

Welcome to Montgomery College!

New Faculty Orientation
January 8 – 12

Facilitators:

Monique Davis

Dean, Health Sciences, Health, and Physical Education

Tom Cantu

Instructional Designer

Office of E-Learning, Innovation and Teaching Excellence (ELITE)



Outcomes

At the conclusion of this orientation participants will be able to:

- Identify two or three MC colleagues to whom they can turn for information and support
- Access essential resources for students and faculty
- Describe MC's culture of radical inclusion and student success



MC MONTGOMERY
COLLEGE

The Virtual Campus

MC MONTGOMERY COLLEGE

Dean Shinta Hernandez
New Faculty Orientation
January 9, 2024

Recent Recognitions and Awards



The Virtual Campus Structure



Online Education



Open Education



Digital Learning
Center

Virtual Campus Highlights



By Spring 2024: 37 fully online degrees and certificates



7 Common Courses (primarily with OER) + Quality Matters certification



Since Spring 2017: More than \$13 million in textbook cost savings for students

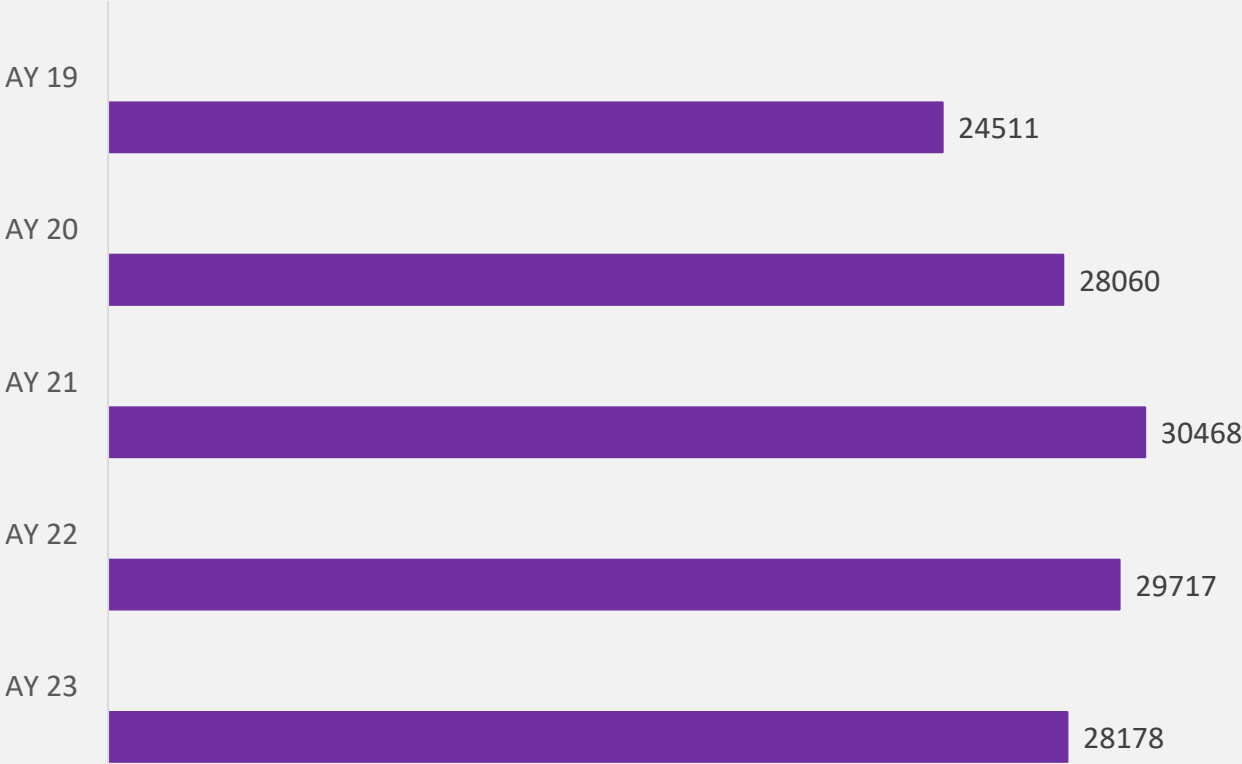


Increased QA and OER faculty professional development: 2 microcredentials and 2 fellowships

