

**Proposal for Adding a New Faculty Position  
For the 2008-09 Academic Year**

Please enter your responses using the text boxes below and email this form to Susan Myers, Faculty Senate President [smyers@ohlone.edu](mailto:smyers@ohlone.edu) by 5:00 pm on April 13, 2007:

Department Making the Proposal:

Center for Deaf Studies (Deaf Studies/DSPS)

Author(s) of the Proposal:

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A. Provide a summary description of the position.

This faculty position provides individual and group counseling, instruction of personal development courses, administration of assessment; orientation of new students; recruitment and liaison with the California School for the Deaf in Fremont and Bay Area high schools as a whole; and information to Department of Rehabilitation counselors; represent the College at workshops and conferences; participation in activities and serve on committees for both departmental and campus-wide concerns as required and do assignments (serve as liaison with Bay Area high schools/college fairs to provide current career and vocational information meetings about the college) in the evenings and/or weekends and/or at off-campus locations. Students served by the Center for Deaf Studies include deaf and hard of hearing students, deaf-blind students, and hearing students in the ASL and Interpreter Preparation programs. ASL fluency is required of this position.

B. Relationship to College-Wide Needs

1. How does the position relate to our college goals?

This position contributes to the college goal of promoting an appreciation for an understanding of diverse cultures by ensuring that the needs of deaf, hard of hearing, and deaf-blind students are addressed and that they feel included and supported here at Ohlone. The majority of these students are individuals of color (economic status that require the assistance) which often necessitates additional support from the counseling staff. Furthermore, as part of the ongoing effort within the Center for Deaf Studies to create a vibrant learning community (support the total immersion model of language and cultural acquisition) for all, ASL and interpreting students need to be an integral part of the functions within the Center and by making counseling services available to these students, an important step will be made in that direction.

2. How will classes offered meet student needs and goals?

Currently, students in the Center for Deaf Studies are being served by one full-time counselor and one 60% adjunct. There are 156 deaf, hard of hearing and deaf-blind students at Ohlone along with 625 ASL students and interpreting students. Of the 156 Deaf students, 112 students are taking mainstream courses utilizing support services such as interpreters and note takers. These individuals often need additional support from the counselors in the Center for Deaf Studies to succeed in these courses. For the hearing students, specialized information regarding deaf culture, employment opportunities related to the deaf community, transfer options to universities offering degrees related to deaf education and interpreting, and cross-cultural issues is often offered by the counselors in the Center for Deaf Studies. Since the counseling department does not have the appropriate background in deafness, the ASL faculty often need to meet with the students to provide them with the necessary information to assist them to succeed with their deaf-related aspirations. This has created a burden on them as they really do not have the time to give the attention the students need. Therefore, the expansion of the counseling position from 60% to 100% is needed.

3. How does the position address the needs of the campus or the Newark Center?

Currently, the needs of deaf, hard of hearing, and deaf-blind students are not being adequately met due to the insufficient number of counselors. The full-time counselor has the responsibility of providing the following services: 1) orientation for new students; 2) placement tests for English and Math classes; 3) career exploration classes and workshops; 4) recruiting; 5) academic support for success in the classroom; 6) teach Personal Development classes 7) networking with external groups such as Dept. of Vocational Rehabilitation, Schools and programs serving deaf and hard of hearing students, and community agencies and 8) coordination of paperwork for international deaf students. With the increased load of the second counselor from 60% to 100%, the students will be better served. Furthermore, many deaf, hard of hearing and deaf-blind students are poorly prepared to succeed in college due to the handicapping conditions associated with being deaf. They include: multi-disabilities (learning disability, emotional and behavioral dysfunctions, and physical challenges. This position will allow Ohlone to better respond to the needs of these individuals and increase the persistence and retention rate of the college.

4. Does the position address an area of growth?

No. This position will address the on-going need of the Center for Deaf Studies to respond better to the needs of the deaf, hard of hearing, and deaf-blind students as well as hearing students in the ASL and interpreting programs.

C. Relationship to Department Needs

1. Does the position reflect department goals resulting from program review?

Yes. The program review includes specific goals of 1) integration ASL and IPP students in the functions of the Center for Deaf Studies by providing improved counseling services to them; 2) expanded recruitment effort to better communicate to the public the programs and services being offered by Ohlone; 3) increased success in job placement of deaf, hard of hearing and deaf-blind students through the Direct Employment and WorkAbility III programs; and 4) better services for deaf students with additional disabilities. The expansion of the counseling position from 60% to 100% will allow these goals to be realized.

2. What is the ratio of full time to part time faculty?

1 FTE counselor and 1 Adjunct faculty (60%)

3. What is the current WSCH/FTEF in the department?

251.86 Deaf, hard of hearing and deaf-blind students and 508.71 hearing students in the ASL and interpreting programs.

4. Is this position related to a new program?

No

D. Any other rationale to support the position proposal:

At other community colleges throughout the state, the ratio of deaf and hard of hearing students is between 1:50 and 1:75. Currently, the full-time counselor has the case load of 125 students, making it difficult for her to provide the services needed by the students. This makes it necessary for her to work long hours to perform the duties that are needed for this job. Because of the complexities of educating deaf students in a mainstream college, the time spent on each student is substantially longer than what is considered normal for a typical non-deaf student. Furthermore, with the goal of fully integrating the Center for Deaf Studies by providing equal access to deaf, hard of hearing, deaf-blind, ASL and interpreting students (780), the counselors are expected to do more with the existing resources.