two DSP&S counselors teach courses aimed at teaching students with disabilities self-advocacy, including discussing and role-playing advocacy interactions, study skills, learning strategies, time management, coping with anxiety, positive self-talk, stress management, goal setting, short-, mid-, and long-term planning, accessing resources, physiological states, and more. Additionally, DSP&S faculty and staff use positive feedback, encouragement, and focus on successful academic experiences (not just negative academic experiences) with their students. Furthermore, DSP&S faculty and staff strive to be positive role models for their students.

iv. How are you assessing the achievement of the outcomes?

DSP&S is involved in a DSP&S Region 8 SLO study headed by Jerry Rudmann, Supervisor of Research at Coastline College. The study is designed to ascertain whether particular measures are appropriate for measuring student service departments' contributions to student learning. The study uses various measures (e.g., academic self-efficacy, goal clarity, academic hope, self-regulated learning, optimism, and self-esteem). In addition to the regional study, DSP&S plans to develop and implement its own measures and rubrics for its student learning outcomes.

v. How have you used the assessment information to improve the services?

Informal student feedback as well as results from the DSP&S Confidential Student Survey has been used to increase program quality and effectiveness (e.g., improved flow and effectiveness of e-text). Furthermore, DSP&S plans to use updated results from the Region 8 SLO study and from its future developed measures to improve the quality and efficiency of its programs and services.

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6. Compliance

Student Eligibility

Students wishing to receive services for a disability must provide documentation from appropriate agencies or certified or licensed professionals outside of DSP&S (see Appendix A for Verification of Disability form). A “student with a disability” is a person enrolled in the college who has a verified impairment, which limits one or more major life activities, and which imposes an educational limitation. If students do not have past documentation, an assessment of learning strengths and weaknesses can be administered to determine if the student qualifies for learning disability services or services for developmentally delayed learners. In some cases, professional observation can be used to verify a disability (e.g., mobility). In other cases, appropriate campus and/or community referrals are given to students who are experiencing a disabling condition (e.g., psychological) requiring verification outside of DSP&S.

Once the students are determined eligible for disability support services, they complete a student educational contract with a DSP&S Counselor. Then appropriate educational accommodations are prescribed based upon the students' educational limitations. Additionally, DSP&S eligible students are encouraged to enroll in DSP&S special courses, as is appropriate. The best way to receive the full benefit of the many services offered is to make an appointment with a counselor in DSP&S. Each semester, the student and counselor review the student's needs and agree on the services and accommodations that DSP&S will provide. This agreement is placed in the student's file and is carefully followed.

Student Services

Services include but are not limited to: [adaptive technology](#), adapted testing, alternate media, Braille, deaf and hard-of-hearing services, equipment loan, e-text, instructor liaison, lab or classroom assistant, note taking supplies, phonic ear, priority registration, reader services, sign language interpreting, specialized academic counseling, student orientation, and tutoring. DSP&S offers several course options. There is the DSP&S 075 Individualized Assessment of Learning Strengths and Weaknesses (1 unit; credit/no credit) for students wishing to participate in the learning disability assessment process. DSP&S also offers a DSP&S 090 Empowerment class (2 units) which is designed to teach students with disabilities what their rights are as students with disabilities and how to advocate for themselves in and outside of the classroom. Furthermore, there is a DSP&S 103L Technical Assistance Lab course (1 unit) designed to help student's access assistive technology in the High Tech Center. This course is also offered as a non-credit class for students who do not require assistance and need to access the High Tech Center on a regular basis. DSP&S also offers a COUN 160 Strategies for College Success course (3 units; CSU/UC Transferable) that is recommended for students with disabilities. All DSP&S special classes are offered each semester.

Regulations, policies, legal opinions, US Department of Education, Office for Civil Rights (OCR) decisions, and administrative directives are incorporated into the DSP&S program operations and service delivery via Region 8 meetings, conferences (e.g., CAPED), listserv memberships, DSP&S staff meetings, Counseling Division Counselor and Educational Advisor meetings and workgroups, Students complete a Student Educational Contract (SEC) during their initial appointment with a DSP&S counselor. Once the student is determined to be eligible for DSP&S services, the Counselor signs off on the SEC and initials all the recommended educational accommodations. Prior to registration, students meet with a DSP&S Counselor or the Educational Advisor to complete a Semester Planning Guide. This is a one-semester student educational plan. Students must bring a current Student Educational Plan (SEP) to this appointment. DSP&S students must meet with a DSP&S Counselor annually to update their SECs.

