



DEVELOPMENTALLY DELAYED LEARNERS (FAIRVIEW) PROGRAM REVIEW

2009

Review Team

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DDL FAIRVIEW PROGRAM REVIEW

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DDL FAIRVIEW PROGRAM REVIEW

Executive Summary

The Coastline Developmentally Delayed Learners Program offers specialized classes for students with developmental delays who need to increase their levels of independence, fitness, social functioning and adaptation, critical thinking skills, and academics. The curriculum has been developed explicitly for the DDL student. The course work is broken down into smaller more concrete and meaningful pieces. There is repeatability for courses, which is crucial for the students' progress. There are instructional aides to offer support as needed for both the instructor and the students. The classes are housed mainly on the campus of Fairview Developmental Center, which is of great benefit to the students residing there. Community educational institutions are not often viable alternatives due to the medical needs, cognition, and/or behaviors of the students. This program is funded by Disabled Students Programs and Services categorical funding in lieu of apportionment. The program receives no general fund monies.

The entire curriculum, most of which was developed in 1988, was reviewed and revised during 2008-09 and now identifies both course and lesson-level student learning outcomes.

Coastline's DDL classes offered at Fairview Developmental Center are all non-credit classes. Although the unduplicated headcount in classes has declined as the resident population at Fairview has decreased, the demand for classes remains strong and Coastline's average class size has been fairly consistent. Unfortunately, the number of classes was dramatically decreased in Spring Semester 2009 due to a mid-year categorical budget reduction of more than \$96,000 that occurred during the last fourteen weeks of the Spring Semester. Although ten of the thirty-nine classes had to be cut, if the same budget suffers no further cuts for the 2009-2010 fiscal year, some of these classes will likely be reinstated as available funds are distributed more evenly across the year.

Coastline faculty, Fairview students, administrators, and staff expressed great satisfaction (90 % – 100 %) with the quality of the program and services offered. One hundred percent of faculty expressed satisfaction with the scheduling of classes (time of day, length of class sessions, days of week), ease of the student registration process, helpfulness of office staff including the DDL Program Assistant and the DDL Department Chair (Instructor/Coordinator), and adequacy of student to staff ratio.

Program goals include:

1. The Memorandum of Understanding between Fairview Developmental Center and Coastline Community College should be signed by all parties within 2009.
2. Rewrite all Student Educational Contracts and Student Educational Plans to reflect changes made to the corresponding curriculum within 2009-2010.
3. Manage the class schedule over the next five years to maximize service and expand the variety of classes.
4. Increase training for faculty in the areas of Autism and Aspergers, dually diagnosed individuals, and Fairview's staff development opportunities between 2009 and 2014.



DDL FAIRVIEW PROGRAM REVIEW

Program Review Process

Jody Hollinden, Instructor/Coordinator for Coastline's Developmentally Delayed Learner (DDL) Program, chaired the Fairview Program Review Team. Other team members included the Dean of Counseling and Special Programs Dr. Shalomon Duke, full-time computer instructor Barbara Darby (FDC), and part-time special education faculty members Maureen Cole (FDC), Debra Barrett (FDC and Community DDL), and Tina Kosbab (Community DDL only). Classified staff included Lori Genova, DDL Program Assistant.

In addition to the team members, all faculty were invited to participate in the review process. During discipline meetings, faculty helped to craft the survey questions for faculty, students, and administrators and other key staff at Fairview Developmental Center. The surveys were deployed both online and in hard-copy form.

Instructors were asked to assess each student on their rosters for capacity to meaningfully respond to the survey. Students who were identified as incapable of taking the survey due to being medically fragile, having insufficient cognition or an inability to communicate were not given the survey. Therefore, 37 students were surveyed and 37 replied. Of the 3 full-time and 12 part-time faculty surveyed, 13 replied. The following administrators at Fairview Developmental Center were surveyed: Executive Director, Clinical Director, Program Directors, Program Assistants, Director of Central Programming Services; Day Training Coordinators (DTC), unit supervisors. Twenty-three respondents replied. Surveys were collected, tabulated, and summarized by Pat Arlington, Instructor/Coordinator, Instructional Research, whose help was invaluable.

All 32 non-credit DDL courses were extensively reviewed by the Instructor/Coordinator and DDL faculty. During 2008-09, the curriculum was updated and rewritten to meet current student needs and student learning outcomes language and standards. All course outlines now include measurable course and lesson-level student learning outcomes (SLOs). All DDL instructors measure student learning outcomes via a Student Educational Contract for every student in their class. Courses were presented to the curriculum committee in November 2008 and in February 2009 and all were approved. Please see a sample of the old curriculum and a sample of the revised curriculum in the appendix as well as a sample of a Student Educational Contract.

Description

Overview

What is Fairview Developmental Center?

Fairview Developmental Center is one of five developmental centers operated by the California Department of Developmental Services. Fairview is a multi-service residential facility licensed by the California Department of Public Health to provide acute, skilled, and intermediate care to individuals with developmental disabilities, meaning those with IQ scores of 70 and below (including those with disabilities such as autism, cerebral palsy, mental retardation, epilepsy, and other similar disabilities) who need 24-hour health care supervision, a structured environment, and a habilitation program not

currently available in their home community. Services include training in daily living, vocational, leisure, academic, communication, mobility, socialization, and community skills. This training is provided by Coastline Community College and Newport-Mesa Adult Education, as well as by Fairview Developmental Center. Services are provided both on campus and in community settings.

History of Fairview Developmental Center

Fairview, located in Costa Mesa, is the newest of the state's five developmental centers and was officially opened on January 5, 1959. Originally occupying 752 acres, Fairview had an initial bed capacity of 2,622 and was intended to house some 4,125 residents. The actual population peaked in 1967 at 2,700. Much of the original land was transferred in 1979 to the city of Costa Mesa.

Fairview employs a staff of approximately 1,500 and houses 505 residents (March 2009). The beautiful park-like campus is surrounded on three sides by a 36-hole golf course built on land that was sold to the city. Facilities include a swimming pool, work activity center, auditorium, park, small animal farm, recreational campsite, and library.

Philosophy of FDC

All people have value as human beings and as members of the human family. People do not lose their inherent value simply because of a disability. The people who live at Fairview have strengths and weaknesses like the rest of us. They need opportunities to grow, express themselves, and succeed. At Fairview they strive to empower the individuals who live there to become more self-reliant and less dependent.

Residential Programs

There are five programs at Fairview, which typically consist of four residential buildings housing 25 to 35 individuals in each residence. Each program also has an administrative building where the Program Director and Assistant as well as various office staff work.

Program 1: Acute Care, Continuing Medical Care, and Physical Development

Program 1 provides medical and nursing services including acute and skilled nursing care to improve individuals' overall physical and mental well-being and prevent deterioration of health due to chronic medical problems. Individuals are provided opportunities to increase skills as they maintain abilities and develop. Program 1 individuals are not ambulatory.

Program 2: Nursing Services and Physical Development

Program 2 serves individuals who require medical and nursing services on a daily basis to sustain, restore, or improve their physical well-being and focuses on providing care, treatment, and training for individuals in a comfortable, stress-free environment. Individuals in Program 2 may be ambulatory or non-ambulatory, have multiple physical challenges, and require assistance in daily living needs.

Program 4: Behavioral and Life Skills Development

Program 4 assists individuals in accepting responsibility for their own actions and making appropriate choices, being more independent in financial planning and job skills, learning to provide for their own health care needs, and successfully transitioning to a less structured living arrangement. Training is provided in self-care, communication, socialization, leisure, vocational and educational services.

Program 5: Adolescent life Skills and Adult Personal Awareness and Social Skills Development

Program 5 helps individuals become as independent as possible and prepare them to transition to a more self-reliant living arrangement. Many individuals require some guidance to complete tasks in the area of personal care. Services are also provided in the areas of communication, vocation, leisure, education, and transforming challenging behaviors into acceptable forms of expression.

Program 6: Life Skills Development

Program 6 assists individuals to acquire functional skills, improve their behavioral skills, and develop communication skills to better express their needs and desires. In addition, assistance is provided for managing the stress of everyday life and raising the individuals' level of physical, mental, and social awareness. The program generally serves older adults, some having medical/physical limitations requiring the use of wheelchairs.

Central Program Services

Central Program Services coordinates educational, vocational, and recreational services at Fairview. Services include special and adult education, assistive technology, speech and audiology services, vocational workshops, special activities, Special Arts, Special Olympics, barber and beauty shop, religious services, volunteer services and the Foster Grandparent/Senior Companion Program.

Coastline's Current Programming

Coastline has offered classes at Fairview Developmental Center for over thirty years. Coastline's program offerings have shifted over the history of the program as the needs of FDC residents and the services provided by FDC staff have shifted. Class schedules have focused at times on primarily academic offerings, at other times on vocational preparation, and at other times on leisure skills. Today, however, Coastline offers an eclectic mix of academic and enrichment courses, such as music, art, community integration, personal and social development, adaptive fitness, communication, critical thinking, math, reading, and food preparation.

Coastline's successful program is offered to a majority of students who are unable to participate in mainstream classes in the community due to the student's lower IQ, being medically fragile, and/or having behavioral challenges. Coastline offers a wide variety of pertinent, skill-based classes on the Fairview campus and in the community.

Classes are taught Monday through Saturday during morning, afternoon and evening hours (Saturdays are AMs only) in classrooms throughout the Fairview campus. Fairview has dedicated three classrooms, however, solely for Coastline use: a well-equipped computer lab, a fitness lab, and an academic classroom. Coastline provides the equipment used in these classrooms. The Fairview Program has 3 full-time faculty (one of whom serves as the DDL Program Instructor/Coordinator, one of whom teaches full time at Fairview, and one of whom has approximately 50% of her teaching load at Fairview). In addition to the full-time faculty, the program currently has 12 part-time faculty teaching classes at Fairview. There are also 26 Coastline instructional aides who support instruction, as well as Fairview staff who are assigned to most every class to act as instructional aides, manage behaviors, and take care of any personal student needs.

