

NARRATIVE TEMPLATES

The following is a Microsoft Word® version of the Narrative discussed in the Appendix of the Program and Course Approval Handbook, 6th Edition Draft. This template is not to be used for Associate Degree for Transfer (ADT) or Adult High School Diploma (AHSD) Program proposals; separate templates are provided for these proposals (under the Admin > Templates tab) in the CCC Curriculum Inventory.

The following three templates are provided in this document:

1. (Credit) Traditional Associate Degree: Associate in Arts (A.A.) and Associate in Science (A.S.)
 2. (Credit) Certification of Achievement
 3. (Noncredit) Certificate of Competency and Certificate of Completion
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NARRATIVE TEMPLATE for a (credit) Traditional Associate Degree: Associate in Arts (A.A.) and Associate in Science (A.S.)

Please adhere to the following format conventions:

- Use the heading (item) and numbering convention (for example: Item 1. Program Goals and Objectives).
- Ensure the description provided under each item is removed from the narrative prior to submission.

Item 1. Program Goals and Objectives

1. The mission of the Taft College Disability Services Program is to change lives by providing a relevant and meaningful education for the purpose of placing each graduate with the capabilities, skills, and expertise necessary to secure employment working with individuals with disabilities as para-professionals. Promotion of life-long learning is demonstrated by the educational option of earning an Associate in Science degree in this area of study.
 - a. **Goals**
 - i. Taft College is committed to:
 1. establishing the criteria necessary to work in the field of disabilities
 2. improving the communities and employers' view of the importance of the para- professional's role in the support of individuals with disabilities
 3. establishing entry level baseline skills for this growing profession
 4. bringing stability to the profession thereby reducing the high turnover rate
 5. developing and maintaining a high quality disability Studies program that includes knowledge of various disabilities in addition

to classroom instruction in the mastery of the skills necessary to work with individual with disabilities.

ii. Objectives

1. Taft College plans to:
 - a. hire the most qualified and dedicated faculty
 - b. prepare students for careers in the disability studies profession
 - c. monitor and evaluate curricula for content and standards to ensure that each graduate completes his/her education with the ability to satisfactorily and confidently perform expected job skills
 - d. participate in every aspect of a student's education by providing the guidance, counseling, support, and structure necessary for completion of his/her program
 - e. work with the advisory committee to establish appropriate career ladder certificates that lead to proficiency and stability within the para-profession

Program Learning Outcomes:

1. Students will be able to use critical thinking and analysis to solve problems in the energy field. (K- Knowledge)
2. Students will be able to demonstrate technical competencies and safe practices through applied tasks. (S- Skills)
3. Students will be able to apply and reflect on their ethics and professional practices in various settings. (A-Affective)

Target Audience

Primary: Working adults and those already working in the energy sector who, are interested in other career options in the industry.
Secondary: Recent high school graduates

Item 2. Catalog Description

The Disabilities Services degree is designed for students interested in the field of disabilities. The degree will equip current and future professionals to be effective communicators and develop a cultural awareness of understanding the disability field. The program covers general guidelines and documentation methods with the importance of confidentiality as well as how to support people effectively and IN safely managing their basic needs including self-advocacy and safety. The program has six core courses covering topics dealing with a wide variety of personal perspectives, cultures, and life circumstances from both a legal and human rights' viewpoint.

Item 3. Program Requirements

ASSOCIATE IN SCIENCE DEGREE - DISABILITY SERVICES

Required Courses Units

DS 1501	Introduction to Disabilities	3
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DS 1502	Disabilities and the Law	3
DS 1503	Introduction to Medication Support	3
Or		
DS 1507	Introduction to Supporting People with Disabilities	3
DS 1504	Cultural Competency towards Disabilities	3
DS 1505	Teaching Individuals with Disabilities and Dealing with	
Challenging Behaviors		3
DS 1506	Safety Advocacy and Maltreatment Prevention	3
	Total	21

Proposed Sequence:

Year 1, Fall = 15 units
Year 1, Spring = 12 units
Year 1, Summer = 3 units
Year 2, Fall = 14 units
Year 2, Spring = 16 units
TOTAL UNITS: 60 units

4. Background and Rationale

Taft College has a long history of providing services for students with developmentally disabilities through its Transition to Independent Living Program. We have approximately 30+ staff members working diligently teaching these students the skills necessary to live independently. Over the past 20 years, Taft College found that people entering this field of work of disability services lack adequate training and skills required to work effectively with individuals with disabilities. By creating these courses for the certificate and degree program, trained skilled workers will be prepared for the workforce and employers will not have to offer as much on the job training.

The Disability Services program will be of interest to students from many different academic areas. Those interested in professions in teaching, social work, public health, nursing, medicine, architecture, and law may have a special interest in the applying their study to focusing on the needs of disabled populations. Through these courses, students will obtain both breadth and depth in their understanding of the conceptual and practical implications of disabilities. All industries may have an interest in these courses as business include a diversified workforce.