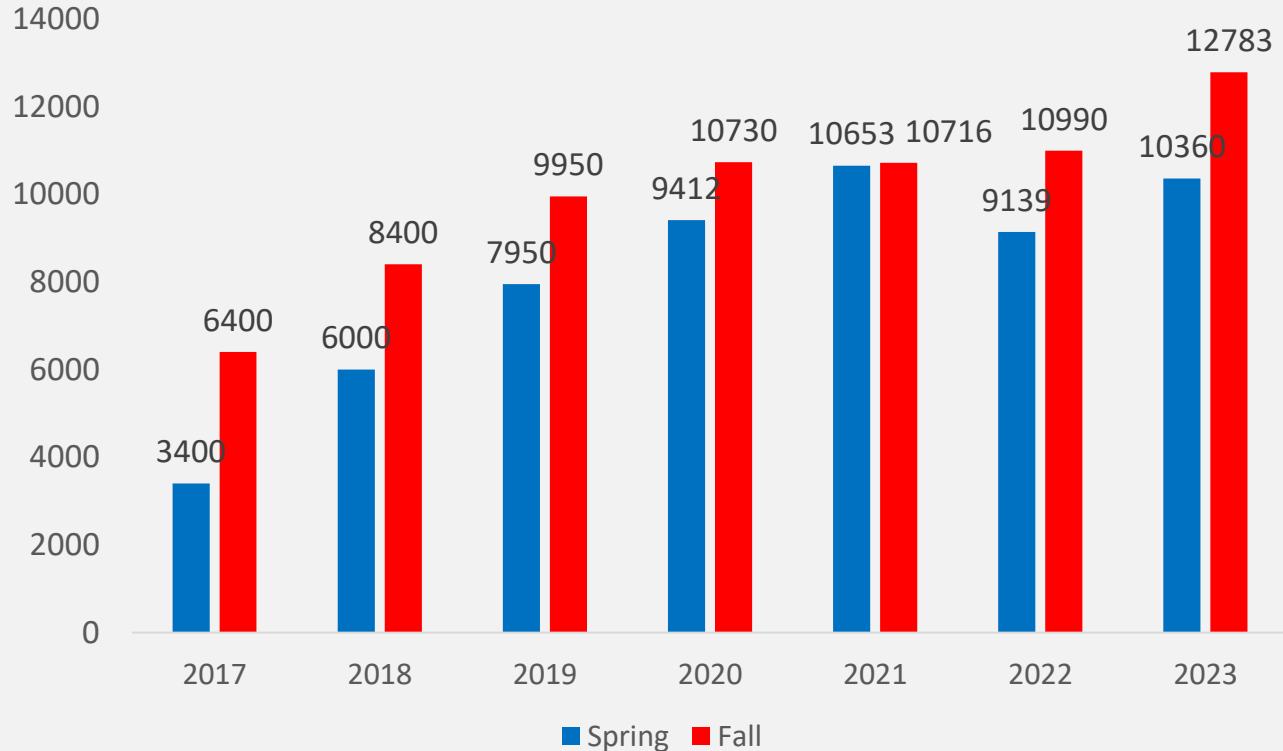


Digital Learning Center: Reimagination, strategic planning, and visioning

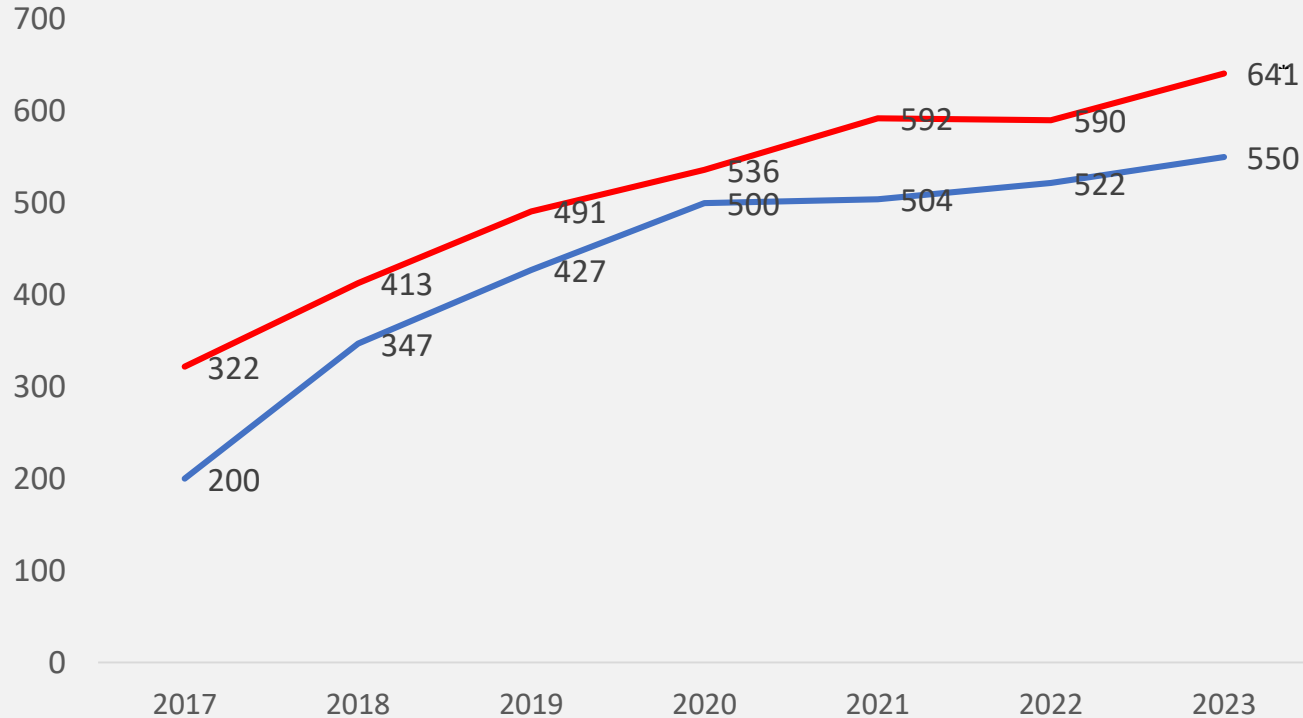
Online Enrollment Growth: AY 19 – AY 23



Z-Course Enrollment Growth: Spring 2017 – Fall 2023



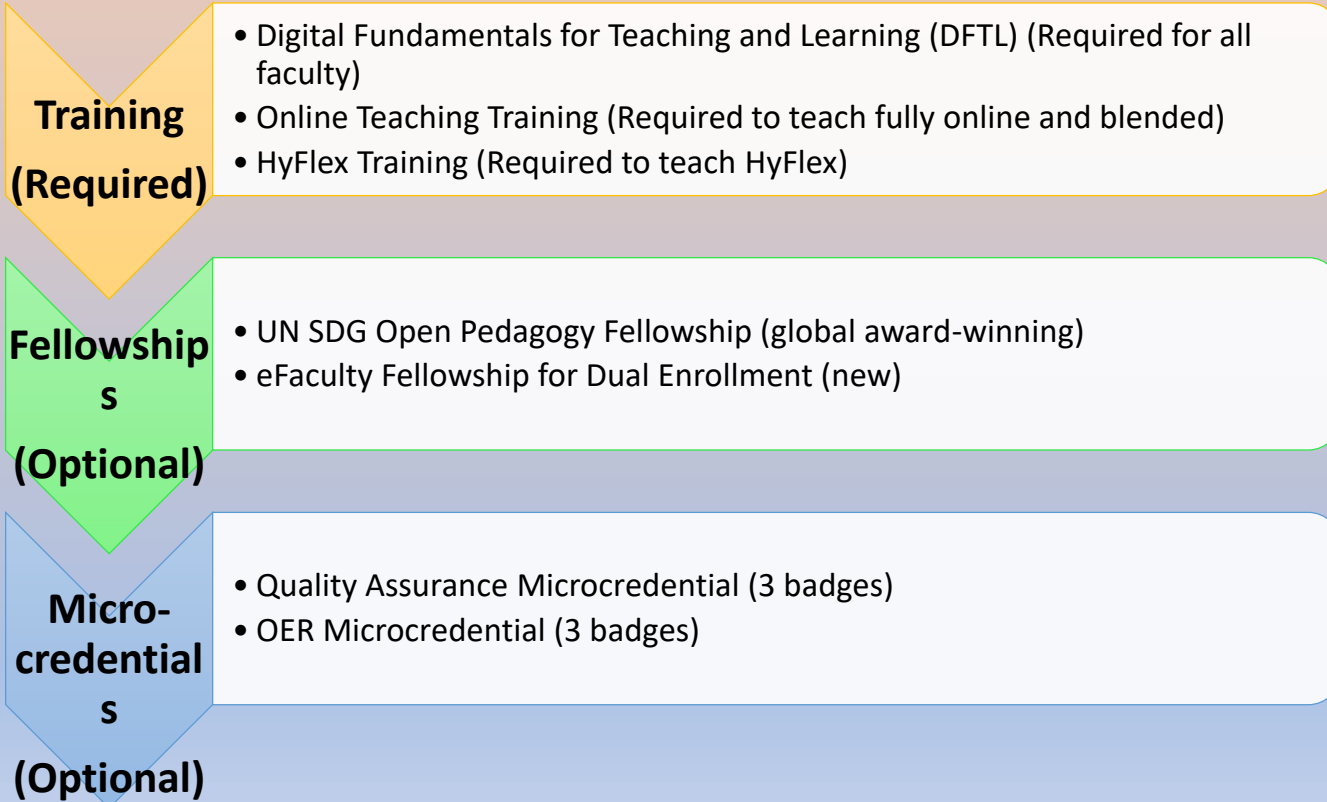
Z-Course Section Growth: Spring 2017 – Fall 2023



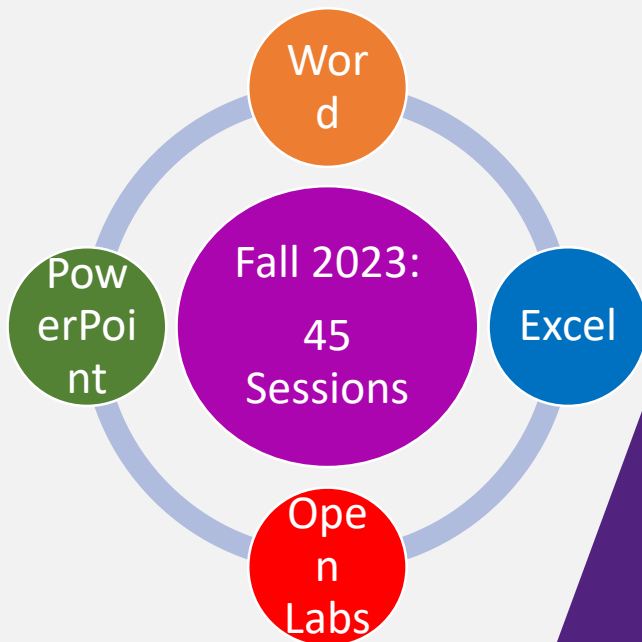
* Fall 2023: 309 unique instructors and 174 unique courses.

— Spring

Faculty Professional Development



Digital Learning Centers: Rockville, TP/SS, Virtual



Additional workshops
for students on:

- Blackboard
- e-portfolios
- Zoom
- OneNote
- LinkedIn

brainfuse
Online Tutoring
and so much more!

On Demand, Anytime, Anywhere eLearning



Receive Instant Tutoring and interact with a live tutor.



Use the **Writing Lab** for comprehensive feedback or connect with a live tutor.



Submit a Question anytime and receive a reply from a tutor.



Personalized Skills Building library of lessons and videos.



Test Prep in academic subjects and standardized tests.



Create your own flashcards and online games to reinforce classroom learning.



Form online study groups with peers, and faculty using MEET.



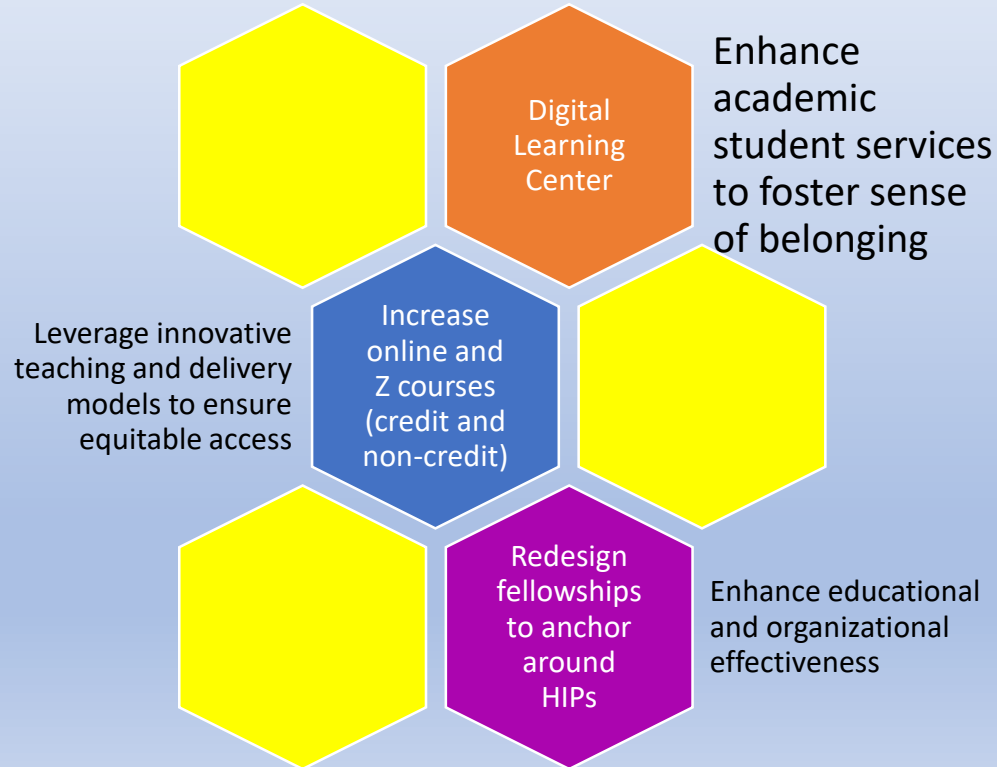
Use eParachute to discover your strengths and talents to map out your future career.

