

ASCCC Summary—DSPS Classes and Services (Small Group Discussions)

April 2020

As part of the response to the COVID-19 Crisis the ASCCC hosted small group webinars to support faculty and provide an opportunity for discipline faculty to meet together to support each other and talk about best practices to support students during the crisis. On April 17, 20, and 21 2020 the ASCCC hosted three small group discussions focused on DSPS Classes and Services. The Co-Facilitators were Julie Land, Learning Disabilities Specialist and Lyn Clemons, Alternative Media Supervisor both from El Camino College and moderated by Stephanie Curry, ASCCC North Representative. After each webinar the facilitators summarized the collective discussion of the faculty experts and posted them online ([April 17](#), [April 20](#) and [April 21](#)).

Below is a list of some of the key issues and concerns addressed in the three small group discussions.

Rocky Transition to Online—Faculty expressed frustration and concern about the impact of moving DSPS courses/services online. Many DSPS students need the one-on-one support to succeed in courses. Many have technological access or usability concerns. Discussed use of breakout rooms for additional student support.

Hard to Convert Courses—Some DSPS courses including Math and Adaptive PE are having difficulty converting online. Discussed the need to support DSPS and Mainstream Math Classes online especially the need for accessibility for online equations. Recommend using *Equatio* which works in Canvas.

Assessment Concerns- Remote assessment difficult, if not impossible, with legal, logistical and privacy concerns.

Advisement/Scheduling- Needed additional support for students in advising them for Fall and making sure students can succeed online. Discussing locally the need for some in person classes or services such as adaptive PE and the need for proactive and inclusive discussions in planning

Accommodations- Significant issues with not being able to provide students with accommodations such as testing, note taking, in class assistants. How addressing the logistics or lack of those accommodations.

Support for students transitioning to College- Many expressed concerns about an online transition from High School to College for DSPS students. How to make them feel connected to college and DSPS. Discussed need for contact with students and importance of role of DSP&S Transition Counselors.

Technology Access—Concern over the distribution of Chrome books to students. Laptops provide more accessibility options

Policy—Encourage proactive discussions on policies such as Course Repetition to support students progress in their path

Recommendations

- Support for faculty and DSPS students transitioning to online including continual professional development activities
- Inclusion of DSPS faculty and staff in providing professional development to faculty and staff in creating accessible instruction and resources for all students including promotion of Universal Design for all courses and services
- Advocate for systemwide support for accessibility technology and training with more DSPS involvement in purchasing decisions locally and at the system level.
- Promote principles of accessibility and universal design for all courses
- DSPS Faculty and Staff should work with Instructional Designers to support their courses and provide suggestions for incorporating accommodations into online courses
- Curriculum Committees should work with DSPS experts to address ADA requirements in DE Addendums