Up until 2008-09, the DDL Program was served by a two-semester Department Chair, who also worked during the summer months to coordinate the summer program at FDC. In fall 2008, Student Services decided that the Department Chair position should be changed to one that was more reflective of the

program's needs. In January 2009, the position changed to a twelve-month DDL Instructor/Coordinator position.

Coastline's program at Fairview Developmental Center is paid in full by special categorical funding from the state. These categorical dollars are earmarked for use exclusively within the Fairview Program. The Fairview Program receives no general fund support from the college.

Certificate Requirements

There are no certificate programs associated with the Fairview DDL Program.

Curriculum Review

Two discipline meetings were used to review curriculum. Instructors were placed in small groups according to the subject matter taught (i.e., music, academics, fitness, etc.). Instructors were given a copy of the old curriculum within their subject area and were also given a copy of the updated format. Instructors gave input within their groups and submitted their thoughts and ideas.

Throughout 2008-09, the Department Chair met with groups of faculty to get their input on the final rewriting, deletion, and/or updating of their curriculum. After an exhaustive review of every course taught in the DDL Program, all courses were revised.

Four courses (C405 Oral Communications III, C415 Earth Science, C439 Adaptive PE II, and C440 Aquatics) were retired due to lack of student interest. Revised courses were presented to and approved by the Curriculum Committee in either November of 2008 or February 2009.

Original or Previous Revision	Course ID	Course ID and Title	Revision Date	SLOS
2/1/1988	SPED C403	Oral Communication 1 – Beginning Communication Skills	2/20/2009	yes
2/1/1988	SPED C404	Oral Communication 2 – Conversational Language	2/20/2009	Yes
2/1/1988	SPED C405	Oral Communication 3	RETIRE	
5/1/1988	SPED C406	Manual Communication	2/20/2009	Yes
2/1/1988	SPED C407	Beginning Reading	11/21/2008	Yes
5/1/1988	SPED C408	Reading and Writing Development	11/21/2008	Yes
2/1/1988	SPED C409	Applied Academics	2/20/2009	Yes
2/1/1988	SPED C410	Critical Thinking	11/21/2008	Yes
2/1/1988	SPED C412	Mathematical Concepts	11/21/2008	Yes
2/1/1988	SPED C413	Functional Math	11/21/2008	Yes
2/1/1988	SPED C415	Earth Science	RETIRE	
5/1/1988	SPED C420	Survey of Arts and Activities	2/20/2009	Yes
1/1/1989	SPED C421	Orientation to Art	2/20/2009	Yes
1/1/1989	SPED C422	Art	2/20/2009	Yes
2/1/1988	SPED C423	Orientation to Music	11/21/2008	Yes
2/1/1988	SPED C424	Beginning Instrumental Music	2/20/2009	Yes
8/1/1986	SPED C425	Advanced Instrumental	2/20/2009	Yes
1/1/1989	SPED C426	Vocal Music	2/20/2009	Yes
4/1/1987	SPED C435	Rhythmic Movement	2/20/2009	Yes
2/1/1988	SPED C436	Adult Fitness	11/21/2008	Yes

Original or Previous Revision	Course ID	Course ID and Title	Revision Date	SLOS
5/1/1988	SPED C437	Aerobics	2/20/2009	Yes
2/1/1988	SPED C438	Adaptive Physical Education 1	11/21/2008	Yes
5/1/1988	SPED C439	Adaptive Physical Education 2	RETIRE	
2/1/1988	SPED C440	Aquatic Skills 1	RETIRE	
2/1/1988	SPED C450	Customs, Culture and Holidays	2/20/2009	Yes
2/1/1988	SPED C451	Personal and Social Development	11/21/2008	Yes
11/1/1991	SPED C452	Health Concepts (AD)	11/21/2008	Yes
2/1/1988	SPED C453	Home Economics 1/Food Preparation	2/20/2009	Yes
2/1/1988	SPED C454	Home Economics II – Home Maintenance	11/21/2008	Yes
2/1/1988	SPED C455	Mobility Training	2/20/2009	Yes
3/1/1988	SPED C456	Community Resources	2/20/2009	Yes
2/1/1988	SPED C457	Consumer Skills	11/21/2008	Yes

Need

Coastline’s program is very successfully meeting the needs of the residents at Fairview, where a majority of the students are unable to participate in mainstream classes in the community because of lower cognitive abilities, fragile medical conditions, and/or having behavioral challenges. Due to the numerous and updated courses offered, Coastline can be responsive to the changing needs of the students. As the population moves away from the previous moderate to severe developmentally delayed and towards the new population of dual diagnosis (mental illness and mild DD), autistic with behavioral challenges, mild DD, and severe learning disorders with behavioral challenges, Coastline is able to meet the needs of these higher cognitively-functioning individuals with classes that address stress reduction, anger management, appropriate social interaction, independent living skills, and academic courses. The medically fragile student is also still a part of the academic campus as well as the student with moderate to severe developmental delays. Coastline has curriculum to meet all of these student’s needs.

Coastline also has a great wealth of instructional talent. Many of our instructors have worked in Coastline’s Fairview Program for twenty or more years. These instructors have researched and amassed a great deal of unique and student-need-specific materials. The instructors’ skills and knowledge regarding this special education population is superb.

Support for Coastline classes comes from Fairview administrators and staff alike, who ask us to please restore the classes that had to be cut due to the Spring 2009 budget correction. They have also suggested that we increase our offerings, focus class times on the weekends and evenings, and consider alternate classes during breaks (spring break, summer break, and winter break). Coastline is valued at FDC by students and staff alike.

Resources

Fairview has dedicated three classrooms to the Coastline program, in addition to the many rooms which are made available for classes throughout the week. The three dedicated rooms are designated as a fitness lab, an academic classroom, and a computer lab. Other classes are held throughout the FDC campus at locations that best meet the students’ logistical needs, i.e., near their residences.

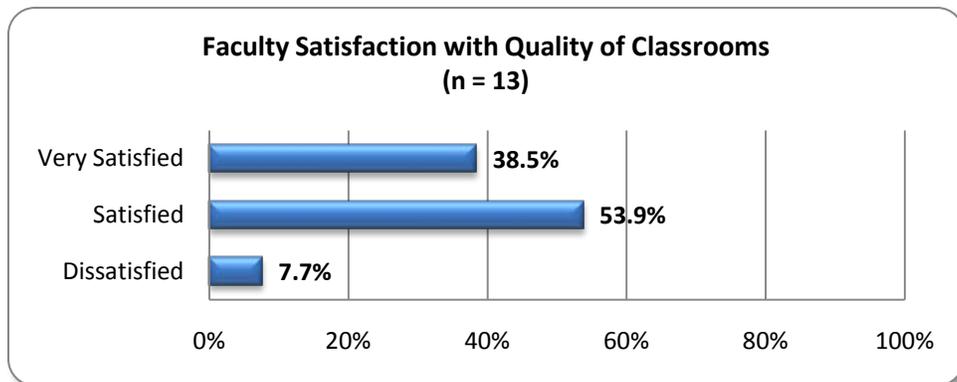
The fitness lab contains 3 Sports Art 3100 electric treadmills, 1 Battlecreek manual treadmills, 1 Maxican-Muscle Dynamic, 5 Schwinn Airdyno upright bicycles, 2 Star pro Trac Recumbent bicycles, 1 Sport Art linear rowing machine, 1 Keltter rowing machine, 2 Elliptix Crosstrainers, 1 mini trampoline, 2 stair Masters, free weights, yoga mats, stretch bands, balls and jump ropes, 8 plastic step boards, numerous exercise videos and a VCR and television, 3 large floor fans, and regularly updated colorful and age-appropriate bulletin board displays pertaining to the muscles of the body, the correct way to use free weights, nutrition, and healthy lifestyle information, etc.

The academic classroom contains 5 computers, updated and esthetically pleasing furniture, regularly updated colorful and age-appropriate bulletin board displays, a wealth of academic and pre-vocational instructional supplies, a television, CD player/VCR and numerous educational videos and CDs. The following table lists the Coastline computers located throughout the FDC campus and in the computer lab, which is a triple wide modular specifically built with the computer specifications and Title V of the Educational Code in mind.

Item	Quantity	Location
Computer Power Mac G3 (348 RAM 20 GB)	5	Goodell Room 12
Monitor 17" ViewSonic CRT	4	Goodell Room 12
Monitor 21" Sony CRT	1	Goodell Room 12
Computer iMac G4 (512 RAM 80 HD) 1.25 LCD 3	1	Prog. 1 Third Floor
Computer PowerMac G3 (128 RAM 6.0 HD) 2Monitor 17" ViewSonic CRT	1	Prog. 5 Residence 24
Computer iMac G4 1.25 20" LCD 5 (512 RAM 80 HD)	1	School Annex
Computer Power Mac G4 1.25 (512 RAM 80 HD)	15	Computer Lab
Monitor 17" ViewSonic CRT	5	Computer Lab
Monitor 22" ViewSonic CRT	10	Computer Lab
Printer HP Color LaserJet	1	Computer Lab
Printer HP Laser Jet All-In-One	1	Computer Lab

All faculty survey respondents who expressed an opinion reported that they were either satisfied or very satisfied with the adequacy of student to staff ratio in their classes and with the quality and amount of equipment and materials supplied for their classes.

The quality of the classrooms, in terms of cleanliness, maintenance, and lighting) garnered slightly less favorable responses from faculty.



Faculty comments related to equipment and supplies included:

- “I supply my own instruments and props.”
- “The equipment we use have been supplies that several of the instructors and I have ordered when we had the money to do so. The computers that we have in the classroom are fantastic and kept up to date by Barbara Darby.”

Of the ten student survey respondents who are taking computer classes, all agreed that the computers in the classroom work well.

