Welcome to Montgomery College!

New Faculty Orientation
Tuesday, Jan. 14 & Thursday, Jan. 16
8:30am - 5:00pm

Facilitators:

Monique Davis
Dean, Health Sciences, Health, and Physical Education

Tom Cantu
Instructional Designer
Office of E-Learning, Innovation and Teaching Excellence (ELITE)
Morning Agenda Thursday

8:30 - 9:00  Breakfast
9:00 - 9:30  Welcome from Dr. Sanjay Rai
9:30 - 11:00 Deep Dive with MC Data
11:15 – 12:15 ATPA, Academic Support Services, ACES
12:15 – 1:15  Lunch with Deans
Afternoon Agenda Thursday

1:15 – 1:45  AAUP
3:00 – 4:00  Title IX, ADA, and Disability Support Services
4:00 – 4:15  Information Technology
4:15 - 5:00  Next Steps

Did you get your college ID?
Montgomery College
Learning Center
Annual Report Update
New Faculty Orientation

Elizabeth M. Benton, EdD
English Faculty
Administrative Associate
Montgomery College Learning Center Mission Statement

Montgomery College Learning Centers...

promote student success by providing engaging, responsive, and interactive academic support.

Through high quality professional tutoring and collaborative collegewide services, the Centers’ dedicated and caring staff fosters a welcoming and empowering learning environment for a diverse student body.
Montgomery College
Learning Centers

**Germantown**
- MAPEL (Math, Accounting, Physics, Engineering)
- Science Learning Center
- Writing, Reading, and Language Center

**Rockville**
- Ackerman Learning Center (Science Technology Engineering Math)
- Writing, Reading, and Language Center

**Takoma Park/Silver Spring**
- Academic Success Center
- Mathematics Learning Center
- Writing, Reading, and Language Center
- Science Learning Center
MC Learning Center
High Impact Course Grades Based on Learning Center Support (Spring 2018)

79.9% of students who visited a learning center earned ABC  (69% who did not visit a learning center earned ABC)

77% of students who visited a learning center returned to Montgomery College the next semester (70% who did not visit a learning center returned)

Courses Included:
Biology 101, Biology 150, Chemistry 099, English 101/A, English 102, Math 110, Math 117/A, Math 165, Psychology 102, Spanish 101

Students who visited a learning center n= 1,950; Students who did not n= 9,877
94% (N=139) of faculty respondents share learning center information with their students and

85% (N=118) indicated that the LC services and resources meet the needs of their students.
Montgomery College
Learning Center
Current Collaborations...Mark Your Calendar!

- **Science Learning Center TP/SS**: Firsts week of classes review for chemistry, physics, biology, significant figures and dimensional analysis

- **Math/Science Learning Center TP/SS**: Calculator Workshop February 3 and 4 2:00 pm–4:00 pm

- **Math/Science Learning Center TP/SS**: Statistics (StatKey) Workshop February 10 and 11 2:00 pm-4:00 pm

- **WRLC TPSS**: Orientations will be held the 2nd and 3rd week of the semester. Please email orientation requests to wrlc.tpss.reservation@montgomerycollege.edu

- **WRLC Germantown**: Germantown WRLC will be doing student outreach/tabling in the PK lobby during Week 2 and in the HS cafeteria during Week 3. The Saturday Workshop Series will start February 15 (12 noon – 1 PM).
Montgomery College
Learning Center
Current Collaborations...Mark Your Calendar!

- **WRLC Rockville: TEAS exam strategies** January 31 1:30 pm-3:00 pm
- **WRLC Rockville: Transfer and Scholarship Essays** February 7th at noon
- **Academic Success Center TP/SS: Windows Navigation and File Management** February 4 at 2:00
- **Academic Success Center TP/SS: Energy Management** February 5 at noon
Montgomery College
Learning Center

Collaborations.. Ways to support students
Thinking Outside the Box... Suggestions...

Email: Elizabeth.Benton@montgomerycollege.edu
Agenda

ACES Program Overview

Parent and Student Panel

Question and Answer
Why ACES?

• There are many high school students who intend to attend Montgomery College and are not enrolling.

• There is an increase in the number of students in MCPS who are academically qualified but at risk of not persisting in college.