How to Access Brainfuse:

- Log in to MyMC
- At the top of the page, click on Blackboard
- Click the "Tools" link on the left-hand menu
- Click on the Brainfuse Live Tutoring link



What's Next? – FY 24 Strategic Plan Alignment





MC

**MONTGOMERY
COLLEGE**

1.2 Academic Strategic Initiatives

Dr. Mike Mills, Vice President for E-Learning, Innovation, and Teaching Excellence

Faculty Handbook and Syllabus

New Faculty Orientation

Professor Sharon A. Anthony

Department Chair of English and Reading
Germantown

January 9, 2024

CS70366

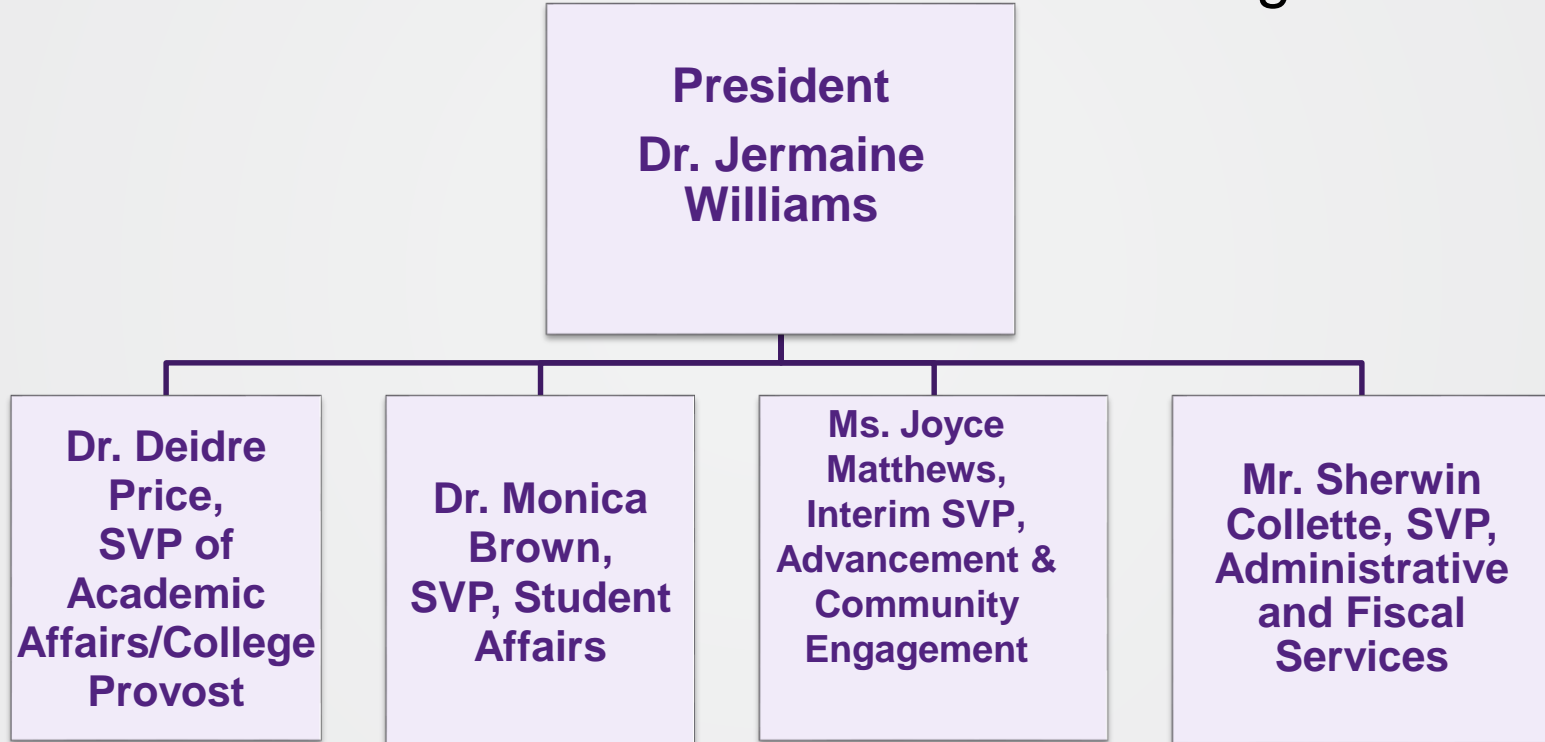


"The best advice I can give to a new teacher is to listen to your students with your ears and heart."

Faculty Handbook



The Five Main Divisions of the College



College Structure

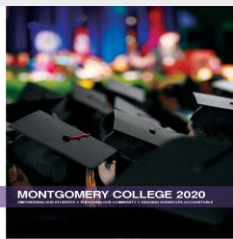
- FOR INSTRUCTIONAL FACULTY: Senior Vice President for Academic Affairs (SVPA) → Vice President and Provost (VPP) → Dean → Department Chair → Discipline Coordinator / Program Advisor → Full-Time and Part-Time Instructional Faculty
- FOR COUNSELING FACULTY: Senior Vice President for Student Affairs (SVPSA) → Dean → Department Chair → Full-Time and Part-Time Counseling Faculty



College Expectations

- Every Department operates differently, but each Department has an obligation to:
 - Improve equity and success outcomes for all students
 - Ensure the work aligns with College mission and priorities (images on the next page)





MC 2025 STRATEGIC PLAN

EMERSON COLLEGE

Academic Affairs Division Goals:

- Increase the graduation rate of first-time, full-time students
- Increase the transfer rate of first-time, full-time students
- Reduce time to completion
- Reduce cost of completion
- Align programs with workforce needs
- Align programs with transfer requirements



MC 2018 MIDDLE STATES SELF-STUDY REPORT MONTGOMERY COLLEGE



STUDENT SUCCESS VISION

Through our efforts in Addressing the Degree Network, Montgomery College will see a positive result of an elevated percentage of all students by increasing individual factors and increasing opportunities to complete, transfer, and graduate.



And... Student Affairs Master Plan (StAMP)

Faculty Workload

ESH = “Equivalent Semester Hour”

- Full-time instructional faculty (**IF**)
 - Minimum of 15 ESH per semester (or 30 ESH per AY)
 - Winter and summer teaching are optional
 - 5 office hours per week
 - Alternate Time/ESH may be included in the ESH total.
- **Full-time counseling faculty (CF)**
 - **40 hour work week, including teaching**
- NOTE: Overloads must be approved by management (VPP / Dean / Department Chair) –more than 18 ESH/semester or 32/year.

Part-Time Instructional Faculty Workload

- Part-Time Instructional Faculty
 - Earn ESH per course(s) taught
 - Earn Alternate ESH for nonteaching duties (ATPA coaching, WRL Center tutoring, etc.)
 - Limit of 11.5 ESH per semester and 23 ESH per year
 - Institute for Part-Time Faculty Engagement and Support – excellent resource!
 - Good Faith Consideration for part-time faculty who teach 7 semesters

Faculty Responsibilities for IF and CF

- Teaching, advising, and mentoring of students (IF and CF)
 - Hold class as specified by scheduled days, times, and formats
 - Submit mid-term and final grades
 - Record class attendance
 - Implement DSS accommodations
- Development / implementation of new curriculum, pedagogy, and other student success strategies (IF)
- Assessment of program or discipline and the utilization of data to make informed decisions (IF)
- Participation in student, course, or program outreach events at the College and/or in the community (IF and CF)
- Service to the College, Department, Committee, and / or County (IF and CF)
- Engagement in professional development opportunities (e.g., ELITE, conferences, discipline-specific activities, deep dive data activities) (IF and CF)

Professional Development Opportunities:

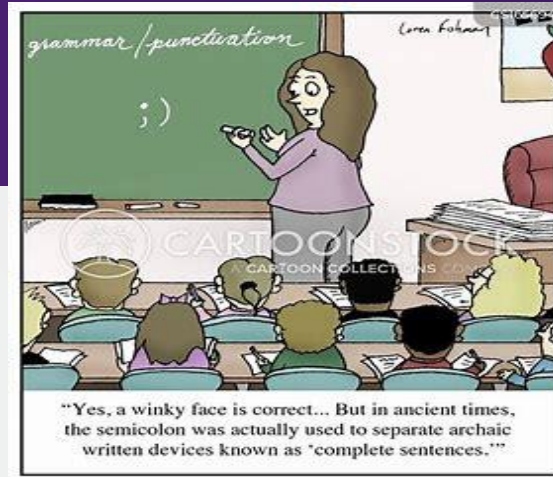
- Professional Meeting leave
- ELITE professional development workshops and courses/programs
- MC Open/Open Educational Resources
- EAP benefits for full-time faculty; PDAP for part-time faculty
- MC fellowships (Scholarship of Excellence in Teaching, MC-Smithsonian Faculty Fellowship, Global Classroom, & Quantitative Reasoning)
- IT support & Blackboard support
- Library & learning center workshops and student support/tutoring

Faculty (IF) Obligation Days and Leave Policies

- Leave requests must be filled out in Workday which will be sent to your Department Chair/Dean for approval (IF and CF) (*Be familiar with leave policies.*)
- Instructional duty days - when classes are in session
 - Full day vs. half day vs. $\frac{1}{4}$ day
- Non-instructional duty days – when classes are not in session (e.g., Professional Week, day before Thanksgiving, week after final exams, Commencement)
 - Full day vs. half day vs. no leave (if no scheduled events)

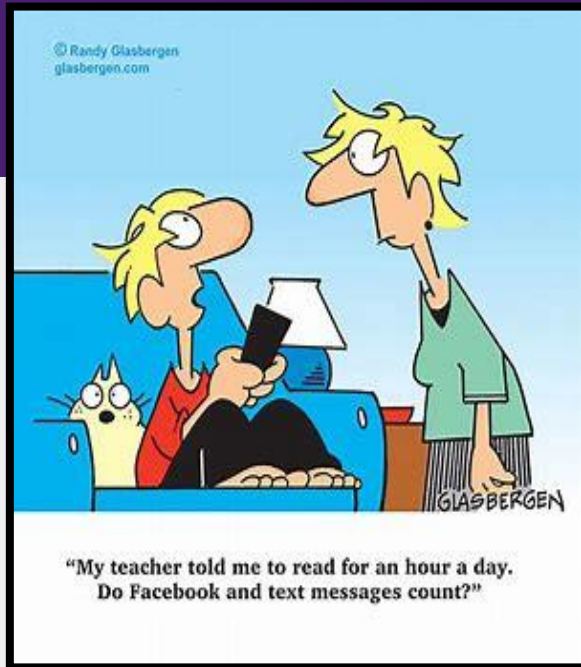
Understanding Your Students and Managing Your Classroom

- Review the Student Code of Conduct
- Be cognizant of textbook expenses (zero cost textbooks / OERs)
- Familiarize yourself with College resources (ATPA, library, etc.)
- Print out your class roster (from MyMC) and take attendance
- Set aside 5 office hours per week (required for full time faculty)
- Encourage regular use of Blackboard
- Follow the syllabus template and email your syllabi to your Department Chair, Discipline Coordinator, and Department A.A.
- **** Be involved in additional ways that help your students as well as the rest of the MC student population ****



Syllabus Template - Requirements

- Contact information
- General course information
- Learning outcomes (as approved by Collegewide Curriculum Committee)
- Textbook and other course materials
- Course requirements (e.g., grading, make-up policy)
- Student code of conduct (e.g., appropriate behavior, academic honesty)
- Collegewide policies and procedures (e.g., attendance, closings, DSS)
- Additional general information (e.g., instructor's rights to modify)
- Course schedule
- *These requirements are available online.*



What to do if...