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Program Requirements

DSP&S hosts an annual Advisory Committee meeting in the spring. A letter is sent out to all the members requesting agenda items so that the meetings include relevant issues and information affecting DSP&S. In the past, the DSP&S office has always extended an invitation to the vice president of student services and the dean of counseling, as well as Citrus College faculty to attend. Currently, the Advisory Committee consists of 20 members. There is one representative from the Department of Rehabilitation, one from the San Gabriel Valley Regional Center, and fifteen members from eleven surrounding high schools. The remaining members are various employees of Citrus College. Advisory Committee membership has grown over the past several years. The DSP&S Educational Advisor participates in off-campus SELPA transition meetings to enhance collaboration from both the K-12 and community college systems. Additionally, DSP&S counselors participate in local high school transition events.

The DSP&S Coordinator possesses a master's degree in psychology with more than twelve semester units in upper division or graduate level course work specifically in counseling or rehabilitation of individuals with disabilities, an equivalent of more than two years of full-time experience in counseling and guidance for students with disabilities, and counseling in private social welfare organizations in which the responsibilities of the position were exclusively for persons with disabilities.

DSP&S funds three full-time faculty (i.e., the DSP&S coordinator/counselor, one DSP&S counselor, and one learning disability specialist) and one adjunct faculty (i.e., one DSP&S Counselor/LD Specialist). The full-time DSP&S counselor and LD specialist both possess masters-level degrees in related fields of study and the adjunct DSP&S Counselor possesses a doctorate in psychology. All DSP&S faculty have earned more than twelve semester units in upper division or graduate level course work specifically in counseling or rehabilitation of individuals with disabilities, an equivalent of more than two years of full-time experience in counseling and guidance for students with disabilities, and counseling in private social welfare organizations in which the responsibilities of the positions were exclusively for persons with disabilities. All DSP&S Counselors and the LD Specialist meet the Title 5 minimum qualifications for employment. Additionally, DSP&S employs 4 full-time classified staff (i.e., one educational advisor with Alternate Media duties, one DSP&S instructional lab technician ii, one interpreter coordinator, and one DSP&S specialist). DSP&S also employs one student services assistant, one student aide I, one student aide II, and two student aide IIIs. Finally, DSP&S employs twenty two part-time, on-call Sign Language Interpreters.

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Staffing Patterns – Fall 2007					
#	FTE	Faculty Positions	Hours Week	Funding Source	
				DSP&S	Other
1	1.00	Coordinator/Counselor (M.S. in Psychology; ABD for a dual doctorate in Clinical Psychology and Industrial-Organizational Psychology)	35	100%	
1	1.00	LD Specialist (M.A. in Special Education)	35	100%	
1	1.00	DSP&S Counselor (M.F.T. in Marriage & Family Therapy)	35	100%	
1	.50	DSP&S Counselor, Adjunct (Psy.D. in Clinical Psychology)	17.5	100%	
#	FTE	Classified Positions	Hours Week	Funding Source	
				DSP&S	Other
1	1.00	DSP&S Specialist (Department Secretary)	40	100%	
1	1.00	Educational Advisor with Alternate Media Duties (M.S. in Counseling)	40	100%	
1	1.00	Instructional Lab Technician II with Alternate Media Duties (HTC Specialist)	40	100%	
1	.75	Interpreter Specialist	30	100%	
22		On-Call Sign Language Interpreter	Flexible	100%	
1	.50	DSP&S Counselor (Adjunct)	17.5	100%	
1		Student Services Assistant	Flexible	100%	
4		Student Aides	Flexible	100%	
1	.79	Adapted Testing Technician	26	40%	40%
2	1.00	APE Instructors	35		100% College
1	.60	APE Instructional Assistant	24		100% College
0		Alternate Media Specialist (vacant)			

Funding, Expenditures, and Accountability

DSP&S uses its funding to provide support services and instruction to students with disabilities. The type of service(s) and number of contacts provided to each DSP&S student is documented in each student file.

The DSP&S Coordinator's salary is 100% funded by the department's categorical funds. Revenue from DSP&S Special Classes is used for providing support services to students with disabilities.

Each year, the accountant sends a tentative version of the upcoming fiscal year's budget (based on the previous year's ending budget and expenditures) to the DSP&S coordinator. The coordinator reviews the proposed budget and is able to redistribute particular funding categories as deemed appropriate and necessary. The DSP&S coordinator will meet with the accountant regarding redistribution of DSP&S funds.