Partnerships

Our entire program at Fairview is a partnership with the developmental center’s employees. We work closely with program managers, day training coordinators, program assistants and program directors, unit supervisors, the independent program coordinators, psychiatric technicians, the Director of Central Programming Services, nursing supervisors, special investigators, the standards compliance coordinator, and the clinical director of FDC.

Between 2006 and 2008, Coastline’s DDL Department Chair and the Director of Central Programming Services and her assistant crafted and agreed to a new Memorandum of Understanding (MOU) between Fairview Developmental Center and Coastline Community College. The previous MOU was dated January 28, 1987, so there were many changes. The DDL Department Chair and the Director of CPS at Fairview had been working on this document for over three years, in part, due to a number of new administrators at Fairview and at Coastline. The document has progressed through all channels at Fairview and was given to Coastline’s Dean of Counseling and Special Programming in early November 2008. Both agencies are waiting for Coastline to complete review of the document and give final approval so that there can be an official signing ceremony and Advisory Board meeting.

Although the most recent formal advisory board committee meeting was held in January 2007, FDC Administrators and the Coastline Instructor/Coordinator worked closely together to draft the revised MOU and have regular and frequent discussions about day-to-day operations and program planning.

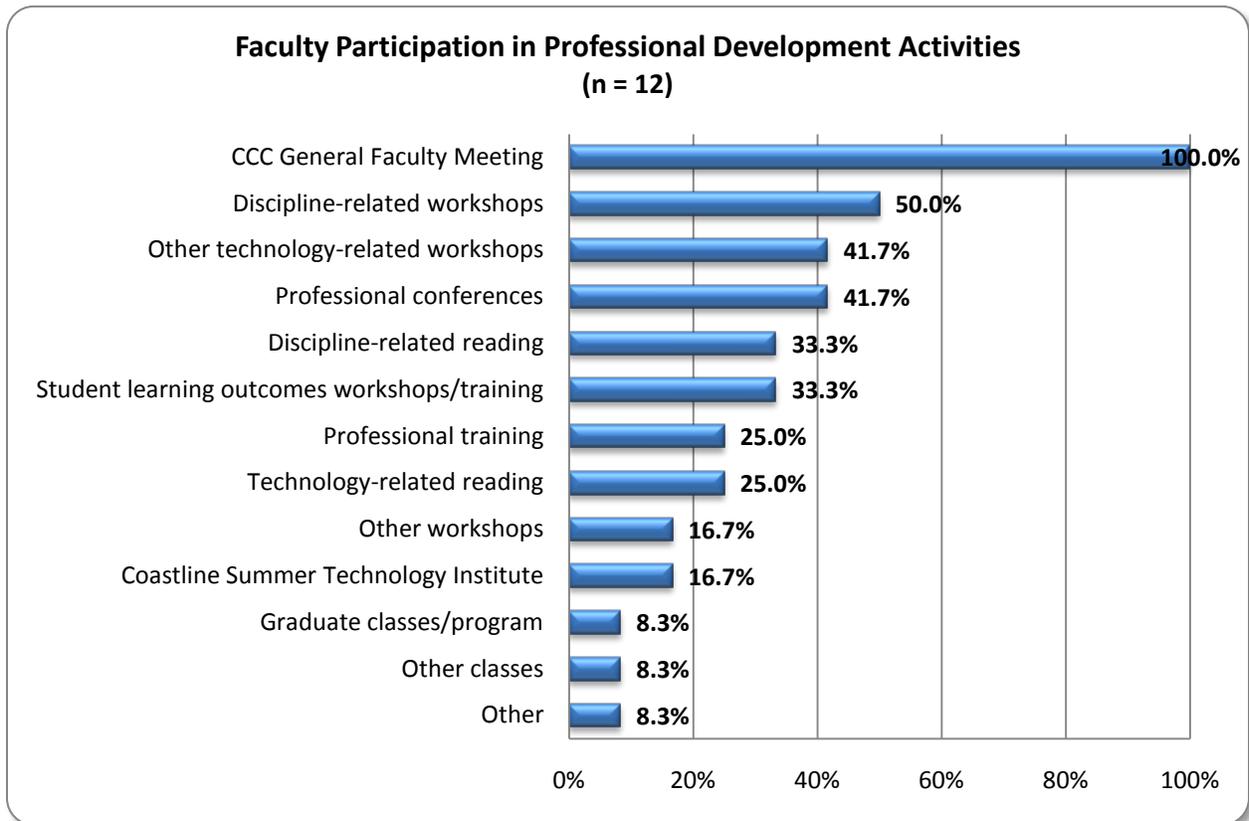
Professional Development

Faculty are informed of and encouraged to attend conferences such as the California Association of Postsecondary Educators for the Disabled (CAPEd), the Association on Higher Education and Disability (AHEAD), and the Western Region American Music Therapy Association. Faculty members are given time off with pay and are reimbursed for conference attendance as the budget permits.

The DDL Program provides a DVD, film, and book library that faculty are invited to use at their leisure. The library is updated periodically to insure that materials are current, interesting and pertinent. During a recent discipline meeting, faculty members and instructional aides had the opportunity to receive training from a Fairview RN regarding disease and wound prevention and care. They also received information regarding client abuse – what it is, how to detect it, and how to prevent and/or report it. At another discipline meeting faculty had the opportunity to view the DVD, *ADHD and LD*. This DVD discussed instructional teaching strategies for engaging attention and active participation, how to differentiate instruction, classroom management and student behaviors, academic strategies and accommodations for written language, collaborating, and team strategies. They also viewed a DVD entitled, *Autism is a World*, which followed an adult woman during her daily life at home and in her

traditional coursework at a four-year university. This woman was diagnosed and treated as mentally retarded until the age of 13 when she began to communicate using a keyboard. Faculty reported that they found both of these DVDs extremely valuable and interesting. Faculty are encouraged to attend pertinent trainings provided by Fairview. They are paid at the non-instructional rate for attending these trainings.

Faculty who teach in the DDL Program at Fairview participate in a variety of professional development activities throughout the year. Twelve of the thirteen faculty respondents to the Program Review survey reported that they attend the General Faculty (All-College) Meeting, and half said they also participate in discipline-related workshops. A small percentage of faculty 8.33% have taken graduate classes within the past two years.



Among the college committees on which faculty have participated are:

- Academic Senate
- Curriculum Committee
- Sustainability Committee
- Scholarship Committee
- Graduation Committee
- Staff Diversity Committee
- Fairview Program Review Team

Faculty have also had representatives on the Fairview/Coastline Memorandum of Understanding Committee and the South Orange County Community College District Emeritus Day.

Awards received by Coastline faculty within the past five years have included the Angel of Hy-Lond Home Award, the California Association for Post-Secondary Education and Disability (CAPED) Vice President's Award, and the North Orange County Community College District Older Adult Instructor Award of 2004.

Quantitative Elements

Course Data

Diminishing number of residents at Fairview Developmental Center

Although class sizes have remained fairly strong (approximately 12 students per class), the overall population at Fairview has been in decline. For several years, approximately 50 residents per year have been moved from Fairview Developmental Center and placed into alternative residential community settings, usually group homes. This is in large part due to the 1994 Coffelt Settlement (Coffelt, et al., v. DDS, et al.) which promoted greater independent living for this population. Fairview is receiving new admissions, those who are autistic or who have a dual diagnosis of mild mental retardation and mental health issues, often with learning disabilities. However, these new individuals entering Fairview are fewer in number than the individuals who are moving into the community. Referencing the 2004 Fairview Program Review, the census was 718 in March of 2004. The DDL census in March 2009 at FDC was 505.

The DDL Instructor/Coordinator has spoken with Fairview's Executive Director Bill Wilson and with several other administrators at FDC, all of whom state that there is absolutely no discussion of closing Fairview.

There are five state-owned developmental centers in California. Closure of a State developmental center is a lengthy process. In the case of Agnews Developmental Center, the most recent developmental center ordered to close, the planning process for the closure began in the fiscal year of 2003-04. The Department of Developmental Services solicited participation from internal and external stakeholders including consumers, family members, area boards, advocates, and community providers to develop a plan that would result in an orderly transition of consumers into alternative services and supports. In October of 2003, the teams completed their recommendations and reports that served as the basis for the plan. After several public meetings, the Agnews Closure Plan was submitted to the Legislature in January of 2005 and approved with the enactment of the Budget Act of 2005. As of November 30, 2008, 80 residents remained at Agnews. Between July 1, 2004, and November 30, 2008, a total of 264 Agnews residents transitioned to other living arrangements.¹ So, as one can see, even if Fairview were ordered to close, and there is no discussion of closure at this time, it would be several years until the actual closure of the facility.

Of the five developmental centers, Fairview is the newest and is therefore more modern and better prepared to sustain an earthquake of some proportion. This is another reason Developmental Services administrators state that Fairview will be one of the last of the developmental centers to close, if ever.

In a worst case scenario, if Fairview were to be given the directive to close its doors, the college would have a number of options for reassigning current instructors, especially the three full-time instructors.

¹ From Internet, State of CA.Gov, Department of Developmental Services, Reports on the Plan of the Closure

Coastline’s community DDL program is growing and provides numerous job opportunities. One of Coastline’s full-time faculty members at Fairview already teaches 50% of her load outside of Special Education, and another has considerable computer expertise and has written many of her own software applications that she uses in the classroom. Faculty retirement is also likely in the not-too-distant future for one or more of the full-time faculty members.

Student Enrollments (Unduplicated Headcount)

2004-05	2005-06	2006-07	2007-08	2008-09
434	402	322	303	263

Class Reductions During Spring 2009

During the Fall Semester 2008, Coastline offered 39 non-credit, categorically-funded classes at Fairview.