- you can't teach a class?



"I give the same advice to all new teachers.
Pretend you know what you are doing."

- Tell your Department Chair who will likely get a substitute instructor; sometimes, an alternate assignment is feasible
 - Class cancellation should be the **last** resort
- Tell your Department Administrative Aide who will likely put a note on your classroom door, if applicable; faculty often use Remind or other apps to communicate with students as well as MC email
- Use Blackboard regularly so that you can use it as an **additional** method of classroom delivery

What to do if...

- you're having a student issue?
 - Try to handle the situation with the student first by:
 - Actively listening to understand the issue
 - Referring the student to appropriate College resources:
 - Disability Support Services
 - Writing, Reading, and Language Center; Math Learning Center
 - ATPA one-on-one coaches
 - The SHaW Center (Katharine Campos is the social resources coordinator and Brandon Muncy is the mental health services program manager).
 - Others
 - If the student issue is intense or cannot be easily resolved, contact your Department Chair.

Behavioral Intervention Resources:

- Academic Integrity Report
- Standards of Conduct Report (for non-academic violations of Student Code of Conduct)
- Behaviors of Concern Report (for mental health and related concerns)
- Sexual Misconduct Report (Title IX)
- [Submit an Incident Report | Montgomery College, Maryland](#)

What to do if...

- you have a student who misses classes?
 - Talk with the student to find out what is going on before making the final decision to drop the student. Dropping (withdrawing) a student is a last resort. Withdrawals may impact financial aid, veterans' benefits, and visa status.
 - Announce the attendance policy in class and write on your syllabus; the language should be taken from the syllabus template.
 - Inform students of the withdrawal and refund dates (from MyMC).
 - Know if a student has DSS accommodation for flexible attendance.

COVID Health and Safety Issues:

- Face masks are optional in the classroom.
- If people experience any COVID symptoms, they are asked to stay home.
 - Symptoms = Fever, chills, coughing, sore throat, muscle aches, headaches, loss of taste or smell, congestion or runny nose, nausea and vomiting, and diarrhea
- Symptomatic students – contact instructor who gives them work to do remotely, if possible.



If student/employee tests positive for COVID:

- Report directly & confidentially to Public Health at 240-567-3333 or publichealth@montgomerycollege.edu
- Is advised to see a health provider for care
- May be advised by Public Health to quarantine:
 - If a person tests positive for COVID-19, there is a 5-day quarantine period and a 5-day fully masked period on campus period if they are symptomatic or asymptomatic. This applies for those that are vaccinated, partially vaccinated, or not vaccinated. They submit a laboratory PCR test result or medical provider's diagnosis to PublicHealth@montgomerycollege.edu.
 - Employees must communicate with their supervisor to coordinate schedules and leave use of Time Off.

What to do if...

- you have a student trying to register for your class after the first session has met?
 - Refer the student to your Department Chair to see if he/she/they qualify for late registration
 - Per the College's On Time Registration Policy (2015), there are only a few exceptions that allow late registration

Do not allow a student to sit in your class if he/she/they are not enrolled

MC offers late-starting classes on a 13-week and 7-week schedule.



Resources

- Faculty Handbook:
 - <http://info.montgomerycollege.edu/faculty/resources/handbook/>
- Course Catalog
 - <http://catalog.montgomerycollege.edu>
- Syllabus Template
 - <http://info.montgomerycollege.edu/faculty/resources/handbook/montgomery-college-syllabus-template.html>
- Faculty/Staff Assistance Program:
 - [Faculty and Staff Assistance Program \(montgomerycollege.edu\)](http://montgomerycollege.edu/faculty-staff-assistance-program)

Any questions?



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MONTGOMERY COLLEGE

New Faculty Orientation

Office of Compliance, Risk and Ethics: Title IX and Youth Protection

Kristen Roe
Director of ADA Compliance and Title IX Coordinator

Title IX

Mission: Reduce or eliminate barriers to educational opportunity caused by sex discrimination in institutions that receive federal funding.

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." - U.S. Department of Education

Title IX Sexual Harassment

- **Sexual Harassment** - Conduct on the basis of sex that satisfies one or more of the following:

(1) *Quid Pro Quo* - An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;

(2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, **and** objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or

(3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

How to Report

- Must make a report to the Title IX Coordinator
- Advise the student that you will be making the report
- Complainant ultimately decides what will happen next
- Initial meeting with Title IX Coordinator fulfills the College's obligation to respond without deliberate indifference
- Title IX Resource Cards

Framework

- **Supportive Measures** - individualized services reasonably available that are nonpunitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to preserve and restore equal education access, protect safety, or deter sexual harassment.
- **Provided regardless of whether a formal complaint has been filed or not. (§106.30)**
- **The College will treat complainants and respondents equitably, meaning that for a complainant, the College will offer supportive measures, and for a respondent, the College will follow the adjudication process before imposing disciplinary sanctions.**
- **Examples: No Contact Order, Counseling Referral, Academic Adjustments, Escort Service, Relocation of classes and schedules, etc.**

Pregnancy and Related Conditions

- Absences due to pregnancy or any related conditions must be excused for as long as their doctor says it is necessary for them to be absent. When they return to school, the student must be reinstated to the status you held before their leave.
- Faculty who base grades on class attendance cannot penalize a pregnant student for their absence and must allow the student to earn back the credit from the classes that were missed.
- Students must be given the opportunity to make up missed work, with the goal of having the student graduate on time, if possible and if desired by the student. Montgomery College is required to let students make up the work they missed while absent from class due to pregnancy or any related conditions, including bed rest or recovery from childbirth. It is recommended that for an extended absence, the student and professor work together to keep up with regularly scheduled assignments.
- With medical documentation, students may be provided with a larger classroom desk, a designated lactation room, or allowing frequent trips to the restroom.
- Students who are pregnant or dealing with any pregnancy-related conditions must be permitted to continue their off-campus work, including internships and career rotations. We cannot require a doctor to approve the continuation of these activities unless a note is required of all students with a medical condition.
- These rules supersede any school- or instructor-based attendance or other policies regarding allowable numbers of absences or ability to make up missed school work.

Inclusive Environment

Montgomery College is committed to creating and sustaining a safe, non-discriminatory, and inclusive learning environment for all students, faculty, staff and administrators.

This includes those who identify with a gender that is different from their sex, gender-assigned-at-birth, or express their gender identity in a non-binary way.

Not only does this respect the identities of those who are transgender or gender non-conforming, but it creates a culture of inclusion and diversity that benefits all students, staff, faculty, and administrators.

- Students and Staff may designate a chosen first name
- Individuals may use the restroom that corresponds to their identity
- Seek to use the designated pronouns of others

Youth Protection



Protection of Minors – 75005CP

- Distinctions between minors enrolled in credit/non-credit courses and those participating in a College or non-College sponsored program or event
- The College also has agreements with MCPS that apply to partnership programs, such as Dual Enrollment and ACES
- Key Elements of the Policy
 - Background Screening
 - Training
 - Rule of 3
 - Program Registration
 - Children in the workplace and in the classroom
 - Mandatory Reporting of Suspected Abuse

Mandatory Reporting of Suspected Abuse

- Anyone who has reason to believe a child has been subjected to abuse or neglect must make a report to government authorities.
- The most important factor in reporting is to act promptly.
- Reporting to external authorities and to the youth protection coordinator
- Also applies to abuse reported by an adult that occurred while they were a minor.
- Also applies if knowledge of minors in the home.
- If an individual is unsure about whether or how to make a report, promptly contact the youth protection coordinator, Kristen Roe.

MC MONTGOMERY
COLLEGE



E-Learning, Innovation, and
Teaching Excellence (ELITE)
MONTGOMERY COLLEGE

PROFESSIONAL DEVELOPMENT OVERVIEW
NEW FACULTY ORIENTATION

Dr. Paul D. Miller

Professional Development Director

HIGH-QUALITY PROFESSIONAL DEVELOPMENT
ENGAGE, ENRICH, EMPOWER!

ELITE IS COMMITTED TO PROVIDING PROGRAMS, CLASSES
AND SERVICES THAT SUPPORT EMPLOYEES AND WORK
TEAMS, AND IMPACTS STUDENT SUCCESS.

WHO WE ARE

- INSTRUCTIONAL DESIGNERS
- TRAINING & DEVELOPMENT COORDINATORS
- FACULTY ASSOCIATES
- CAMPUS WORKGROUPS (FACULTY AND ADMINISTRATORS)

What does the MC Community say about Professional Development?



of faculty believe that technology plays a significant role in their classroom.



of employees believe that professional development is a top priority.



of employees believe that they lack the training needed to utilize technology daily.

