ASCCC Small Discussion Forum Summary: _DSP&S: Classes and Services_

Date: Tuesday, April 21, 2020, 1:00—2:00 PM, Session #3, third of three sessions

Moderator: Stephany Curry, Librarian; Reedley College, ASCCC Executive Board

Co-Facilitators: Julie Land, Learning Disabilities Specialist, El Camino College
Lyn Clemons, Alternate Media Supervisor, El Camino College

Thank you to all of today's participants. The following is a brief summary of issues discussed, and in some cases, of recommendations made. Please note: the purpose of the Forums is to provide an opportunity for dialogue and support, not to mandate any type of policy. Any / all recommendations are intended as supportive suggestions, to be considered / evaluated, as appropriate, by the participants and by others reading this summary. Following the last session today, a PowerPoint will be created / posted to synthesize the three sessions and to share the resulting list of recommended resources.

Note: "DSP&S" or "Disabled Students Programs & Services" offers both services and instruction. Classes taught through DSP&S are called "EACs" or Educational Assistance Courses.
Each of our Forums has included representation from both aspects of DSP&S and from "A P E," or "Adapted Physical Education." Both Certificated and Classified attended, as well as Administrative, from local campuses and from the Chancellor's Office. CSU has been represented as well.
What follows is the list of main themes, i.e., the areas of challenge, discussed on Tu.. 4-21-20. Where applicable, the solutions and / or resources suggested will follow. Alternately, there are questions for further exploration, resulting from thread(s) of today's discussion. (Websites: page 3.)

INSTRUCTION:

Students' Point of View: abrupt change, little or no discussion of how to adapt learning style(s), disability-related needs, lack of experience with online/ remote learning, lack of technology / bandwidth, lack of instructor availability in real time. (**Suggestions** included individualized phone calls, if possible, campus loaners.)

EAC Instructors' Pt. of View: Will TRI (Temporary Remote Instruction) be ADA-compliant? How might the "new normal" affect academic standards? (**Suggestions** included individualized phone follow-up re: assignments.)

APE Instructors' Concern: If class(es) must be cancelled b/c of not being portable online, how will our APE Program be protected once we return to campus? (**Suggestions** included possible Union support: MOU, program support from local Academic Senate.)

DSP&S Support Concern: Why were Chromebooks selected when laptops offer greater accessibility? How might we assist blind students with their first exposure to Canvas? How to work with Distance Ed. for accessibility in all online/remote classes? (**Suggestions** included request to be "observer" in a Canvas class to evaluate accessibility for blind student.)

Campus Instructor-related: What support might help instructors make their Canvas delivery accessible?
What about content missed when classes were cancelled mid-March?
How to uphold academic standards and yet be flexible, as appropriate?
How to assist students at-risk or those who seem "MIA" since TRI started?
(**Suggestions** included interface with Course Designer(s) on campus and with
both DSP&S and Academic Senate for accessibility standards.

For follow-up on students at-risk: Starfish, virtual "MIA Form"
for instructors to submit, with outreach by Student Services.)

DSP&S COUNSELING and LEARNING DISABILTIES SPECIALISTS:

Calendar Changes: Counselors switched from 12-mo. to 10-mo. contract may not be available to
assist with SEPs or F'20 registration, which has been delayed by five weeks.

In some cases, registration for F'20 has been rescheduled for Finals Week of Sp '20.
In other cases, High Tech Ctr. Staff will not be available to assist with registration.
(**Suggestions** included assignment of "DSP&S Transition Counselor" to assist w.
anticipated needs of incoming high school students. For campuses
lacking DSP&S funds, suggestion was to work w. local Ac. Senate to
reiterate that the Campus is responsible for serving disabled students.)

Technology Needs: One campus reported Cranium Cafe highly unsatisfactory for appts.
Better outcomes with Zoom and Adobe Sign. Google Voice also helpful.

Advisement: Guiding students to help them make informed choices re: what class(es)
might be realistic / doable for them in an online or remote format.

Time Demands: Much more time spent interfacing with campus Instructors.
Remote documentation process much more time-consuming.

L.D. Assessment: Remote assessment is not possible, given legal / logistical / privacy concerns.
Some L.D. Specialists may teach and/or do case management / follow-up.

PURCHASING / PROCUREMENT BY THE CAMPUS and/or CCC

Overriding Concerns: How can DSP&S be more involved in purchasing decisions re:
Distance Education, by the Campus, the Chancellor's Office, etc., with
accessibility and Universal Design for Learning in mind? DSP&S may
represent only a small percentage of the student body on campus;
other students with disabilities may not "identify," yet they must be served.
How might COVID-19 and the continued need for social distancing
impact the formula for classroom configuration, i.e., more space?
(**Suggestions** included working with local Academic Senate, also reference to
Vice-Chancellor Alvarado's letter, 4-20-20, Disabled Students / Distance Ed.)

WEBSITE LIST: ASCCC FORUM, 4-21-20: "DSP&S: CLASSES and SERVICES"

1. ASCCC Forum Handout: "DSP&S: Classes and Services"

https://asccc.org/sites/default/files/DSPSforumLandClemons_R.pdf

2. Forum Summaries #1 & #2: "DSP&S: Classes and Services," April 17 & 20, 2020

April 17, 2020 (#1)

https://asccc.org/sites/default/files/ASCCCforumSummaryApr17.doc.pdf

April 20, 2020 (#2)

https://asccc.org/sites/default/files/ASCCCforumDSPSApr20.pdf

3. Accessible Videos

https://cccaccessibility.org/resources/videos-webinars

4. Executive Vice-Chancellor Marty Alvarado's Letter, 4-20-20:
   Disabled Students / Distance Education

https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/COVID-19/es-20-16-support-for-disabled-students-guidance-memo.pdf?la=en&hash=58D004A55307F200FD9F51FF34A63F2380976F7C

5. VPAT (Voluntary Product Accessibility Template)

https://cccaccessibility.org/campus-plan/procurement-strategies/accessibility-questions-for-rfpshttps://cccaccessibility.org/campus-plan/procurement-strategies/accessibility-questions-for-rfps.