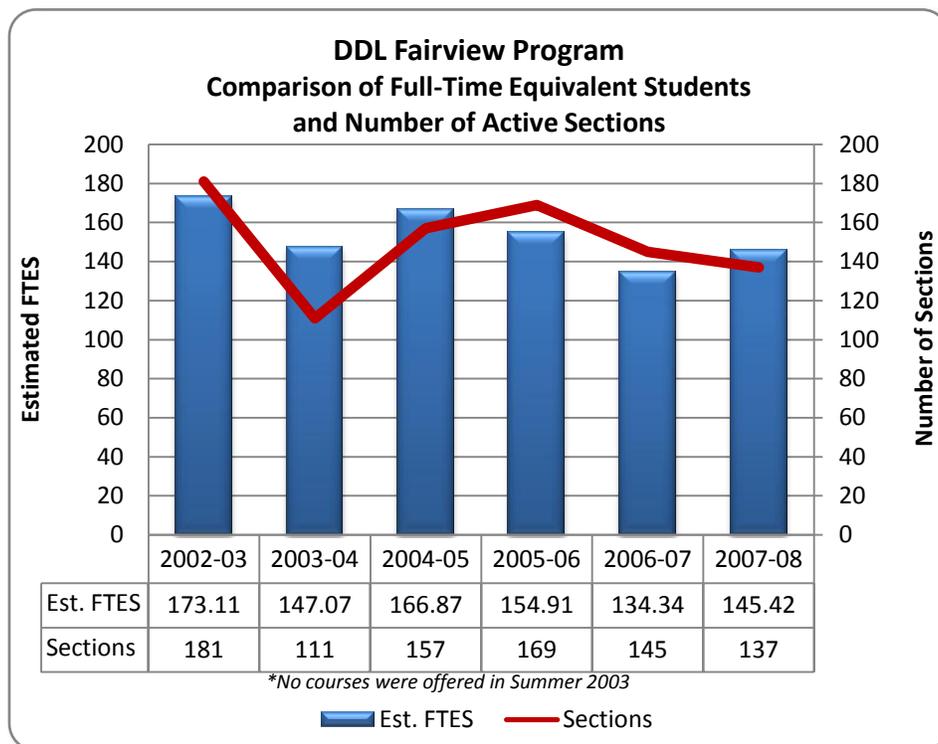
In January 2009, the Fairview Program received a mid-year budget correction (reduction) in the amount of \$96,329. Conferences, supplies, and material purchases were cancelled. Instructors were asked to prioritize the instructional aides they wanted to keep. Each instructor was also asked to identify the absolute fewest number of aides he or she needed in order to provide a productive and safe class. Based on those numbers, the program instituted a large reduction in instructional aide hours. This process resulted in a savings of about one-third of the amount that was needed. Since the budget had to be reduced by \$96,329 within the last 14 weeks of the Spring Semester, ultimately resulting in a 16.5% reduction in funds for Spring 2009, 10 classes had to be cancelled. The majority of instructors had hours and/or classes cut. Only one instructor lost his job (he had one class). Hopefully, however, the program will be able to restore some of the lost classes in Fall 2009. If the program suffers no additional budget cuts, the program may be able to spread the reductions over a full year instead of a four to five-month period.

In Spring 2009, Coastline’s DDL Program is offering 28 classes at Fairview, which include music, art, community integration, personal and social development, fitness, communication, critical thinking, math, reading, and food preparation. Of these, 7 classes are stacked, some with multiple section numbers to reflect various levels of instruction in the classroom simultaneously. Most every class has at least one instructional aide from Coastline and one from Fairview Developmental Center.

Classes fall into eight categories as shown in the following table.

Category	Specific Classes	Number of Classes
Academics	math, reading, critical thinking	6
Communication Skills	oral communications	5
Community Resources	community resources	2
Daily Living Skills	food prep, health concepts	1
Fitness	adult fitness, rhythmic movement	3
Leisure	vocal music, orientation to music, art, customs/cultures/holidays	7
Social Skills	personal/social adjustment	4

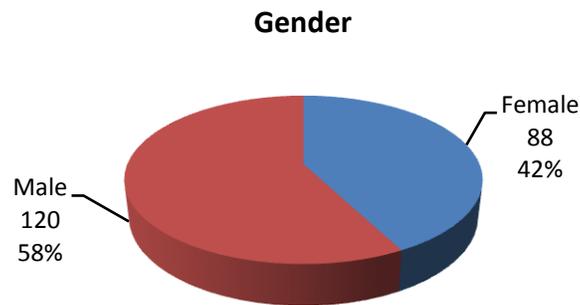
Coastline’s DDL Program at Fairview does not generate State apportionment, thus FTES are not calculated or reported by the District. An analysis of enrollments, though, shows that in 2007-08, the program enrolled the equivalent of 145.42 full-time students. This represents a decrease of almost 16% in comparison to 2002-03; however, the number of active sections dropped just over 24% for the same time period, meaning that overall productivity per section has actually increased.



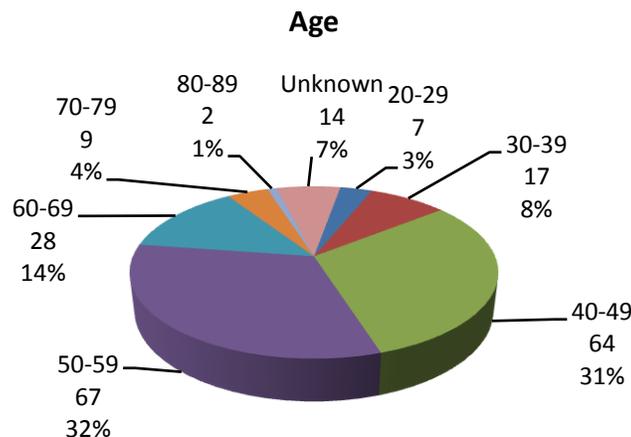
Student Elements

Students range in age from their twenties to their eighties. Some students are employed by FDC's Work Activity Center (WAC) shredding documents, doing piece work, or assembly. Others go into the community as a part of an enclave passing out flyers, and a very few may work as needed as a part of an enclave in companies stuffing envelopes or adhering price stickers to clothing items. Many students who are not employed are in pre-vocational training workshops. They are working on specific skills and on increasing their tolerance to working for a prolonged amount of time. The majority of Coastline's students at Fairview, however, are unemployed.

In Fall 2008, the Fairview Program served an unduplicated count of 208 students. Males accounted for 58% of the students served.



Based on Fall 2008 enrollments, the majority of students are over the age of 40. Of students whose ages are known, only 11% are under the age of 40. Students in their 40s account for almost one-third of the students, as do students in their 50s.



For the most part, data related to student ethnicity is not available in Banner. Enrollment records for only 22 of 208 students included ethnicity.

Cost Data

Coastline's Fairview Program is categorically funded in lieu of apportionment for the classes. The 2007-08 allocation was \$884,819, and the initial allocation for 2008-09 was a slightly-reduced \$840,978. A mid-year "budget correction" by the State Chancellor's Office decimated the budget with a reduction of

\$96,329 for 2008-09, bringing the allocation down to \$788,490 and leaving the program with inadequate funds to maintain normal levels of programming and support in Spring 2009.

Fairview Program Expenditures 2007-08

Category	Instructional Expenses	Non-Instructional Expenses	Total
Certificated Salaries	\$432,115	\$79,964	\$512,079
Classified Salaries	\$120,761	\$102,367	\$223,127
Benefits	\$82,236	\$54,240	\$136,476
Other Operating Expenses	\$11,615	\$1,522	\$13,137
Total	\$646,726	\$238,093	\$884,819

Fairview Program Expenditures 2008-09 (projected through June 20, 2009)

Category	Instructional Expenses	Non-Instructional Expenses	Total
Certificated Salaries	\$398,857	\$52,403	\$451,260
Classified Salaries	\$119,194	\$95,818	\$215,012
Benefits	\$72,009	\$49,506	\$56,715
Other Operating Expenses	\$167	\$536	\$703
Total	\$590,227	\$198,263	\$788,490

Hopefully, the program will not lose any more categorical dollars for the next fiscal year. If the program retains the current budget, some classes that were cut may be able to be added back into the schedule.

Program Outcomes

Student Learning Outcomes

Instructors target student learning outcomes (SLOs), as prescribed in course outlines. These outcomes are reflected on Student Educational Contracts (SECs), which are part of the Student Educational Plan (SEPs). Title V requires the Office of Disabled Students Programs and Services to keep SEPs and SECs on file for all of its students. A sample SEC/SEP is shown on the next page. Most students at Fairview continue in a particular class for at least one academic year. The SEC reflects one year's progress. Each course objective is dated with respect to when it is targeted, satisfied/not satisfied, or deferred. Some of the needs might be targeted for immediate work, and some of the needs might be targeted for work at a later date. Continued eligibility for DSP&S classes and services requires that a student demonstrate measurable progress.

In this program, faculty have long been accustomed to assessing their students' progress in quantitative ways and making individualized instructional modifications as needed. For example, assume that in Fall 2002, Student A has already satisfied Objectives 1, 2, 7 and 8. The student can count to 10; and, therefore, his goal on Objective 3 might be to count to 20. If Student B can already count to 66, then her goal might be to count to 100. Each student would be directed to work on Objective 3, "Demonstrate ability to count," yet for each student, the learning outcome would be modified to meet his or her specific educational need.

Throughout the course of the semester, the instructor formally or informally assesses each student's progress on his or her learning outcomes as identified in the student's SEC. The instructor modifies the targeted learning outcomes as the student's progress indicates.

To continue the example above, suppose Student A met his initial learning outcome of counting to 20 in February, 2009, but does not want to continue work in this area. The instructor and the student would then select a learning outcome from the "deferred" column, such as Objective 9, "Tell time to the nearest hour and half-hour." The deferred student learning outcome will now become the "new" student learning outcome. This new SLO will be the area of focus until the student either demonstrates mastery or until the academic year is over. The SEC allows for immediate redirection and refocus for the SLOs as the students' needs and/or interests arise.