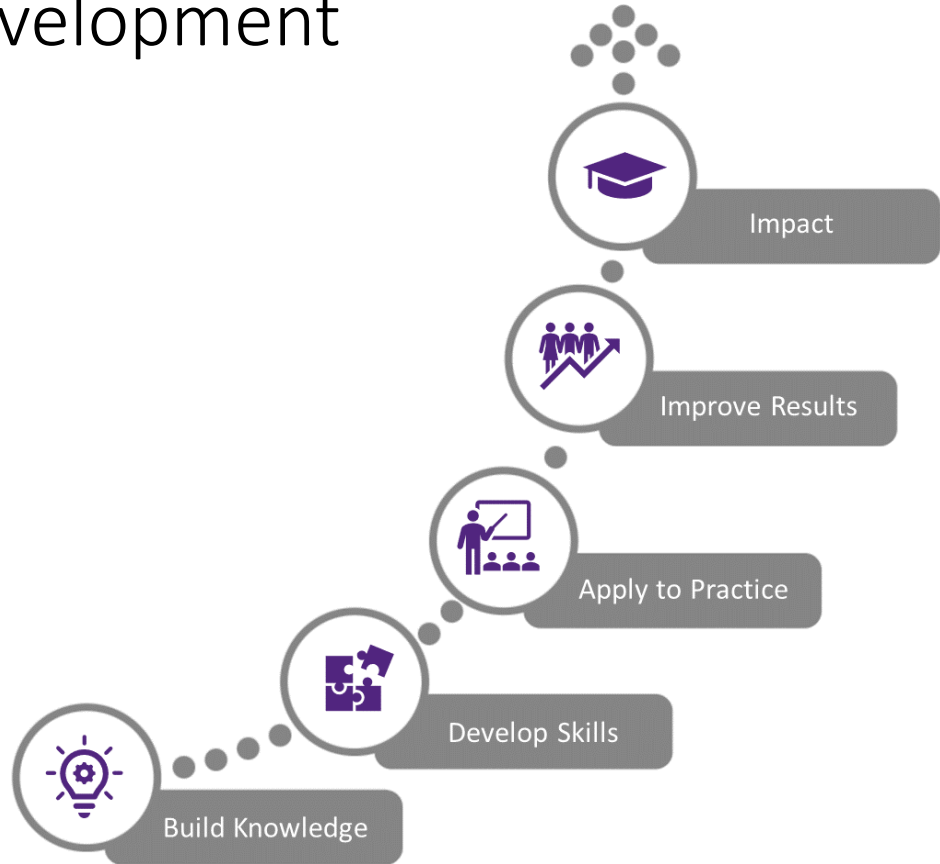


the average amount of time each MC employee devotes annually to professional development.

97% OF FACULTY BELIEVE THAT ELITE'S
PROFESSIONAL DEVELOPMENT OPPORTUNITIES
ARE RELEVANT TO THEIR WORK.

Source: Summer 2021 Institute

Our Professional Development Taxonomy



GUIDING PRINCIPLES OF PD

- INTENSIVE, ONGOING, AND CONNECTED TO PRACTICE
- STRATEGICALLY ALIGNED & PRIORITIZED TO MC 2025
- BUILD COLLABORATIVE & REFLECTIVE LEARNING COMMUNITIES
- EMBRACE ONLINE TOOLS
- ACTION RESEARCH FOCUSED

CORE FEATURES OF PD

- INTEGRATED CONTENT & PEDAGOGY
- COHERENCE WITH STANDARDS AND POLICIES
- ACTIVE LEARNING OPPORTUNITIES
MENTORING/COACHING/
APPRENTICING
- INDIVIDUAL LEARNING

(Adapted from Darling-Hammond & Chung Wei, 2009)

PROGRAMS AND SERVICES



Workshops



Workshop
Series



Cohort
Programs



Academy for
Teaching
Transformation



Career
Development



One-on-One
Consultation



Personal
Development



The HUB

PROGRAMS AND SERVICES



Workshops



Workshop
Series



Cohort
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Academy for
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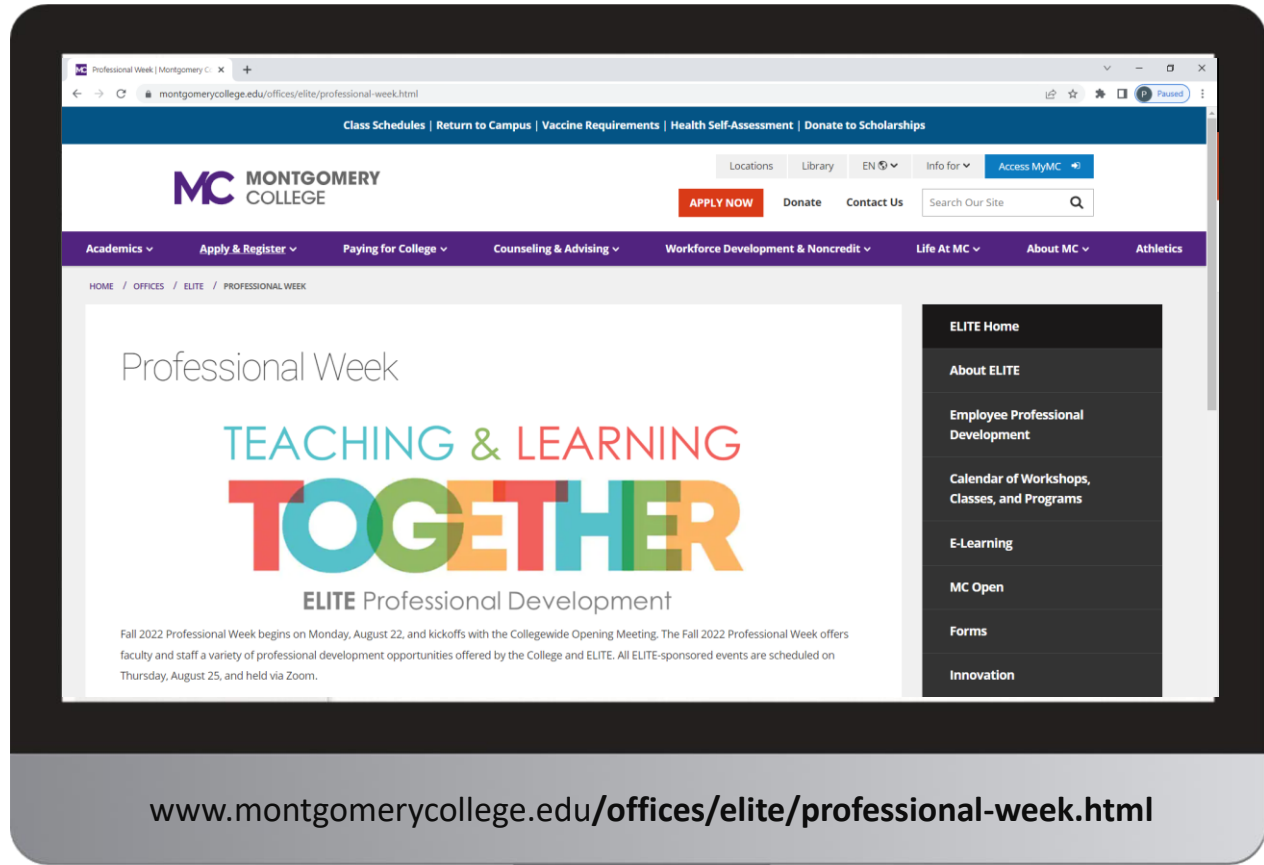
Personal
Development