Criteria B. Need

5. Enrollment and Completion Projections

- the number of sections of core courses to be offered annually = 6 to 10
- the headcount student annual enrollment = 50
- the number of estimated program completers per year at the end of the first year of program operation = 15

- the number of estimated program completers per year at the end of the third year of program operation = 30

6. Place of Program in Curriculum/Similar Programs

This program replaces Taft College's Direct Support Education program, so there is a place for it on the college's existing program inventory. Para-professional working with individuals with disabilities is a new and expanding field. Taft College continues to be excited to help bring this area to the forefront by continuing to enhance the existing certificate and degree from the previous program. For the most part, there are no professional standards or standardized minimum qualifications. Our hope is to change this by establishing those standards with this program. Our plan is to continue working with the advisory committee and establish a para-professional Matrix of Disability Services that will outline the various certification level positions, the courses necessary to achieve the skills required and the hours of experience needed to obtain the certification.

In addition, two universities in the western United States have programs in this area. UCLA is currently offering a minor in Disability Studies. The University of Arizona, with a similar program, will accept Taft College's courses as prerequisites to their Bachelor Degree program. It is our hope to articulate our courses with their program, and work on this will begin once approval is granted. Additionally, job opportunities exist at the para-professional level.

7. Similar Programs at Other Colleges in Service Area

There are no similar programs at the other colleges within our service area.

8. Labor Market Information & Analysis (CTE only)

Labor Market Information specific to Disability Services is not available as it is not readily identified field. However, the closest information according to the Labor Market Information of the Employment and Development Department (EDD) is Personal and Home Care Aides. Information for both Kern County and California is presented.

Analysis and Outlook:

Excellent job opportunities are expected for this occupation, because rapid employment growth and high replacement needs are projected to produce a large number of job openings.

Employment of personal and home care aides is projected to [grow much faster than average](#) for all occupations through the year 2014. The number of elderly people, an age group characterized by mounting health problems and requiring some assistance with daily activities, is projected to rise substantially. In addition to the elderly, other patients, such as the mentally disabled, will increasingly rely on home care. This trend reflects several developments, including efforts to

contain costs by moving patients out of hospitals and nursing care facilities as quickly as possible; the realization that treatment can be more effective in familiar rather than clinical surroundings; and the development and improvement of medical technologies for in-home treatment.

In addition to job openings created by the increase in demand for these workers, replacement needs are expected to lead to many openings. The relatively low skill requirements, low pay, and high emotional demands of the work result in high replacement needs. For these same reasons, many people are reluctant to seek jobs in the occupation. Therefore, persons who are interested in and suited for this work—particularly those with experience or training as personal care, home health, or nursing aides—should have excellent job prospects.

Source: U.S. Dept of Labor, Bureau of Labor Statistics

9. Employer Survey (CTE only)

A specific survey was not administered. However, based on the analysis of the information provided under the Labor Market, there is a need for this profession. Employment outlook is favorable as it is expected to grow faster than average.

10. Explanation of Employer Relationship (CTE only)

The Taft College Disability Studies work closely with firms and agencies working in the field to provide support to the students, the college, and also the industry. The college will work with industry firms and professionals to ensure that the courses and activities are aligned with industry standards.

11. List of Members of Advisory Committee

Aaron Markovitz	Director	Transition to Independent Living
Janis Mendenhall	Coordinator	DSPTS Taft College
Jeffrey Popkin	Director of Operations	BARC
Jessica Grimes	Dean	Instruction and CTE Taft College
Jimmy Sot	Executive Director	Independent Living Center of Kern
Kelly Kulzer-Reyes	Faculty	Professor Taft College
Laura Williams	Executive Director	Valley Achievement Center
Lito Morrillo	Director	County of Kern, Aging and

		Adult Services
Vicki Jacobi	Faculty	Professor/Counselor Taft College
Amar Abbott	Faculty	High Tech Specialist Taft College
Antonio Alfaro	Faculty	Learning Disability Specialist/Counselor Taft College
Candace Duron	Faculty	Professor/Counselor Taft College
Leslie Minor	Vice President Instruction	Taft College

11. Recommendations of Advisory Committee

Taft College’s Curriculum and General Education Committee reviewed and approved all courses and the proposed certificate and degree program proposal. The Regional Consortium made recommendations to move forward with the changes proposed for Direct Support Education. The Board of Trustees approved the program at their XXXX meeting. .

A newly formed Advisory Committee has met two time since its formation in spring 2019. In the March 5th meeting, members agreed that the name change more accurately describes the program for potential students and employees. The Advisory Committee also recommended expansion of the program with specializations at its last meeting. The College will look into whether there are the resources to expand the program

If the associate degree program goal selected is “**Career Technical Education (CTE)**” or “**Career Technical Education (CTE) and Transfer,**” then the set of requirements must reflect the thinking of the advisory committee, as indicated in advisory committee minutes that are submitted as part of the proposal. If the CTE program requirements do not reflect the advisory committee’s recommendation, then the college must explain its departure from those recommendations.