



Department Specified Provisions (DSP)

Department/Chair Disability Resources Dept./ Debbie Ezersky Date Submitted 12/1/2017

AFA signature  Date 1/25/18 Contract Compliant: YES NO

Senior VPAA approval  Date 01/25/18 Addenda Spec. Exp. Summer

Part I Special Expertise Requirements (Use Special Expertise Addendum, if needed.)

Course or Allied Service	Brief Rationale	Criteria The criteria will be relevant, objective, verifiable and reasonable.
See Attached addendum.		

Part II Summer Session Assignments (Use Summer Session Addendum, if needed.)

The department has special summer session procedures: YES, see below
 NO, the criteria for fall and spring semesters are used for summers.

Special Summer Procedures:

1. Allied summer assignments are defined as a specific block of dates/hours for comp or pay and will be developed and offered by the Department Chair in consultation with the supervising administrator and representatives from program areas. Allied assignments are developed based on student and programmatic need.
2. Allied summer assignments are offered through a series of "passes." Faculty may select up to two blocks in pass one. In subsequent passes the Department Chair will use the Length of Service List to ensure remaining blocks are shared among faculty interested in additional blocks.
3. If the first pass is for comp time, Regular faculty may accept comp time up to the amount they are eligible to earn as per the Contract, Article 32.06.
4. Priority for summer assignments is determined by rank on the Length of Service List and Special Expertise. Summer assignments offered for comp time are only available to contract faculty, and are offered based on contract faculty rank on the Length of Service List and Special Expertise. Summer assignments for comp time are offered by the chair. Summer assignment offers for pay are made via email using faculty's District email addresses.
5. There are no established load provisions for summer session.

Part III Initial Allocation for Faculty with ESTABLISHED LOAD

For departments offering a significant number of courses that have greater than 20% load value, the District and AFA may approve initial allocations of established load of greater than 40%.

The department has initial load allocations greater than 40%: YES, it is _____ %
 NO, it is up to 40%

Part IV Minimum Offer to Faculty with Offer Rights and NO ESTABLISHED LOAD

A department whose programs include a significant number of courses or services with load values of greater or less than 20% may specify that faculty members who have offer rights but no established load will receive an offer of greater or less than 20%.

The department's minimum offer is greater than or less than 20%: YES, it is 0.8163 %
 NO, it is 20%

Special Expertise Addendum

Course or Allied Service	Brief Rationale	Criteria The criteria will be relevant, objective, verifiable and reasonable.
1. Learning Disability Assessment	Special training required to administer assessments.	To be eligible for an assignment in which faculty administer learning disability assessments to determine student eligibility for DSPS services, faculty must meet the minimum qualifications
		as specified on the California Community College's Discipline's List and in the California Code of Regulations CCR 53414(f) for:
		A. "Learning Disabilities: Specialist: Master's degree in learning disabilities, special education, education, psychology, speech language pathology, communication disorders, educational or school psychology,
		counseling, or rehabilitation counseling AND 15 semester units of upper division or graduate study in the area of learning disabilities, to include, adult cognitive and achievement assessment or the equivalent."
		AND B. Have certification in or qualification to participate in the California Community Colleges Chancellor's office Learning
		Disabilities Eligibility and Services Model (LDESM) training. Refer to the Chancellor's Office for LDESM training requirements.
2. DRD Counselor	Counselor training required for this position.	To be eligible for a DRD Counselor assignment faculty must meet the minimum qualifications as specified on the California Community College's Discipline's List
		and in the California Code of Regulations CCR 53414(a) and must have within the last five years:
		A. Served as an academic counselor at an institution of higher education for a minimum of one year or equivalent. OR
		B. Completed 25 hours of observation in the SRJC Counseling Department, preferably in a variety of areas including Health Sciences, MESA, CTE, and Transfer.

Special Expertise Addendum

Course or Allied Service	Brief Rationale	Criteria The criteria will be relevant, objective, verifiable and reasonable.
2. DRD Counselor (con't)		AND (for both A and B above) Attended a minimum of five SRJC counselor trainings/ workshops from the list below:
		<ul style="list-style-type: none"> • Transfer Basics 101 • Transfer Transitions • Back on Track Probation/ Dismissal • Satisfactory Academic Progress
		<ul style="list-style-type: none"> •UC TAG • CSU/ UC Applications • Nursing • Career Development
3. Access Technology Specialist and DRD 784 Assignment	Advanced assistive technology training required for this position.	To be eligible for an Access Technology Specialist assignment or an instructional assignment for DRD 784 faculty must meet the minimum qualifications as specified on the California
		Community College's Discipline's List and in the California Code of Regulations CCR 53414(d)(1) for the provision of instruction to students with disabilities:
		A. "Master's, or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology or rehabilitation
		counseling AND 15 semester units of upper division or graduate study in adapted computer technology."
		OR B. Have completed an assistive technology certificate program at an accredited institution.
		OR C. Have Rehabilitation Engineering and Assistive Technology of North America (RESNA) certification.
		OR D. Have two years' experience within the last five years teaching access technologies to adults and/or high school students.

Special Expertise Addendum

Course or Allied Service	Brief Rationale	Criteria The criteria will be relevant, objective, verifiable and reasonable.
4. Disability Specialist-Deaf/Hard of Hearing	ASL and Deaf cultural competence required for this position.	To be eligible for a Disability Specialist-Deaf/Hard of Hearing assignment faculty must meet the minimum qualifications as specified on the
		California Community College's Discipline's List and in the California Code of Regulations CCR 53414(d)(1) for the provision of instruction to students with disabilities:
		A. "Master's, or equivalent foreign degree, in the category of disability, special education, education, psychology, Student Programs educational psychology
		or rehabilitation counseling AND 15 semester units of upper division or graduate study in deaf and hearing impaired."
		AND B. Possess advanced ASL competency with demonstrated mastery of the following six skills as determined by a structured conversation in
		ASL with a qualified evaluator , such as an ASL Instructor or the Coordinator of Interpreting Services:
		1. Understands a variety of conversational topics, including main ideas and details, as well as unexpected events.
		2. Can express concepts with syntactic accuracy on a variety of topics beyond the immediacy of the situation, including school/work-related matters and cultural events.
		3. Uses non-manual markers and culturally appropriate conversation strategies, such as maintaining eye contact and nodding. 4. Uses and reads fingerspelling effectively.
		5. Can describe and explain more complicated events and procedures. (e.g. how to apply for a scholarship; how to register for classes.)

Special Expertise Addendum

Course or Allied Service	Brief Rationale	Criteria The criteria will be relevant, objective, verifiable and reasonable.
4. Disability Specialist-Deaf/Hard of Hearing (con't)		6. Ability to communicate complex information such as location of a building on campus, using ASL classifiers.
		Adapted from Lifeprint http://www.lifeprint.com/asl101/topics/evaluation.html