• Maryland goal: by 2025 become the first state in the country with 55% of its population achieving a degree beyond high school.
Participating High Schools

- Montgomery Blair HS
- John F. Kennedy HS
- Northwood HS
- Springbrook HS
- James H. Blake HS
- Einstein HS
- Wheaton HS
- Rockville HS
- Paint Branch HS
- Magruder HS
- Gaithersburg HS
- Clarksburg HS
- Seneca Valley HS
- Watkins Mill HS
A collaboration between Montgomery County Public Schools, Montgomery College and the Universities at Shady Grove (USG) to provide **individualized support** and interventions that will **increase college enrollment and completion**, especially among student groups that are underrepresented in higher education.
Program Highlights

- No GPA Requirement
- One-on-One Student Support
- Series of Summer Programs
- Recruitment in 10th Grade
Target Demographics

- **1st Generation College Student**: 75%
- **Underrepresented Group**: 89%
- **Students with Differing Abilities/Individual Education Plans**: 7%
- **Single Parent Household**: 27%
- **Low Income**: 60%
- **Ward of the State**: 1%
- **English Language Learners**: 14%

The program will target students who belong to one or more of the groups above.
These are approximate numbers as of September 2019
Application Process

- Click on “Apply” on the ACES webpage-
- Click on “Apply to ACES” button
- Click on #1 Student Application and review questions
- Click on Program Consent Form
Role of Academic Coaches

One-stop, individualized support model for student services and academic support. This includes, but is not limited to:

- Academic Preparation and Training
- Leadership Development
- Social Skill Building
- Financial Aid and Scholarship Guidance
- Mentoring
ACES High School Coaches

Monica Burgos
Montgomery Blair HS

Dr. Minjote Mekonen
James H. Blake HS

Terre Thomas
Clarksburg HS

Amani Dadzie
Einstein HS

Christina Tzortzinis
Gaithersburg HS

Joram Regis
John F. Kennedy HS

Tuwana Stores
Magruder HS

Coming Soon!
Melissa Gudiel
Northwood HS

Coming Soon!
Paint Branch HS

Coming Soon!
Rockville HS

Seneca Valley HS

Springbrook HS

Watkins Mill HS

Wheaton HS

Traci Johnson
High School Timeline Overview

10th Grade
• **Focus:** Recruitment and Application

11th Grade
• **Focus:** Social Skills/Awareness Workshops, Career Exploration, Test Preparation, and College Visits.

12th Grade
• **Focus:** College/Scholarship/FAFSA Applications, Campus Coach Visits, and MC Transition Process

Summer Program:
- College Readiness
- Career Readiness
- MC Orientation and Transition
MC Timeline Overview

**MC 1st Year**
- **Focus:** Academic Success Workshops, Academic Planning, Career Exploration, Financial aid

**MC 2nd Year & Beyond**
- **Focus:** Transfer Process and Academic/SAP Interventions, Graduation

**Summer Classes**
USG Timeline Overview

**USG 1st Year**
- Focus: USG Success Contract, Career and Academic Workshops, Financial Aid

**USG 2nd Year & Beyond**
- Focus: Academic/SAP Interventions, Career Experience, Graduation
## MC to USG Cost Savings

### Main Campus
- Year 1: $20,000*
- Year 2: $20,000
- Year 3: $20,000
- Year 4: $20,000
- TOTAL: $80,000

### MC-Main
- Year 1: $5,000**
- Year 2: $5,000
- Year 3: $20,000
- Year 4: $20,000
- TOTAL: $50,000

### MC-USG
- Year 1: $5,000
- Year 2: $10,000
- Year 3: $18,000
- Year 4: $26,000
- TOTAL: $60,000

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1. Amounts do not reflect the scholarship opportunities available through the pathway
2. *Average in-state tuition, room, and board at a 4-year Maryland public university
3. **Approximate in-state tuition at Montgomery College
4. ***Average in-state tuition at a 4-year Maryland public university
Areas of Collaboration

Academics
- Test Prep
- CLEP Exam
- Saturday School

Social/Cultural
- Arts and Culture
- Family Engagement
- Special Events

Career
- Internships
- Immersions
- Student Ambassadors
Career Readiness with ACES

To support degree completion goals, ACES students receive career guidance, training, and experience at every level of the academic pathway.

Career Assessments/Exploration, Field Trips to Business Sites, Service Learning, Communication Skill/Professionalism Training, Support with Major Selection

Career Planning, Job Shadowing, Leadership Exposure, Training on Collaboration and Critical Thinking, Internship Support, Resume Writing, Interviewing

Traditional & Non-traditional Internships, Grad-School Application Assistance, Training on Diversity and Digital Technology, Job Search Support, Mentoring

- Students have access to meet with a career coach all along the pathway -
Contact Information

240-567-2022

aces@montgomerycollege.edu

www.acesmontgomery.org
Afternoon Agenda Thursday

1:15 – 1:45      AAUP
1:45 – 2:45      StAMP, Student Behavior & Success
3:00 – 4:00      Title IX, ADA, and Disability Support Services
4:00 – 4:15      Information Technology
4:15 - 5:00      Next Steps