The HUB

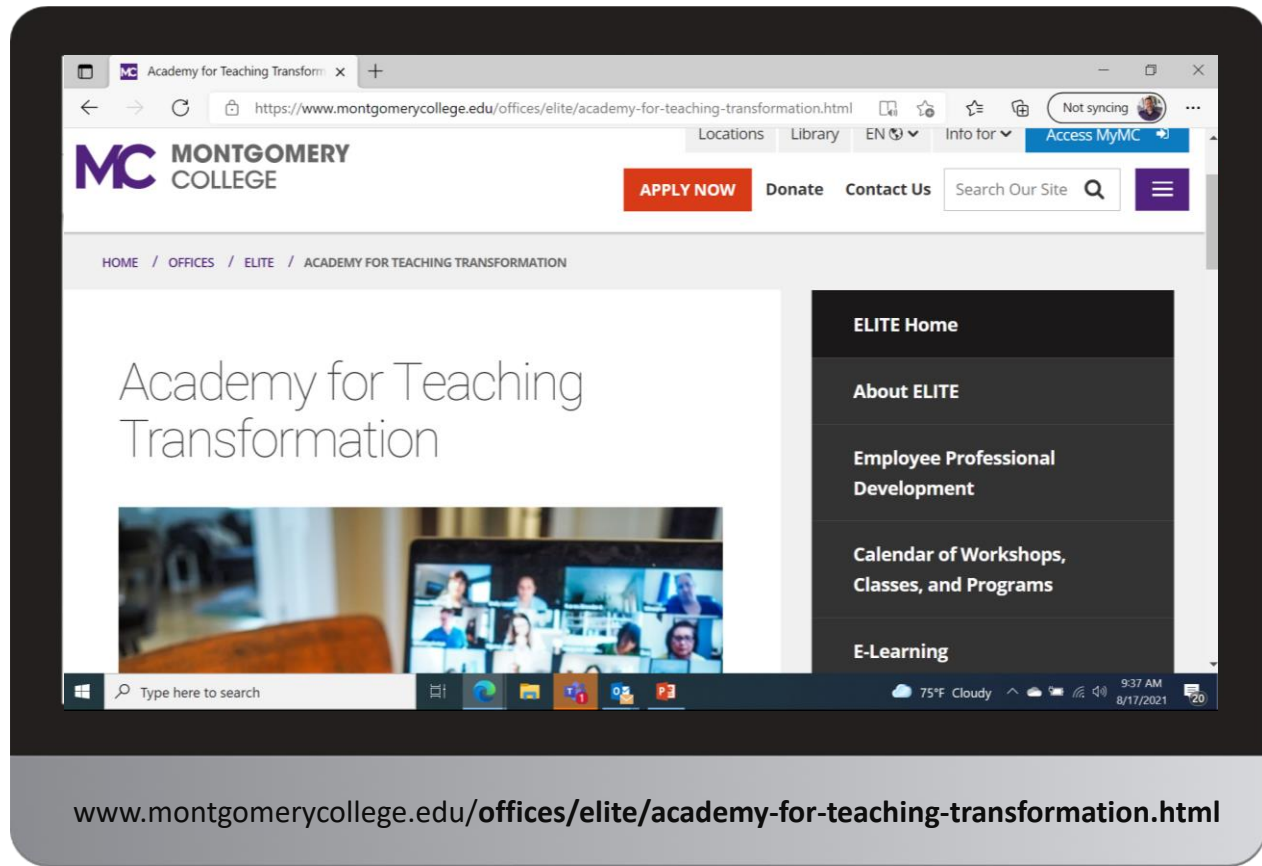
Professional Week

ELITE Workshops: January 19, 2023



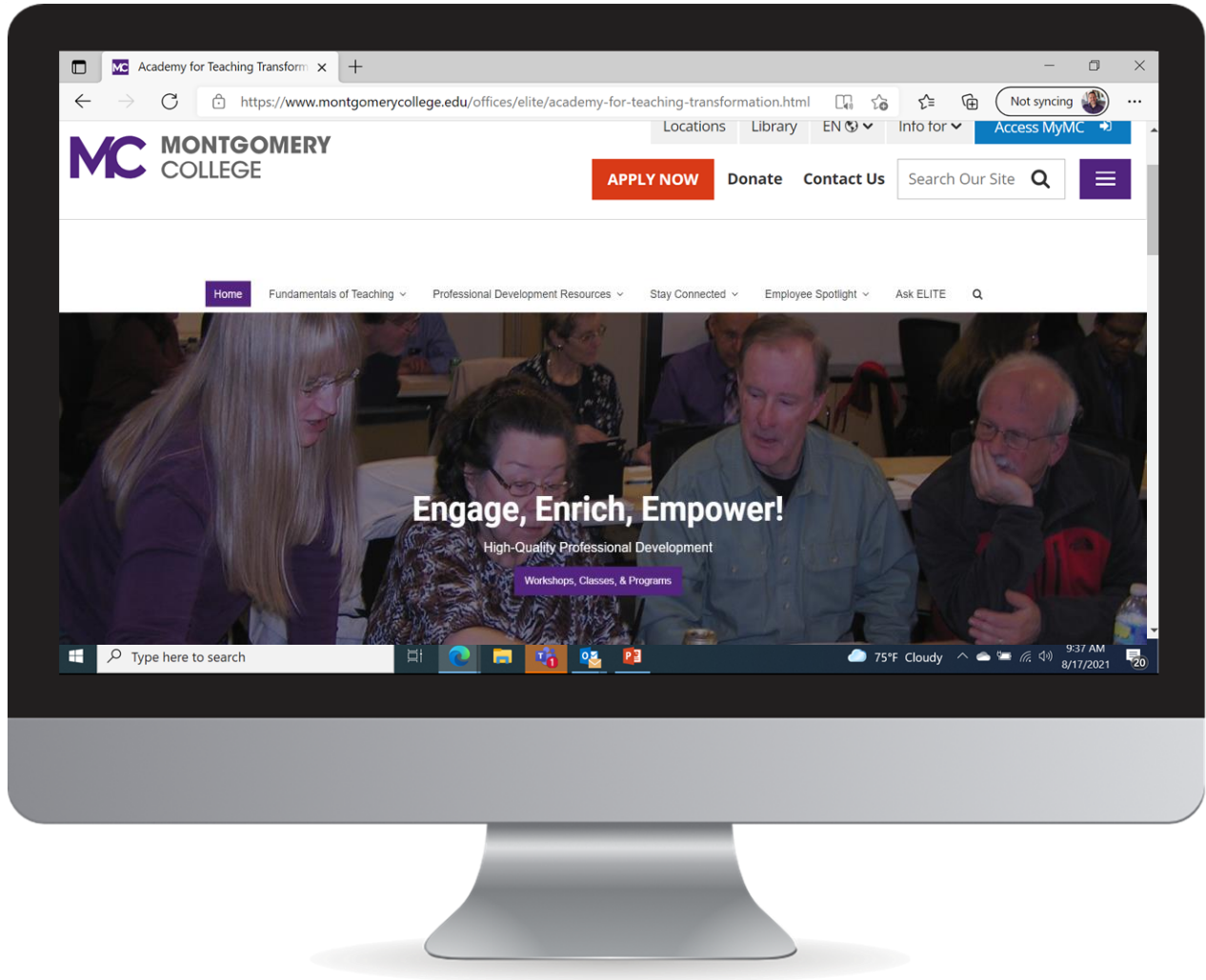
www.montgomerycollege.edu/offices/elite/professional-week.html

Academy for Teaching Transformation

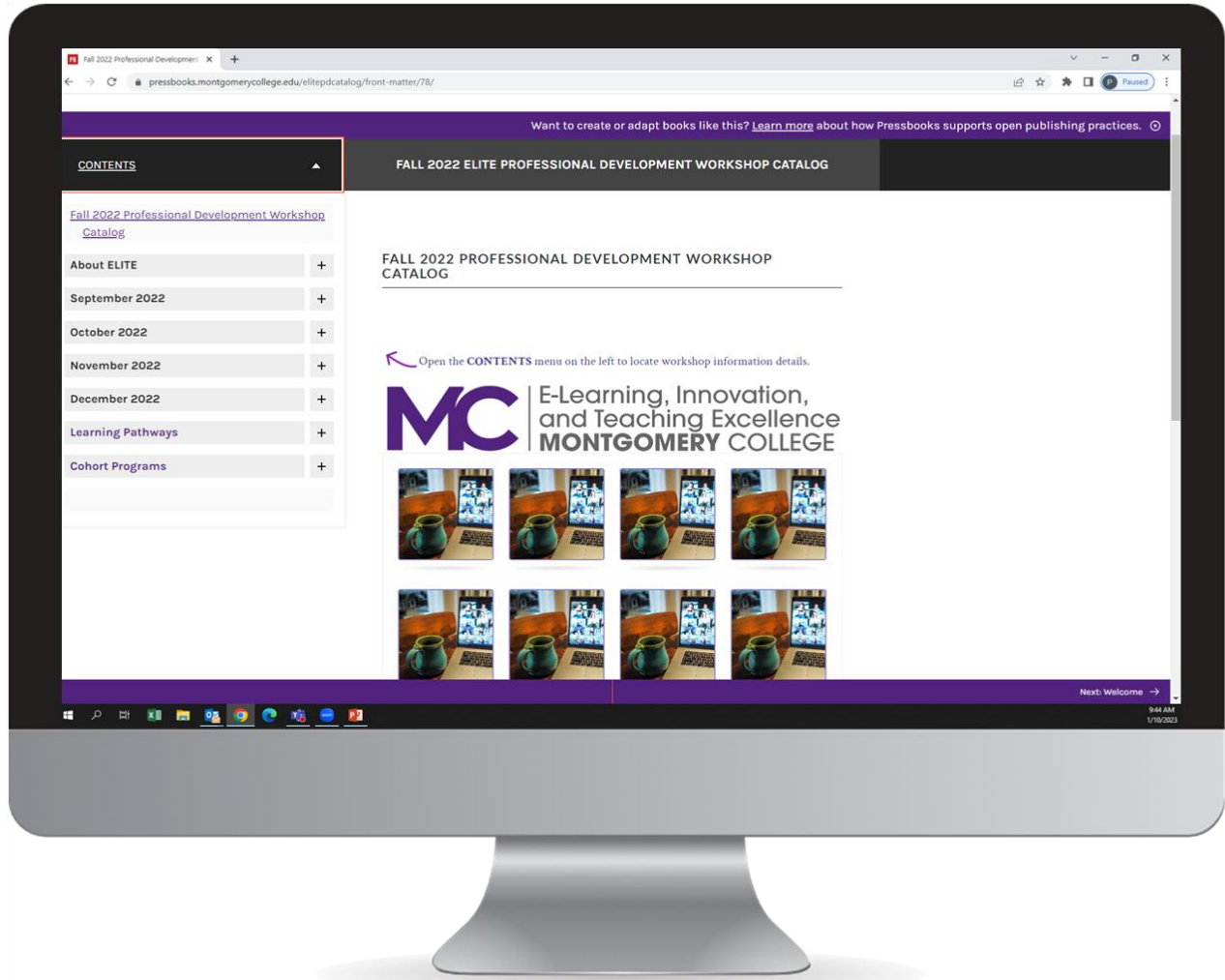


www.montgomerycollege.edu/offices/elite/academy-for-teaching-transformation.html

The HUB



ELITE Catalog



ELITE BIG EVENTS

- ELITE After Dark
- Faculty Showcase
- Love of Teaching Conference
- Pedagogical Discussions
- Tech-it-Out
- Office 365 Applications Training
- Universal Design Center Summit
- Maryland H5P Collaborative



MC

PATHWAY Programs

COMMUNICATION
AND CONFLICT

CUSTOMER
SERVICE

CHANGE
MANAGEMENT:
THE PEOPLE SIDE

EFFECTIVE
COMMITTEES

EQUITY AND
INCLUSION

PEDAGOGICAL TRAININGS & WORKSHOPS



Online
Teaching



Blackboard
Collaborate



Digital
Fundamentals of
Teaching and
Learning



Common Course
Training



Open Educational
Resources (OER)