The course outcomes may include counting to 100 for a student, but the program outcomes may include being able to make change for \$1.00.

Instructors from Special Programs and Services do not use the four-column Student Learning Outcome Assessment Cycle (SLOAC) forms. They instead use the Student Educational Contract and Student Educational Plan. Each SEC/SEP mirrors the individual course and curriculum, with SLOs language taken directly from the curriculum for each individual course. The SECs/SEPs will be rewritten during 2009 – 2010 so that the language will coincide with the newly updated curriculum.

Shown on the next page is a sample Student Education Contract.



Name: John Doe Student ID#: 0000-0000 Academic Year: 2008-09

Student Educational Contract

Long-Term Goal: Academic Vocational Enrichment Other
 Special Classes Regular Classes Support Services

EDUCATIONAL PLAN FOR SPED 412-MATHEMATICAL CONCEPTS

	DATES				
	Targeted	Satisfied	Not Satisfied	Deferred	N/A
<i>COURSE OBJECTIVES</i>					
1. Identify numerals and numbers		9/08			
2. Demonstrate simple concept of numbers		9/08			
3. Demonstrate ability to count	9/08	2/09			
4. Identify money denominations				9/08	
5. Compare value of bills and coins				9/08	
6. Recite days of week and month				9/08	
7. Demonstrate concept of time associated with an activity		9/08			
8. Give an example of time sequencing		9/08			
9. Tell time to the nearest hour and half-hour	2/09		5/09	9/08	
10. Identify day of week, month, and year				9/08	

TARGETED OBJECTIVES

Obj. No. **Evaluation criteria regarding student progress**

3 John will be able to correctly count from 1 to 20 three consistent times per class session for four consecutive weeks.

9 John will match the time on a clock face to the digital time on the computer screen w/ 75% accuracy one time per week for eight consistent weeks.

COMMENTS: John met Objective 3 with 95% accuracy. He made some progress on Objective 9. He obtained 50-75% accuracy but was not consistent with clock face matching. John continues to demonstrate an interest in his class work.

Student Signature John Doe

DSP&S Professional Ingrid Instructor

Student Satisfaction

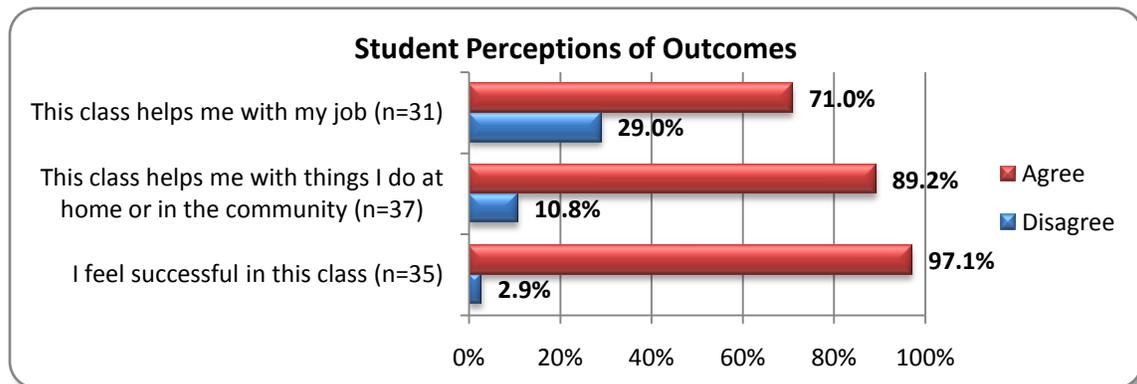
A limited number of students in the Fairview Program have sufficient communication and/or reasoning skills to provide reliable answers to survey questions. Faculty members, with assistance from aides, surveyed those 37 students who were able to respond to the survey. Of those students, 100% indicated that they are “learning a lot in this class” and that the teacher was very good.

Student comments regarding quality of instruction included, “My favorite thing about my Coastline class is”:

- Everything - - I like to be busy
- The teacher, the students, the games and the activities
- The positive environment of the class. Everyone is friendly and I learn a lot.

Approximately 90% of students responded affirmatively to questions related to their satisfaction with classes indicating that there were enough kinds of classes to take and that there were enough teachers and aides to help them in their classes (88.89%).

A large majority of survey respondents also indicated that the class(es) they are taking help them with their jobs (71.0%) and with things they do at home or in the community (89.2%). Over 97% also said that they feel successful in their classes.



Fairview staff members expressed much appreciation for the types of classes offered by Coastline and for the quality of experiences and educational opportunities that their residents received. Some comments regarding “What is the most important benefit that your client gets from taking these classes?”

- Choices that they can make. The independence.
- Overall stimulation. Community resources – going out in to the community is the most important.
- Interaction with people; stimulation and awareness opportunities; and change in activity environments.
- The clients love that they go to a “college” and get the experience of a variety of unique classes that FDC doesn’t provide.

An amazing 100% of administrators and staff responded that they were pleased with the quality of instruction and 86.96% with the variety of classes offered by Coastline. The administration and staff responded that they believed that the classes were relevant to the students' educational needs (95%) and to their daily living skills (90%), and to their student's personal and social needs (90%). The staff also responded overwhelmingly with a 100% approval rate regarding Coastline's marketing of DDL classes at FDC, ease of registering for classes, helpfulness and availability of office staff, including the DDL Program Assistant (Lori Genova) and the DDL Department Chair (now DDL Instructor/Coordinator) Jody Hollinden. They gave the overall quality of the program a positive rating of 95%.

There were several comments, however, regarding the recent budget, class, and personnel cuts. These comments included the expressed desire/need for more classes and apprehension about the impact of recent budget reductions on availability of aides. Survey respondents noted that budget and class cuts have been very hard on the residents and staff. As one staff member stated: "I am sorry to hear that the budget has caused several classes to be cancelled. I am happy to know that you all are doing the best possible for us, and I greatly appreciate this for our clients!!!!"

Faculty, even with budget constraints and a reduction to their classroom support, expressed that they were either very satisfied or satisfied (100%) with the program in the following areas: relevance of course to vocational, academic, or personal needs and/or wants of students; scheduling of classes (time of day, length of class sessions, days of week); ease of student registration process; helpfulness of office staff including the DDL Program Assistant and the DDL Department Chair (Instructor/Coordinator); adequacy of student to staff ratio (instructional aides, volunteers, and teachers); quality of equipment and materials supplied; amount of equipment /materials supplied; extent to which faculty and staff meet the needs of culturally diverse students. A staff comment regarding program satisfaction summed it up, "I am extremely proud to be part of this excellent and unique Program. If we were not under the budget constraints we are all so aware of, I would recommend that we expand our offerings. I hope that it will be possible in the future."

Conclusions

This Program Review involved surveying Coastline's instructional program at Fairview Developmental Center (FDC) from a variety of perspectives. Capable students as well as Fairview administration and staff, and Coastline faculty were surveyed. Overall, respondents in all categories were satisfied or very satisfied with the quality of instruction, course, content, appropriateness of classes to meet students' personal, academic and vocational needs.

One of the most significant findings of the review was that despite the drastic budget cuts and class cancellations, the Coastline faculty and the FDC administration and staff reported that they are pleased with the quality of the program and expressed a patient desire for the program to increase in the future. They all suggested restoring and expanding the classes when the budget recovers.

Also, one of the findings revealed that the administration and staff at Fairview believe that more classes should be offered in the evenings and on weekends; however, the students did not share that desire.

Recommendations

A pressing recommendation would be that the MOU be finalized and signed.

Goals

Progress on Prior Goals

Self-Review Goals

1. *Establish new protocol for communication with FDC staff. Create and maintain a healthy and robust channel of communication with FDC individualized program coordinators and level-of-care staff regarding students' programming needs, while continuing to maintain communication with administrators and supervisors.*

When correspondence of a global nature is sent to Fairview, a copy is sent to every residence, administration, and other staff. This results in about 35 copies of documents being generated for mailing. Since only the administrators and a few select staff at FDC have access to the Internet in the work place, communication must be sent via hard copy. The rest of the population has what is referred to as "GroupWise," an intranet communication system. Individuals can communicate electronically only with other employees at FDC.

When communications are sent from Coastline, the Instructor/Coordinator's name, title, and phone number are on every piece of correspondence so that anyone can contact her if there is a question or need for additional information.

The Instructor/Coordinator has attended several recent FDC events: trainings and workshops, the Very Special Arts Festival, the Fashion Show, and Environmental Day – Recycle and Reuse, etc. Hopefully in this way, with this added exposure more individuals at FDC will become familiar with Coastline and some of its personnel.

Unfortunately, the FDC position of Supervisor of Individualized Program Coordinators was eliminated a few years ago and with that change, it became almost impossible to contact the IPCs as a group. Each IPC may have up to ten clients in their case load, which may encompass more than one residence. The IPCs work in different locations and their names and numbers are not listed in the FDC directory. There is no longer one point of contact for dissemination of information.

Routine lines of communication have been established since the last Program Review. Specific support staff know to contact the Coastline's Program Assistant to send copies of updated student information, and the DDL PA in turn can contact these individuals to get any needed information regarding students.

FDC is a very large campus, and there are many levels of staff without electronic communication capability and whose names are not listed in a phone registry. Thus, communication is not an easy matter, but strides have been made to communicate more frequently and globally.

2. *Modify schedule of classes to reflect input from level-of-care staff (with approval of FDC administrators).*

The last Program Review was discussed at the discipline meeting and the DDL Instructor/Coordinator stressed at that time and continues to point out that the level-of-care

staff and IPCs who come into the classroom can be the instructor's and students' best friend. These select FDC staff work with the students on a daily basis and can advocate for class placement and for the creation of a new class. Many of the Coastline instructors have established a good rapport with these key FDC level-of-care staff.