The DSP&S coordinator prints the End-of-the-Year Report forms from the Chancellor's Office website and completes the DHH Expenditures and the Special Class FTES. Next, the DSP&S Coordinator meets with the accountant in Fiscal Services to complete the DSP&S Expenditures and Other Program Income portions of the report. Next, the DSP&S supervising administrator (dean of counseling) reviews and signs the report. Then, the report goes to the district business manager (V.P. of finance and administrative services) and to the superintendent/president of the college for review and signatures.

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The process for documenting and tracking the DHH allocation funds expenditures and the required college match is documented by the budget code that is used.

DSP&S uses the *Access to Print and Electronic Information* allocation as well as other categorical monies to ensure that educational materials are provided in a format that is accessible to and usable by students with disabilities by only purchasing technology that will ensure access to students with disabilities.

Each time a DSP&S counselor, educational advisor, or LD specialist meets with a student, it is recorded on the student contact log in the student file, in the SARS scheduling program, and on the Student Educational Contract (SEC). Then, the DSP&S specialist records each student contact and is able to track which students have met their minimum of four service contacts per year required to receive funding. She then reports this information to MIS (TeC Services). MIS will provide a report to DSP&S and we will review the report to verify if it looks correct.

A clear and concise explanation of the funding formula is highly desirable. It would be nice to have this written explanation available on the Chancellor's Office website.

Other

Other campus departments that DSP&S coordinates with include, but are not limited to: the Counseling and Advisement Center, EOP&S/CARE, CalWORKs, Financial Aid, the Learning Center, the Tutoring Center, the Health Center, Student Affairs, TeC Services (MIS), Security/Campus Police, Admissions, Bookstore, Career/Transfer Center, Cashier, Continuing Education, External Relations, Distance Education, Facilities, Adapted P.E., and Audio Visual. Additionally, DSP&S coordinates with various instructional areas (e.g., math, science, and English). Training on curriculum development for new special courses (e.g., e-text class, assistive technology class, memory strategies class, etc.) would be incredibly helpful in creating more guidance and training for students with disabilities.

IV. Effective Practices and Opportunities for Improvement

A. What is working well?

After the alternate media specialist left DSP&S, the duties of the position were split and distributed among two positions: the 49% educational advisor position was increased to 100% and some of the alternate media specialist position duties were added to the reorganized position. Additionally, the current instructional lab technician II position was reorganized to include the more technical aspects of the alternate media specialist position. The reorganization of the alternate media specialist position has greatly improved student satisfaction with assistive technology (e.g., e-text and Braille) because of the individual contact and follow-up. The reorganization allows for the coordination of production of alternate media with student contact which elicits feedback about the how, when, where, and what in the use of electronic text works.

The DSP&S 075 Individual Assessment of Learning Strengths and Weaknesses course has provided an opportunity to capture funding for students who are assessed but do not qualify for services.

B. What areas need to be addressed more effectively?

Educating faculty on the process for accommodating students with disabilities is critical to ensure students receive classroom accommodations in a timely and efficient manner. In the past, DSP&S has provided Flex Day workshops to address such issues. However, these workshops did not generate much attendance.

DSP&S is in dire need for another DSP&S counselor who not only can provide LD assessments but also provide ADD/ADHD assessments. We are continually referring students out to the community for ADD/ADHD assessment and they almost never return because it is too costly and most of our students do not have insurance. These students are left unassisted to continue suffering academically and personally.

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We are also in critical need of an instructor to teach students how to use assistive technology. There is a tremendous need for the students to have a user friendly, instructional setting in which to explore solutions to their personal learning shortcomings while at the same time learning all of the options available to them.

The Technical Assistance Lab (DSP&S 103L) needs to revamp its curriculum in order to truly benefit students new to assistive technology and for those needing to learn updated assistive technology. Additionally, DSP&S plans to create a DSP&S 085 Basic E-text course and to develop a transferable DSP&S 105 Assistive Technology course that trains students how to use a wide variety of assistive technology (e.g. adaptive software, hardware, and equipment).

Even though the furniture in the campus computer labs is compliant with ADA standards, DSP&S receives numerous complaints from wheelchair-bound students who cannot access monitors and computer keyboards.

The effectiveness and efficiency of DSP&S would be improved if there were weekly meetings between the DSP&S counselors and the educational advisor to discuss students who have a multitude of needs due to their disability(ies).

