<div align="center">**ASCCC Small Discussion Forum Summary:** *DSP&S: Classes & Services*</div>

Date: Monday, April 20, 2020, 10:00—11:00 AM, Session #2, second 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. After the last session, a PowerPoint will be created / posted to synthesize the results of all three sessions. Thanks again.

Main Discussion Threads of Today's Forum

Below is a list of the main topics discussed, organized into four sections: ***Instruction, Administrative, Accommodations, Morale*** . (Note: this breakdown is thematic and may not reflect the chronological order of this morning's discussion.)

Following each item is any suggestion / resource offered during today's Forum.

INSTRUCTION:

Note: EACs offered by DSP&S include lecture, lab, and combined lecture-lab classes, which may focus on academic support, self-regulation including time/ energy management, technology instruction, decision-making (career / life), etc.

1. For classes designed to be taught **face-to-face**, how do we **make them work online**? How do we get students to "**meet us halfway,"** either by participating on Zoom, connecting by phone, or actually doing the assignments / activities posted on Canvas?
   Suggestions: a. Zoom meetings are best scheduled on same days/times as recent campus class.
   b. Ask whether your campus has Instructional Designer available to train / assist in converting face-to-face classes to online format, as may be possible.
   c. Be sure that any recorded videos are accessible and accurately captioned.
   d. Some campuses have a brief form for instructors to fill out re: "MIA" students, i.e., to be contacted by Student Svcs. and encouraged to return.
   e. TBD: How many campuses **already have an EAC online?**

2. Might **low attendance** in classes affect **instructor job security**?
   Note: another participant noted that attendance at her Zoom lab sessions has gradually increased as students have come to realize that this is the "new normal." For students with ASD, the instructor has encouraged the use of "Zoom Chat."
   Others mentioned that unemployment might lead to increased enrollment at some point.

3. What about **students who had an aide in our EAC class or in a mainstream class?** The aide might have been from outside, such as from Regional Center, or from DSP&S, such as an "ICA" (in-class assistant) or note-taker, whether from DSP&S or "peer-to-peer." We may notice, and/or a campus instructor may notice a **lapse in attention / performance**, if the student no longer has the aide s/he had while classes were on campus.
   <mark>Suggestion:</mark> Reach out to student, as appropriate, to find out if advocacy / interface needed.

4. Need for technology support/ equipment / bandwidth: needed by Instructor and/or students
   <mark>Suggestion:</mark> Check re: loan / funding programs on campus for students and/or faculty.

ADMINISTRATIVE:

1. Handling **Course Repetition** petitions:
   <mark>Suggestion:</mark> Check with your DSP&S Admin re: when petitions or a list might be due.

2. How can we **boost enrollment for Fall '20**? (Note: some campuses have already started Priority Reg.; others, not till mid-May.) Additional concerns re: low enrollment included FTES; discussion included the possibility that with online instruction, attendance isn't necessarily taken and that at some point, FTES may be replaced by another measurement.

3. How to reach out to **incoming high school students** to make them feel part of the campus and connected to DSP&S, in preparation for F'20?
   <mark>Suggestion:</mark> Consider dividing up the names for regular phone / video contact by DSPS.

ACCOMMODATIONS:

Questions raised: What additional plans for accommodations / services might be needed in Fall'20 for students who want to take the EACs offered by DSP&S and/or for students who want to take mainstream campus classes?

To what extent might we **need to educate / empower DSP&S students re: how to ask for the accommodations / services they need?** This may include registration assistance for those used to DSP&S assistance with this and/or guided instruction on using assistive technology.

How might we empower students to self-advocate with instructors, i.e., stepping in only if/when our support is needed?

MORALE:

"When will this be over?" "There's no end in sight!" (sentiments of both students / instructors)
<mark>Suggestion:</mark> Acknowledge our students and ourselves for continuing to stretch our comfort level (resilience). Consider a possible, long-term positive outcome: increased Universal Design!

<mark>Resource</mark> shared by instructor who uses it in her classes: FREE app, **https://heynod.com/.** (Helps college students connect during time of crisis, with focus on improving student resilience and reducing feelings of isolation. Also provides social connection tips / tools to help students maintain meaningful connections while staying safe and adhering to public health directives.)