Also, rosters from the previous semester are sent to the Program Directors and Program Assistants. The new procedure for registration is that the PDs and PAs will give the rosters to the unit supervisors who will in turn collaborate with each student's team, including the level-of-care staff and IPCs, to choose classes for their residents for the following semester or summer session. The rosters will then be sent back to the Program Directors and Assistants for their review before being forwarded to the Coastline Program Assistant for registration. Thus, this goal has been met.

3. *Explore possibility of increasing number of classes suggested by faculty (e.g., American Sign Language, money management, outdoor exercise class, combined music/art class).*

After the last Program Review, an American Sign Language class was initiated, which coincided with the admission at Fairview of new clients who were deaf and/or hard of hearing. Interestingly enough, it was not the deaf students who requested the class, but their hearing roommates. The hearing-capable roommates wanted to be able to communicate with their deaf peers because there had been many miscommunications, misunderstandings, and problems. The class was a large success but the majority of the deaf population has since been placed into the community, and the need and request for the ASL class is no longer present.

Money management is included in some of the current courses: critical thinking, community resources, and math concepts. However, the level of functioning of a majority of the Fairview residents would make money management (e.g., banking, budgeting, making purchases of more than a dollar) an impractical course. Students make purchases at the vending machines and sometimes in the community, so money use is taught, but it is not a standalone course where money management is the sole content.

The new admissions to FDC could certainly benefit from the higher-level courses such as money management, but their behaviors are such that a large number of FDC staff would also need to be present in order to ensure a safe and positive educational environment for all concerned. Fairview approached the Coastline DDL Instructor/Coordinator a few years ago to ask for a number of classes for these new residents. However, when the FDC personnel were told that additional Fairview staff would be needed in the classroom, they had to decline because of a great shortage of FDC staff. Fairview has been under very difficult budget constraints for a number of years. When FDC staff becomes available, the door is certainly open to discuss money management and other classes for the higher cognitively-functioning and behavioral student.

Most exercise classes now incorporate a good portion of outside activities, including walking to and from the classroom and residences and exercising outdoors. However, all fitness classes also have a classroom, fitness lab, gymnasium, etc where students can go if the weather is inclement.

Although most art classes do have music playing during the class, we have not created a separate art-music class. We have curriculum for each, art and/or music, as a standalone course but have not combined curriculum to create one new course. Not one respondent to the Coastline instructor, FDC staff, or student surveys indicated a desire to have this type of class initiated. Therefore, while this goal was not achieved, it appears that it is no longer a recommendation.

Steering Committee Recommendations

1. *Investigate feasibility of developing certificates or mini-certificates to encourage completion of a program of study, particularly for higher-ability students.*

Coastline's DDL Instructor/Coordinator was open to developing a certificate of completion for Life Skills, as requested by Fairview's Program 3, a previous program for students with higher cognition and extreme behavioral challenges, and met with the Program 3 coordinator to discuss the possibility. However, due to the students' behavioral challenges, increased staff to student ratio was requested. Unfortunately, Fairview Developmental Center has had major budget deficits and many residences have lost level of care staff. The DDL Instructor/Coordinator was informed that due to the limited staff that is currently available, an increased staff-to-student ratio would not be possible. It was agreed that when the staffing allows adequate staff to student ratios, the certificate will once again be discussed.

2. *Follow up on stated goals, plus two areas apparent from the compliance checklist: continue to explore the diversity question and complete the curriculum revision updates.*

The resident population at Fairview is highly diverse, and, as a result, the students participating in Coastline's classes are representative of that diversity. And, as noted earlier in this report, the entire DDL Program curriculum was reviewed and revised in 2008-09, with the final group of courses being approved by the Curriculum Committee in February 2009.

New Five-Year Goals

1. During 2009, the **Memorandum of Understanding** between Fairview Developmental Center and Coastline Community College should be signed by all parties, making this a working document. No cost would be incurred.
2. During 2009-10, **rewrite all Student Educational Contracts and Student Educational Plans** to reflect changes made to the corresponding curriculum. Cost incurred would reflect the non-instructional rate for instructors who will work on updating of the forms. It is difficult to apply a specific amount to the project because all instructors who teach the courses should be asked to participate, many may choose to review the final document (no cost), some may wish to add their comments and concerns in writing (no cost) and some may wish to work on the project as a part of the group. Size of groups, creativity, and group consensus is difficult to estimate.
3. Based on available budget and with input from Coastline instructors and administrators and Fairview staff, **manage the class schedule over the next five years to maximize service and expand the variety of classes** available to Fairview residents.

4. **Increase training for faculty**, as requested by faculty through the Program Review survey, in the following areas: Autism and Aspergers, dually diagnosed individuals, and Fairview's staff development opportunities. Cost: Faculty are paid at the non-instructional rate for attending Fairview Developmental Center staff training. Cost would depend upon numbers of training sessions offered and the number of Coastline staff that attend.





Sample Student Educational Contract

Name: John Doe Student ID#: 0000-0000 Academic Year: 2008-09

Student Educational Contract

Long-Term Goal: Academic Vocational x Enrichment Other
 Special Classes Regular Classes Support Services

EDUCATIONAL PLAN FOR SPED 412-MATHEMATICAL CONCEPTS

COURSE OBJECTIVES	DATES				
	Targeted	Satisfied	Not Satisfied	Deferred	N/A
1. Identify numerals and numbers		9/08			
2. Demonstrate simple concept of numbers		9/08			
3. Demonstrate ability to count	9/08	2/09			
4. Identify money denominations				9/08	
5. Compare value of bills and coins				9/08	
6. Recite days of week and month				9/08	
7. Demonstrate concept of time associated with an activity		9/08			
8. Give an example of time sequencing		9/08			
9. Tell time to the nearest hour and half-hour	2/09		5/09	9/08	
10. Identify day of week, month, and year				9/08	

TARGETED OBJECTIVES

Obj. No. Evaluation criteria regarding student progress

3 John will be able to correctly count from 1 to 20 three consistent times per class session for four consecutive weeks.

9 John will match the time on a clock face to the digital time on the computer screen w/ 75% accuracy one time per week for eight consistent weeks.

COMMENTS: John met Objective 3 with 95% accuracy. He made some progress on Objective 9. He obtained 50-75% accuracy but was not consistent with clock face matching. John continues to demonstrate an interest in his class work.

Student Signature John Doe

DSP&S Professional Ingrid Instructor

Sample Revised Course Outline (2008)

Course Outline of Record Coastline Community College

Date _____ Original February 1988
X Revision September 2008 Date

1. DISCIPLINE: Special Education
2. COURSE ID NUMBER: SPED 412
3. COURSE TITLE: Mathematical Concepts
4. ABBREVIATED TITLE: Mathematical Concepts
5. COURSE UNITS: 0
6. TOTAL SEMESTER HOURS: _____ Lecture 16-108 Non-Lecture
7. GRADING METHOD: (Check only one)
 Student Option Letter Grade Credit/No Credit Non-Credit
8. PREREQUISITE: None
9. CO-REQUISITE: None
10. ADVISORY: None
11. MATERIAL FEE: None
12. CATALOG DESCRIPTION: Designed to assist students with developmental delays in acquiring and applying the following number, money, time, and measurement concepts. Students and teacher will identify the student's personal academic goals, and Student Educational Plans will be developed for students based on their goals and ability level. This course may be taken four times.
13. SCHEDULE DESCRIPTION: Assist students with developmental delays to acquire basic concepts in the areas of numbers, money, time and measurement. Develops academic goals and learning plans on ability. This course may be taken four times.
14. STUDENT LEARNING OUTCOMES:
After successful completion of the course, the student will be able to:
Course-Level Outcomes:
 1. Demonstrate fundamental concepts of numbers including number identification, counting and sequencing.
 2. Apply fundamental money and time skills through simulated life activities.
 3. Demonstrate fundamental knowledge of linear measurements, weights and volume.

Sample Revised Course Outline (2008)

Lesson or Unit-Level Outcomes (optional):

1. Students will categorize objects according to shape, size, length, and pattern.
2. Students will identify numerals and numbers.
3. Students will practice basic number concepts.
4. Students will arrange numbers in numerical order.
5. Students will demonstrate the ability to count.
6. Students will recognize ordinal numbers.
7. Students will differentiate between money denominations.
8. Students will compare the value of bills and coins.
9. Students will recite or identify days of the week and the names of the months.
10. Students will demonstrate the concept of time associated with an activity.
11. Students will use time concepts such as before, after, during, morning, afternoon, night etc.
12. Students will generate examples of time sequencing.
13. Students will tell time to the nearest hour and half-hour.
14. Students will apply basic measurement skills when solving simple math problems.