Instructional
Learning Pathway

PEDAGOGICAL TRAININGS & WORKSHOPS



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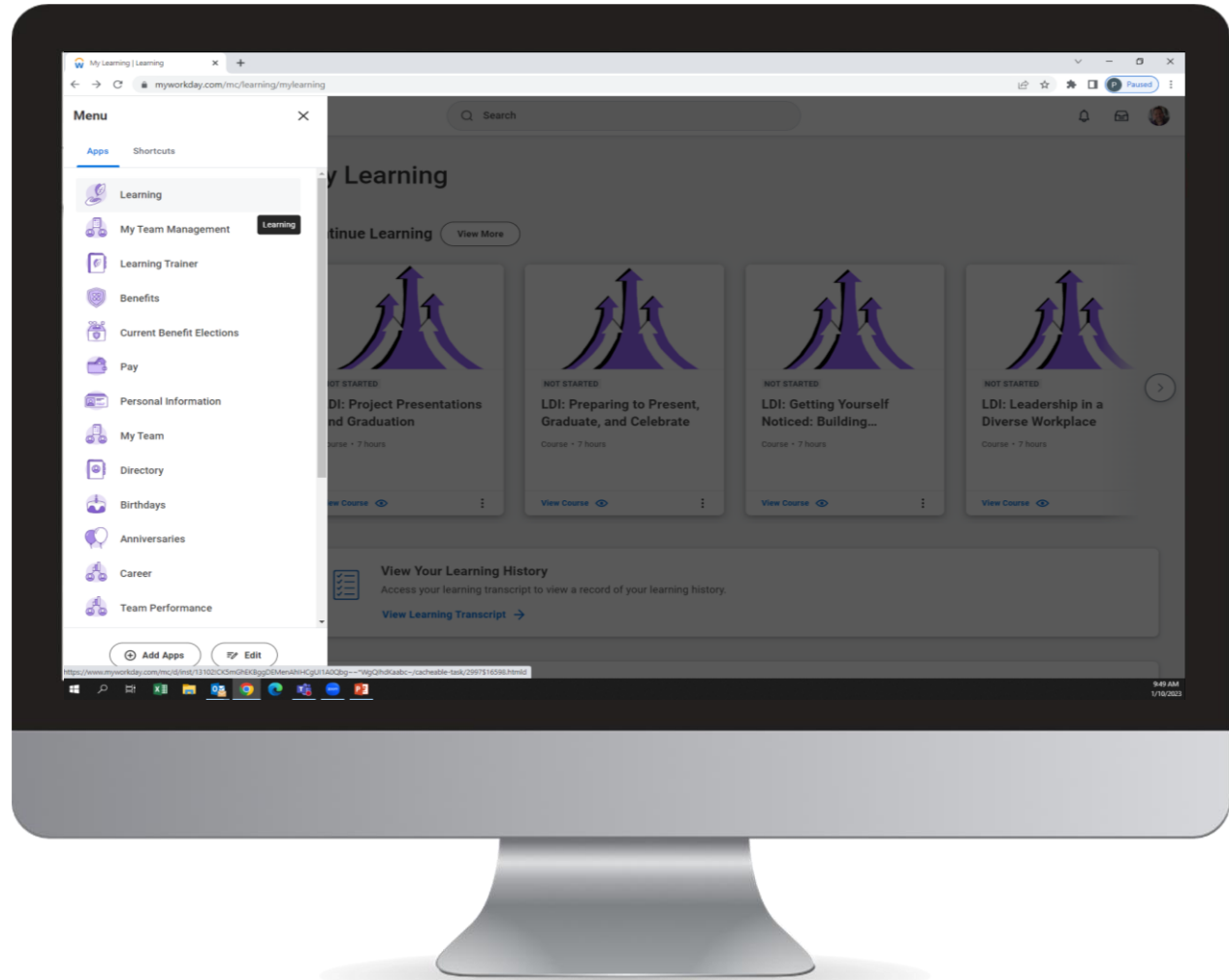
Open Educational
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Instructional
Learning Pathway

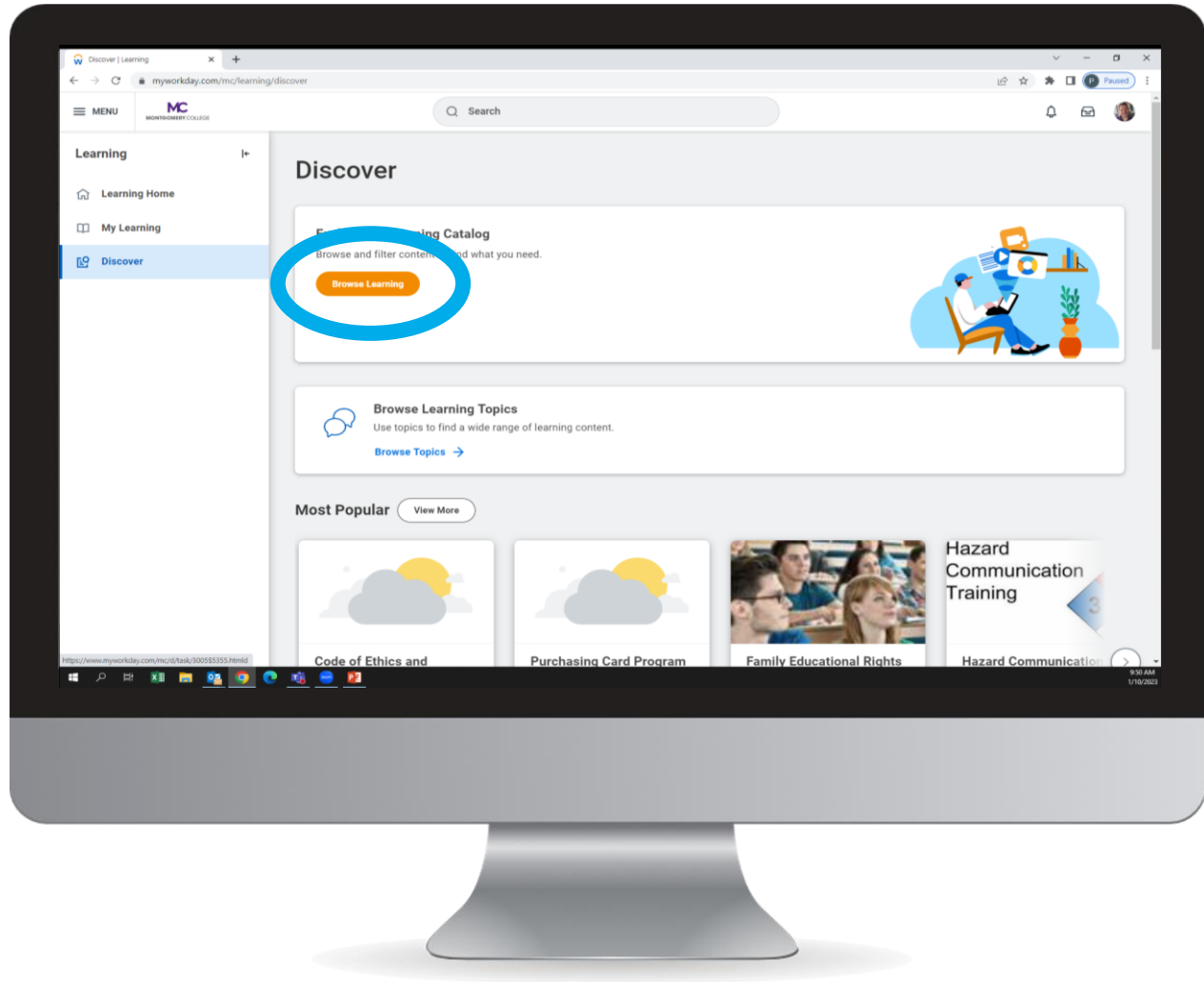
MC LEARNS

through Workday



MC LEARNS

through Workday



QUESTIONS

DR. PAUL D. MILLER

paul.miller@montgomerycollege.edu

www.montgomerycollege.edu/offices/elite

EAP Defined and Eligibility

What is EAP?

- The Educational Assistance Program (EAP) offers financial assistance for a variety of professional development activities, programs, and services and work-related travel for full-time faculty, administrators, and staff.
- Criteria for EAP is that the activity should help employees:
 1. Improve job-related knowledge and skills to perform more effectively in current job,
 2. Complete a job-related degree-seeking or certification program, and/or
 3. Prepare for a different or higher-level job at the College.
- **Employees can use Tuition Waiver for any MC credit course, even if not related to the current position.**

What is EAP?

- Many employees have personal passions and have entrepreneurial endeavors outside of work for the College, but it is not appropriate to use EAP for personal hobbies or to promote another business.
- **EAP events must be in support of and service to your role at the College, NOT a personal business.**

FY24 EAP/PDAP Allocations

	Part-time Faculty	Full-time Faculty	Bargaining Staff	Non-Bargaining Staff
EAP/PDAP/ employee	\$1,250	\$3,120	\$2,800	\$2,500
EAP Travel/ employee		\$1,375	\$1,250	\$1,250
Total EAP/ PDAP Budget	\$54,000	\$481,522	\$400,000	\$803,798
Total EAP Travel Budget		\$193,850	\$50,000	\$141,650

FY24 EAP Tuition Limits

- Montgomery College will cover the cost per credit taken equal to the University of Maryland, College Park credit rate for in-state tuition and fees for undergraduate or graduate coursework, not to exceed twelve (12) credits in a fiscal year.
- For current UMD undergraduate and graduate Tuition and Fees, visit <https://billpay.umd.edu/costs>.

	In-State Tuition, up to 12 Credit Hours	Mandatory Fees for 9+ Credits (flat rate)	Total FY EAP Tuition Limit/ Overall Max EAP FY24 Limit
Undergraduate	\$4,944.50	\$808.00	\$5,752.50
Graduate/ Doctoral	\$9,936.00	\$641.50	\$10,577.50

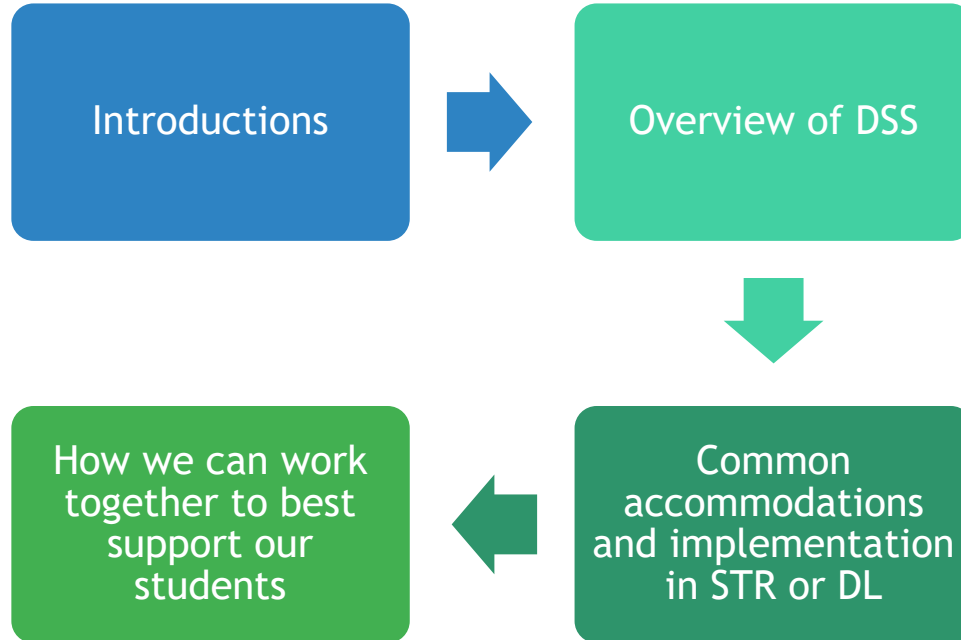


Disability Support ▶ Services Info Session

Brandon Fowler, DSS Counselor

Melissa Scarfone, DSS Counselor

Agenda





Welcome to Disability Support Services

We are a dedicated team consisting of DSS counselors, assistive technology specialists, learning specialists, peer tutors, interpreters, and administrative aides committed to providing holistic services for students with disabilities at the college.