C. Any exemplary practices and services that may be replicated by other colleges?

As a result of the aforementioned reorganization of the alternate media specialist position, our in-house system for providing e-text and Braille has developed into a timely and efficient process.

D. Any successful pilot projects implemented by your program

N/A

V. Planning Agenda

New Plans – Evaluate why there are discrepancies in reporting from what DSP&S reports to Tec Services and what Tec Services reports to the Chancellor's Office.

- *Timeline* – Spring 2008
- *Resources Needed* – Banner student information system and collaboration and communication with the Director of TeC Services
- *Person Responsible* – Coordinator of DSP&S and Director of TeC Services

New Plans – Get approval from FNIC to hire one additional full-time DSP&S counselor who can provide ADD/ADHD evaluations, as well as Learning Disabled (LD) assessments.

- *Timeline* – Fall 2008
- *Resources Needed* – Buy-in from faculty outside of DSP&S as well as administration
- *Person Responsible* – Coordinator of DSP&S

New Plans – Hire an adjunct instructor (eventually a full-time instructor) for the High Tech Center to increase students' knowledge on accessing assistive technology and to improve student success.

- *Timeline* – Fall 2009
- *Resources Needed* – Approval from administration
- *Person Responsible* – Coordinator of DSP&S

New Plans – Develop a Math Strategies course for students with disabilities to improve Basic Skills Math course success rates.

- *Timeline* – Spring 2009
- *Resources Needed* – Input from other DSP&S programs who offer such a course
- *Person Responsible* – Coordinator of DSP&S in collaboration with the LD Specialists

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New Plans – Develop a course on how to use e-text to improve students' effectiveness and success with its use.

- *Timeline* – Spring 2008
- *Resources Needed* – Collaborative input from Coordinator of DSP&S, the Educational Advisor with Alternate Media duties, and the Instructional Lab Technician II with Alternate Media duties.
- *Person Responsible* – Coordinator of DSP&S

New Plans – Develop a course on how to use various type of assistive technology that will be a degree applicable/transferable course to increase awareness and knowledge of assistive technology and its use.

- *Timeline* – Spring 2009
- *Resources Needed* – Input from other DSP&S programs as well as input from the Computer Science and Information Systems department
- *Person Responsible* – Coordinator of DSP&S

New Plans – Develop a course for providing ADD/ADHD assessments (similar to the course for providing LD assessments)

- *Timeline* – Spring 2008
- *Resources Needed* – Input from other DSP&S programs
- *Person Responsible* – Coordinator of DSP&S

New Plans – Have DSP&S included in the New Faculty Orientations/Workshops to educate faculty on the process for effectively and efficiently accommodating students with disabilities.

- *Timeline* – Fall 2008
- *Resources Needed* – Buy-in from Administration
- *Person Responsible* – Coordinator of DSP&S

New Plans – Revamp the curriculum for DSP&S 103L Technical Assistance Lab so that students with disabilities in order to truly benefit students with disabilities that are new to assistive technology and for those needing to learn updated assistive technology.

- *Timeline* – Spring 2008
- *Resources Needed* – Collaborative input from Coordinator of DSP&S, the TAL Instructor, the Educational Advisor with Alternate Media duties, and the Instructional Lab Technician II with Alternate Media duties.
- *Person Responsible* – Coordinator of DSP&S

New Plans – Implement weekly meetings between the DSP&S counselors and the DSP&S educational advisor to discuss students who have a multitude of needs due to their disability(ies).

- *Timeline* – Spring 2008
- *Resources Needed* – An agreed upon day and time to maximize attendance and for the DSP&S Specialist to schedule these meetings a semester out.
- *Person Responsible* – Coordinator of DSP&S and DSP&S Specialist

VI. Implementation and Technical Assistance

A. Is there any training or technical assistance that you believe would improve the effectiveness of your programs?

- Finding someone who can come on campus to fix our captioning equipment would be very helpful.
- It would be helpful to have employees from the Audio-Visual, Distance Education (DE) and the TeC Services departments attend training at the High Tech Center Training Unit (HTCTU). This could help bring the campus together to address institutional-wide dilemmas regarding Section 508 compliance.
- DSP&S would like technical assistance from Paul McKinley, the adaptive computer lab instructor/coordinator at Fullerton College. We would like him to assist and help

us to implement appropriate coursework for our Technical Assistance Lab (DSP&S 103L).

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B. Are there any laws, regulations, or other requirements that you find problematic in implementing any of these categorical programs to your college?

- N/A