15. COURSE CONTENT:

Brief outline of topics to be covered:

I. Number Concepts

A. Shape, size, length and pattern discrimination

1. Number recognition
2. Number sorting
3. Number matching
4. Number identification by name or label
5. Number writing and/or typing

B. Counting

1. One-to-one correspondence between objects in sets
2. Set construction using objects
3. Set construction with same number of objects
4. Set construction with equal, more, less, many and few
5. Numbers representing sets of objects

C. Number sequence

1. Objects in order of size from smallest to largest
2. Objects in order of length from shortest to longest
3. Sets of objects in order from smallest to largest in number
4. Number location on a number line

D. Ordinal numbers

1. First, middle and last in a group of objects
2. Number line counting forward and backward
3. Missing numbers on a number line
4. Number location before and after a given number or between two numbers on a number line

II. Money skills

A. Money recognition

1. Coin and bill sorting
2. Coin and bill matching
3. Coin and bill identification by name or label

B. Comparing the value of coins and bills

Sample Revised Course Outline (2008)

- III. Time
 - A. Clocks and calendars as time measurement tools
 - B. Traditional (analog) vs. digital clocks
 - C. Identification and location of clock face numbers
 - D. Hand placement in association with a routine activity
 - E. Before, after, now and later
 - F. Morning, afternoon and night
 - G. Yesterday, today, tomorrow, last night, this morning, etc.
 - H. Hour and minute hand recognition and location
- IV. Measurement
 - A. Small, medium and large from a group of objects
 - B. Long, longer, and longest from a group of objects
 - C. Heavier and lighter from a group of objects
 - D. Capacity of various sizes of containers for liquids
 - E. Capacity of containers which hold a variety of solid objects
 - F. Tools for different kinds of measurement

16. REPEATABILITY: Four times. Repetition of previously taught concepts is necessary due to breadth and depth of the curriculum and as an accommodation for disability related issues.
17. CLASSROOM INSTRUCTION: Instructor will use different modes of presentation and curriculum delivery such as instruction, demonstration, assessment, individualized Student Educational Plans and use of a variety of instructional materials including manipulatives, paper and pencil tasks, handouts, educational games, computer programs, practical exercises, simulation, group activities and discussions.
18. ASSESSMENT METHODS:

Assessment Method	Describe the style and content of each assessment method to be used in measuring SLOs.
Quizzes	Pre and post assessment.
Written Assignments	
Midterm Examination	
Essay Examination	
Objective Examination	<ol style="list-style-type: none"> 1. Curriculum-based assessment/observation/evaluation via participation in group/in-class activities. 2. Focused one-on-one observation/evaluation. 3. Observation/evaluation of activities during random moments throughout the regular course of the class. 4. Directed follow-up of previous corrective feedback that identifies what, if anything, must be taught again as specified in student's educational contract. 5. Review of outcomes in educational contract to check for their continued validity and the possible need for revisions.

Sample Revised Course Outline (2008)

Assessment Method	Describe the style and content of each assessment method to be used in measuring SLOs.
Reports	
Projects	
Mathematical and Problem-Solving Exercises	
Non-Mathematical Problem-Solving Exercises	
Skills Demonstration	
Final Examination	
Other	

19. RECOMMENDED BOOK(S): None
20. SUPPLEMENTAL READING: Coastline College's Virtual Library:
<http://library.coastline.edu>
21. OTHER REQUIRED SUPPLIES AND MATERIALS:

MAX Class Size: _____

CIP CODE: _____ Division # _____ Department # _____

Type the following appropriate names:

Originating Faculty: Barbara Darby, Jody Hollinden and Tina Kosbab

Department Chair: Jody Hollinden

Discipline Dean: Dr. Shalamon Duke

Distance Learning Dean:

Date of Curriculum Committee Meeting: November 21, 2008

Approved Disapproved _____ Tabled: _____

COASTLINE COMMUNITY COLLEGE
COURSE OUTLINE

1. COURSE NAME: SPECIAL EDUCATION 412-413

2. COURSE TITLE: MATHEMATICAL CONCEPTS

3. COURSE UNITS: 0

4. RECOMMENDED COURSE LENGTH: 9 to 18 weeks

5. WEEKLY CONTACT HOURS: 3.0 to 6.0 non-lecture

6. GRADING METHOD: non-credit

7. METHOD OF INSTRUCTION: lab

8. PREREQUISITE: none

9. CATALOG/SCHEDULE DESCRIPTION: Designed to assist disabled in acquiring and applying basic math skills in everyday life situations. Emphasis will be on basic math operations, use of money, and telling time. (Two levels)

CLASSIFICATION RECOMMENDATION

Associate Degree Credit Course Non-Associate Degree Credit Course

Non-Credit Course

Certified by Ann Holliday
Instructor/Reviewer

2-88
Date

10. LEARNING OBJECTIVES

(Skills, competencies, knowledge, and behaviors the student will acquire upon course completion)

LEVEL 1

1. The student will be able to identify numerals and numbers.
2. The student will be able to demonstrate simple concept of number.
3. The student will be able to demonstrate ability to count.
4. The student will be able to identify money denominations.
5. The student will be able to compare value of bills and coins.
6. The student will be able to recite days of week and month.
7. The student will be able to demonstrate concept of time associated with an activity.
8. The student will be able to give an example of time sequencing.
9. The student will be able to tell time to the nearest hour and half-hour.
10. The student will be able to identify day of week, month, and year.

LEVEL 2

1. The student will be able to perform basic arithmetic operations (addition, subtraction, multiplication, division).
2. The student will be able to use money to make purchases.
3. The student will be able to make change.
4. The student will be able to do comparison shopping.
5. The student will be able to demonstrate knowledge of budgeting and saving skills.
6. The student will be able to tell time.
7. The student will be able to estimate passage of time.
8. The student will be able to locate day, week, month, and year on a calendar.

11. COURSE CONTENT

(Brief outline of topics to be covered)

- I. LEVEL 1 - BEGINNING MATH SKILLS
 - A. Pre-math
 - 1. Number recognition
 - 2. Concept of number
 - 3. Counting
 - B. Money concepts
 - 1. Recognition of bills and coins
 - 2. Counting money
 - 3. Comparing the value of bills and coins
 - C. Time concepts
 - 1. Identification of day, month, year
 - 2. Time relationships (e.g., sequencing, before/after)
 - 3. Telling time to the nearest hour and half-hour

- II. LEVEL 2 - PRACTICAL MATH
 - A. Arithmetic operations
 - 1. Addition
 - 2. Subtraction
 - 3. Multiplication
 - 4. Division
 - B. Money use
 - 1. Making purchases
 - 2. Making change
 - 3. Budgeting and comparison shopping
 - C. Time
 - 1. Telling time to the minute
 - 2. Time estimation
 - 3. Calendar use

SPECIAL EDUCATION 412-413

MATHEMATICAL CONCEPTS

I. Level I - Beginning Math Skills

A. Pre-Math

1. Number Recognition

- a. Use large number chart. Teacher can point sequentially or at random to reinforce number recognition.
- b. Flash card games--All students but one are seated in a circle. The other stands behind one student. Teacher flashes card and the first one to identify the correct numeral continues around group.
- c. Use flash cards for matching like numerals.
- d. Games like "Crazy Eight" are to teach number recognition.
- e. Have a smaller chart with numbers. Write those same numbers on wooden clothespins. Students to match and clip clothespins to appropriate number on chart.
- f. Use newspaper. Example - Auto section. Have students circle specific numbers on page with large marker. This can be done as group or each student can have their own paper to circle.
- g. Use small individual blackboards about 8" X 10" size. The students can duplicate the number written by the teacher on a larger board.
- h. Many puzzles, games and dittos are available for number recognition activities.
- i. Also, introduce number words which is a more difficult concept.

2. Concept of Number

- a. Concepts to teach sets: Numbers in sequential order, number words.
- b. Set Activity - Use a variety of objects to represent and teach concept of sets. Use manipulatives such as pennies (functional, especially if teaching money skills later on) or popsicle sticks (which can be grouped into sets using rubber bands).
- c. Use blank checkerboard (K-Mart sells them). Put labels with numbers on each label on the squares on the board. Ask student to repeat numbers sequentially. This is a good informal test for ability to count sequentially.
- d. A large number chart can also be used for sequencing.

- e. Number Words - Develop activity like bingo. Make small boards with three squares across and three down. Prior to this the concept of number words needs to be reinforced.
- f. Many commercial bingo games, number puzzles and flash cards are available to use as activities to teach number concepts.
- g. Use egg carton. Many activities can be developed around it. Put numbers in each section in carton. Shake die and student to identify number on die and to place marker on that number in carton. Visual and verbal reinforcement occurs here.

3. Counting

- a. Use a large box of objects. Separate in groups. Use objects as counting exercises.
- b. Dominoes are useful for counting activities.
- c. Develop counting skills by 1s, 5s, and 10s. Use manipulatives to give visual clues (popsicle sticks, coins), and number lines.
- d. Use newspaper. Ask student to find a certain number of food items. Example - Count how many salads you find, or how many items for vegetables. Use food section to locate good ads with many items shown.
- e. Many commercial counting games and puzzles are available from which to develop activities.

4. To learn concepts of sets and addition

- a. Large pinto beans can be sprayed one color leaving the other half as is. Each student is given a shaker (film canister) with a specified number of beans and they are instructed to shake the beans out onto the plate, then count the number of each color and the total number, (e.g. with six beans there are three possible combinations: $5 + 1$, $4 + 2$, $3 + 3$, etc.) A paper plate with a line drawn down the middle creates a similar activity.

B. Money Concepts

1. Recognition of bills and coins

- a. Be sure students can sort and match coins.
- b. Use real money, when possible (commercial kits of bills and coins are available).
- c. Ask each student to identify coins and bills by name.

- d. Many commercial games and puzzles are designed for money recognition. Teacher can also develop own gameboards and money cards.

2. Counting Money

- a. Stress functional applications: "Is this enough to buy a Coke?" Teach visual identification of common money groupings (e.g., for vending machines, phone calls).
- b. Before counting can occur, the student needs to know the value of each coin. Show pictures of money or use coin kits to develop this skill. Point to group of coins, e.g., five (5) pennies. Ask how much does that represent and what coin is it?
- c. Review counting by fives and tens.
- d. Many types of counting games are shown with coin words, pictures of actual coins and the number value written (25 cents). The student needs to recognize all three concepts for each coin learned.

3. Comparing the value of bills and coins

Ask about relationship of U.S. coins that are shown both visually and referred to orally.

Example: Show picture and or coin. Example: One nickel equals how many pennies? This skill can be learned after the value of coins is understood.

- a. Materials available are kits, laminated cards, puzzles and coins.
- b. Compare two or more coins. Ask "Which is worth (buys) the most?"

C. Time Concepts

1. Identification of day, month, year

- a. Use a large calendar to reinforce skill. Teacher can ask at the beginning of each session the day of the week, the date, month, and year. The student can see it on the calendar and can point it out.
- b. Teach days of week. Use large cards with each day on a card. Ask students to put in sequential order.
- c. Use flash cards for quick rote drill to learn days in order.
- d. Also, same concept can be applied to the learning of the months.
- e. Talk about activities which are associated with certain days of the week (e.g., Sunday-church).