DSS works with a diverse student population

- ▶ Learning disabilities
- ▶ Attention-deficit disorder (ADHD/ADD)
- ▶ Mental health disabilities (anxiety, depression, post-traumatic stress disorder, etc...)
- ▶ Autism spectrum disorders
- ▶ Brain injuries
- ▶ Physical and medical disabilities
- ▶ Vision and hearing impairments
- ▶ Temporary conditions (broken arm/leg, concussion, etc...)

Accommodations

- ▶ What is an accommodation?
 - ▶ Required by law (ADAAA)
 - ▶ Removes barriers
 - ▶ Guarantees access to the curriculum (does not guarantee success)
 - ▶ Levels the playing field
- ▶ Students with accommodations must do the work just like any student who does not have accommodations
- ▶ Professor is not expected to:
 - ▶ Change or adjust assignment
 - ▶ Change or adjust course content
 - ▶ Provide accommodations to students who do not have an accommodation letter from the DSS office
- ▶ Accommodations cannot be denied unless they cause a fundamental alteration of the curriculum

Overview of the DSS Process

- ▶ Students must self-identify to the DSS office
- ▶ Simple [on-line application](#)
- ▶ Meet with a DSS counselor and provide relevant documentation
- ▶ Accommodations and services are determined on a case-by-case basis using an interactive process
- ▶ Additional services that are provided by DSS include tutoring, study skills strategies, assistive technology training, counseling and advising—**These are NOT accommodations**
- ▶ Accommodations are not retroactive
- ▶ We are providing all services in-person and virtually, through email, phone, and zoom. Please visit our website for more information.

I received an accommodation letter in my email, now what?

- ▶ The process for reviewing accommodations is the same for in-person and virtual courses.
 - ▶ Acknowledge receipt of the letter
 - ▶ Arrange a “meeting” to discuss the accommodations
 - ▶ Recognize that not all accommodations may be used or apply to your course
 - ▶ How do I know?...ASK the student
 - ▶ Document if the students indicate that they do not want to use an accommodation



Common questions

- ▶ How to adjust double time in Blackboard?
- ▶ How to implement the access to notes accommodation?
 - ▶ Digital Recorder
 - ▶ Lecture notes/PowerPoints available online
 - ▶ Peer-notetaker
 - ▶ Recorded Zoom session
- ▶ How to implement an assistive technology accommodation?
 - ▶ Kurzweil (jillian.pfau@montgomerycollege.edu)
- ▶ How to implement flexibility with deadlines/attendance?
 - ▶ Requires an implementation plan
- ▶ Universal design vs. accommodation?
 - ▶ Am I covered if I use universal design strategies?

Implementation Plans



Disability Support Services Flexibility with Attendance Form

This form will assist in determining how disability-related absences will be handled and to set guidelines for the student to follow to complete the course with the agreed upon modifications.

Student's Name: _____
Instructor's Name: _____
Course & CRN: _____
Term & Year: _____

To assist in determining to what degree attendance is essential to the course and in order to determine the number of absences that would not fundamentally alter the requirements of the course, instructors can use the following questions to make this determination:

1. What is the nature of the classroom interactions between the instructor and students?
2. Do student contributions constitute a significant component of the learning process?
3. How could student in-class contributions be provided in alternate ways, when needed?
4. Does the fundamental nature of the course rely on student participation as an essential method for learning?
5. To what degree does a student's failure to attend constitute a significant loss to the educational experience of the student as well as other students in the class?
6. What does the course description and syllabus say about the attendance policy and late work?
7. What method is used to calculate the final grade?
8. What are the classroom practices and policies regarding attendance?
9. Is there content only offered in class? Could course content be supplemented in other ways for students who must miss class?

If attendance is factored into the grade for your course, what is the percentage?
What are the number of allowed absences stated in your syllabus?

After reviewing, the questions listed above and consulting with DSS, what is the acceptable number of absences for the student before it poses a fundamental alteration to the course outcome?

1



Disability Support Services Flexibility with Attendance Form

How and when should the student notify the instructor of a disability-related absences?

- College Email
 Phone

Comments:

What is the timeframe and procedure for making up a missed quiz or missed exam due to the disability-related absence?

(For example: The missed exam or quiz may be taken within 48 hours at the Assessment Center)

What is the timeframe and procedure for turning in assignments missed due to a disability-related absence?

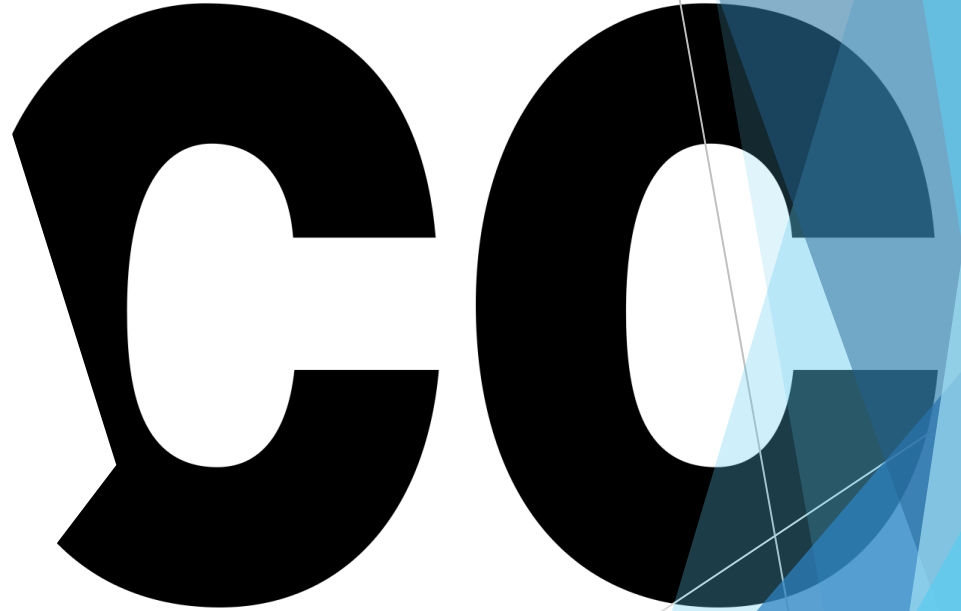
(For example: The missed assignment can be submitted within 72 hours by email or to the instructor's office or to the next class session)

Please send to the form to the DSS counselor for review. Upon review and discussion with the instructor and student as needed, the DSS counselor will provide completed forms to all parties.

If at any point the instructor and/or the student have any questions or concerns about this process, the Flexibility with Attendance Form and/or the provision of this accommodation, Disability Support Services must be notified as soon as possible so we can address the concerns and work to resolve them.

Common Concerns

- ▶ Captioning- Let's talk
 - ▶ Digital media *should* be captioned
 - ▶ Choose materials that are already captioned and check accuracy
 - ▶ If there is a student in the class who is deaf/hard of hearing, DSS will caption digital media as an accommodation
 - ▶ If it is not accommodation based, you can use resources that are available at the college



CO

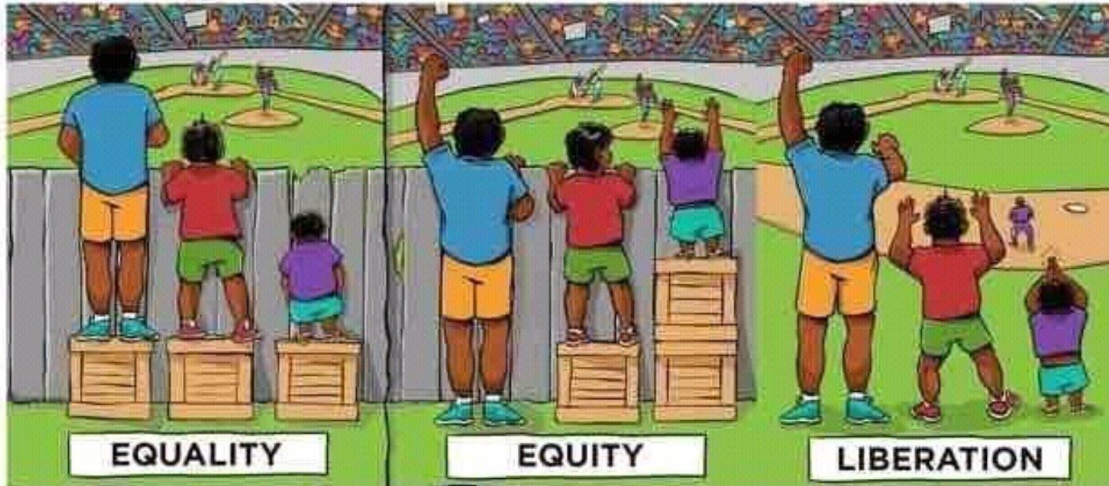
What would help us? We are on the same team!

- ▶ Welcome and reach out to the student about their academic progress, behavior expectations in the class, resources that are available...as you would with any student
- ▶ Timely communication is essential
 - ▶ Send materials as soon as possible for captioning or alternate format conversion
 - ▶ Respond to emails from the DSS faculty/staff
- ▶ Avoid negotiating an accommodation, instead contact the DSS counselor if you have questions or concerns
- ▶ Do not tell a student they don't need extra time for testing, ignore an accommodation, ask about their disability/diagnosis, discuss/identify a student by their disability.
- ▶ Maintain confidentiality

OUR VISION



Don't just tell a different version of the same story.
Change The Story!





Questions?



Thank you!

Thank you for your participation!

Please reach out to us with any questions or concerns:

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