Special Education 412 - 413 Mathematical Concepts (cont.)

- f. Talk about activities and holidays which are associated with certain months.
- 2. Time relationships (e.g., sequencing, before/after)
 - a. Instructor can show on chart the days in sequential order (or months) and take out some cards. Use as a before and after exercise.
 - b. Use number line to teach concept of before and after. Excellent for visual clues. Available commercially or can be made.
 - c. Use numbered checkerboard leaving certain spaces blank. Student to fill in missing numbers. (Use small tiles with numbers for students to fill in missing numbers.)
 - d. Talk about sequence of activities in a day (get up, dress, eat breakfast, etc.).
- 3. Telling time to the nearest hour and half-hour
 - a. Many clock-related materials are available for activities. (Judy clocks-individual wooden clocks in which students change hands-are available in Special Programs Office.)
 - b. Clock Activity
 - c. Demonstrate concept of small and large hand first.
 - d. Use references for both the hour and 1/2 hour. Teach each concept separately to avoid confusion.
 - e. Teacher may say, "Give me an hour that you would get up, eat breakfast, take a class, etc." Student will show on clock and orally repeat.
 - f. More advanced concept would be to use T.V. Guide as a reference for finding TV Shows at a certain time. Student could locate show in T.V. Guide and make clock reference.

II. Level II - Practical Math

A. Arithmetic operations

- 1. Use manipulatives when needed (concrete operation).
- 2. Teach symbolic strategies (counting on fingers, counting by 3's, 4's, 5's, etc., as related to addition/multiplication, etc.).
- 3. Teach calculator use
- 4. Teach basic facts (flash cards, bingo-style games).

Special Education 412 - 413 Mathematical Concepts (cont.)

5. Create simple games using spinners or dice (add dice together, etc.).
 6. Apply arithmetic operations to functional experiences (e.g., one coffee costs 25 cents - how much do two cost?)
 7. Use local newspaper (e.g., food page--suggest students select two items and add cost or subtract cost. The newspaper can be used for all operations.)
 8. The Register has a great program available with many activities and lessons designed to teach basic skills in the classroom using the newspaper.
 9. Another excellent source of materials by Marcy Cook are very useful. Excellent workshops are available through the OC Dept. of Ed. One useful manual she has is called "Do Math". It shows manipulative models for the basics of addition, subtraction, multiplication and division. For anyone interested write: Marcy Cook,
Math Consultant
312 Diamond Avenue
Balboa Island, CA 92662
- The cost is \$9.00 plus tax.
10. When teaching the basic skills - the use of individual blackboards are good.

B. Money use

1. Making purchases

- a. Obtain old menus from restaurants and have students make selections and total cost.
- b. Use catalogues to show how to make purchases. Order blanks can be filled out.
- c. Cut out ads for items less than \$20.00. Students draw an ad and then "pay" that amount using real money (or commercial kit money).
- d. Use newspaper. Have students select purchases from food, clothing, furniture or car pages.
- e. Take a field trip to local store and have students make actual purchases themselves.

2. Making change

- a. Set up a situation when one student is a "cashier" and another a "purchaser." Using ads or items with price tags for common items, the purchaser "buys" an item (making sure he's given enough money) and the cashier makes change.

Special Education 412 - 413 Mathematical Concepts (cont.)

- b. Present a problem for making change both visually and auditorily. The student will show what change is to be made with coin kit.
 - c. Coin change games are available which reinforce making change. The DLM company has some excellent material available.
3. Budgeting and comparison shopping
- a. Set up a situation on a chart with a budget. Example: Show the amount of money available. Show how to divide it into specific areas for Rent, Food, Clothing and Entertainment, etc.
 - b. Follow up with each student setting up their own budget or with instructor giving them the general information for a specific budget and have students set up individually.
 - c. Very simple numbers can be used to set up a variety of budgets.
 - d. Use both newspapers and catalogues for comparison shopping.
 - e. Set up charts using different items and make comparisons. Example: Coke - \$.50, Hamburger - \$1.00, Ice Cream - \$.25.
 - f. Charts could be made with pictures and graphs.
 - g. Clothing, Cars, Furniture and any items that the group is interested in charting can be used.

C. Time

1. Telling time to the minute

- a. Review counting by ones and fives.
- b. Commercial card sets with a variety of time set-ups are available to reinforce this skill.
- c. Many types of puzzles can be used for activities.
- d. Use the TV Section of the newspaper or the T.V. Guide to establish time lines.
- e. Use small clocks and select times for each student to show on the clock.
- f. Students identify class beginning and ending time, including break time.

2. Time Estimation

- a. Select appropriate pictures from magazines for visual clues. Pictures can show people eating breakfast, sleeping, eating dinner, etc. Times can be estimated as to when these events are occurring.
- b. Use large calendar for reference. Student given blank calendars. Students can fill in on a monthly basis to establish time lines.
- c. Seasons - Use pictures that teach seasons. Commercial cards also available. Discuss first the four seasons and give examples.
- d. Apply time estimates in identifying ages of people. Use pictures to depict different ages.
- e. Also, time estimates for animals and vegetables can be used. Show mother animal with her baby to show difference. Show growth of vegetable from planting seed to large plant or tree.
- f. Show pictures relating to holidays. See if students can recognize major holidays associated with specific months.
- g. Use egg or recipe timer for estimation activities.

3. Calendar use

- a. As stated above you can use the large calendar to reinforce on a weekly basis the day, date, month, and year. Also, each month discuss the holidays/seasons which are associated that month.
- b. Use flash cards with questions about calendar references to reinforce this skill.
- c. Use the calendar blanks again to reinforce knowledge of calendar with students writing in the dates on a monthly basis.

13. EVALUATION METHODS (check all that apply)

- Quizzes
- Written Assignments
- Midterm Examination
- Essay Examination
- Objective Examination
- Reports
- Projects
- Problem Solving Exercises
- Skills Demonstration
- Final Examination
- Other...IEP/ILP's including pre- and post-testing by instructor

14. STUDENT MATERIALS

REQUIRED TEXTBOOK (Title, author, publisher)

none

OPTIONAL TEXTBOOK (if applicable)

OTHER REQUIRED COURSE MATERIALS AND SUPPLIES

Prepared by Gayle Noble 4/6/86
Date

Reviewed
by Pat Arlington 4/6/86
Date

Date of Curriculum Committee Meeting 4-8-88

Approved Disapproved Tabled



COASTLINE COMMUNITY COLLEGE

*Coastline Community College
Special Programs and Services for the Disabled
Advisory Board - Fairview Developmental Center Program
Monday, January 18, 2007*

Those in attendance:

Sheila Buckingham, Program One Director; Jody Hollinden, DDL Department Chair Coastline Community College; Doug Keller, Program Six Director; Vangie Meneses, Vice President of Student Services at Coastline Community College; Judi Murray, Program Two Director; Terri Smith-Morse, Director of CPS; Ernie Valencia, Program Five Director; Deb Williams, Program Four Director

This meeting was originally called to discuss student choice, Fairview's role in teacher placement in Coastline classes at Fairview Developmental Center (FDC) and Coastline's responsibility regarding instructor placement in classes at FDC.

It was agreed that client choice is foremost in selecting Coastline classes for them to attend. Jody Hollinden stated that she and the previous CPS Director had been working on the MOU and it had undergone several revisions. However, since the concern with teacher placement had arisen she had located a very old document with was a letter of agreement and it stated that FDC PDs would interview prospective instructors to their program. Also, the document further stated that PDs had the right to say who they wanted teaching in their program and who they did not. Were the PD's in favor of such clear wording and would they want to interview each prospective new instructor? The consensus was that they liked the clear wording but felt that the current methods of instructor selection were very good.

FDC stated that for the most part they are very pleased with the quality and variety of classes Coastline offers at FDC. For clarification, when there is an issue, they should contact the DDL Dept Chair? Yes, that is the person to notify.

Doug Keller asked how often Coastline monitors instructors, i.e., visits classes. The Department Chair said that she visits classes during instructor evaluations and on an as needed basis. It was suggested that it would be beneficial to visit classes, if possible, at least monthly ~ if not all classes, at least every instructor.

Terri Smith-Morse asked if it would be possible to receive a copy of every class at FDC where outside students were enrolled. Jody Hollinden stated that she would send it to her tomorrow and asked if there was anyone else that would like a copy as well.

Sheila Buckingham stated that she appreciated getting the notices of holidays and calendars that CCC sent out. She asked who got these? Jody stated that every PD, PA, and every residence received them throughout the semester. They agreed that they would like to continue to receive these.

Jody asked if Coastline could receive a copy of the licensing exit summaries as they pertained to Coastline classes. The PDs agreed that Terri Smith-Morse should be able to send a copy to Jody. Jody explained that Coastline wanted to be an asset to FDC, but needed to know what we did well and where we needed to improve. In unison it was stated that licensing would never say what was working, but would definitely state where improvement was needed.

It was also suggested that the CCC faculty, or at least Jody could attend some of the training sessions regarding expectations from licensing and FDC's rules and regulations. Jody stated that she would very much like to attend these sessions and asked the VP if the instructors could be offered the non-instructional rate to attend the meetings as well. The VP stated that she thought that we could do that.

It was stated that IPC coordinator Alexis Taylor was moving to another area. Jody stated that she worked closely with Alexis by providing her class

schedules and working with the IPCs. The IPC reports are sent to Jody who shared them with the instructors and Dean and if there was a concern, she attempted to remediate the issue. Who should Jody be working with now? No consensus was reached, but it was stated that the IPCs are now under QA, but that Alexis was still around.

The music class was being moved to Residence 32, room 145.

It was suggested that the schedule of classes, calendars and memos would be sent to the PDs and residences.

It was suggested that the MOU would continue to be refined.

It was decided that Coastline would receive trainings as necessary and that Coastline would receive the exit summaries from the survey / licensing teams.