Did you get your college ID?
Student Affairs Master Plan

Dr. Monica R.M. Brown,
Senior Vice President for Student Affairs
Dr. Melissa F. Gregory
Associate Senior Vice President for Student Affairs
Spring 2020
Student Affairs Master Plan

StAMP

- Access
- Engagement
- Student Support Strategies
- Success
The Seven Truths for a Common Student Experience

- Start Smart
- Plan to Cross the Finish Line
- Maintain a Foundation of Support Opportunities
- Get Connected
- Encourage Student Success Every Step of the Way
- Build Community
- Enhance the Classroom Experience

The Seven Truths

MC MONTGOMERY COLLEGE
Student Affairs Master Plan Highlights

• Strategic Enrollment Management Plan
• Streamline the Onboarding Process
• Academic Program Compliance and Academic Progress (APCAP)
• Fuel for Success
• Athletics
• Mandatory Advising & Assigned Advisors
Student Affairs Master Plan Highlights

Initiative: Pre-admission Outreach and Onboarding Processes

Strategy: Develop a Strategic Enrollment Management Plan
Student Affairs Master Plan Highlights

Initiative: Pre-admission Outreach and Onboarding Processes

Strategy: Realign Access and Enrollment
Student Affairs Master Plan
Highlights

Initiative: Mentoring and Retention

Strategy: Financial Aid Academic Progress Coaching – APCAP coaches to work with students at risk of not meeting federal satisfactory academic progress (SAP) standards who may lose their federal and state financial aid.
Student Affairs Master Plan Highlights

Strategy: Student Health and Wellness Center for Success

FUEL FOR SUCCESS FOOD CAMPAIGN
- Mobile Food Markets 171, 372 lbs.
- Grab and Go Snack Bags - 2539
- Lunch On the Go! – 2078
- Pastries | Bagels | Bread – 17 Deliveries Collegewide, $9000 worth

- Piloted Nourish Now Program (Newest) – 60 special targeted populations such as Veterans, Students Aged out of Foster Care and Single Parents.

- Partnerships
  ✓ Capital Area Food Bank
  ✓ MC Foundation (Donors)
  ✓ Panera Day End Dough*nation
  ✓ Nourish Now
  ✓ Avanti Orchestra - Orchestra of the Friday Morning Music Club Pantry donations

Mental Health and Wellness
- 6 Mental Health First Aid Certification Training 74 faculty/students
- 7 Brain Breaks Activities – 303 student participants
- 26 Mindful Mondays – 303 attendees
- Mental Health 101 Workshops
- Partnerships
  ✓ EveryMind
  ✓ MC Foundation (Donor)
  ✓ The Asian/Pacific Islander Domestic Violence Resource Project, The Eating Disorder Center, Kolmac, Harmony Holistic

Health and Safety Education
- Bringing in the Bystander Regional Training – 25 participants from across region
- Self Defense Workshops
- Sexual Assault Awareness programs
- Bystander Trainings for Students – 60 classes/sessions
- 35 Peer Educators Workshops – 391 attendees
- Healthy Relationships, Human Trafficking, VAWA, Mental Health 101, Opioid Use/Abuse

- 191 Flu Vaccinations
- Community Services Resource Fairs (All campuses)
- Host many Social Media Awareness, Education and Prevention Campaigns and other events
- Featured in several publications and video messages

All Programs, Services, and Partnerships increased and continued since FY 2019

Identify, Connect, and Provide Resources to support the Whole Student and aid in Student Success
Student Affairs Master Plan Highlights

Initiative: Mentoring and Retention

Strategy: Change in Athletic Division Status
Mandatory Advising & Assigned Counselors

- Proactive Outreach
- Fall 2019 Initial Cohort
- 480+ Students Assigned & Supported in Initial Cohort
- 34 Counseling Faculty Participants Collegewide
- Relationship Building within Support Network
- Increase Retention, Completion & Transfer
Student Affairs Master Plan Highlights

Cultivating a Culture of Evidence

- **Initiative:** Divisionwide Assessment
- **Strategy:** Data-Informed Student Affairs Evaluation and Planning
- Survey of Entering Student Engagement (SENSE)
- Student Affairs Data Summit - April
- Tracking progress and completion of StAMP initiatives and strategies
Student Behavior & Student Success

Alice C. Boatman
Acting Associate Dean of Student Affairs
Takoma Park/Silver Spring
Learning Objectives

By the end of this presentation, we hope that you...

▪ Learn basic classroom management strategies to address difficult and/or disruptive students.

▪ Understand the implications of student behavior as it relates to the Behavioral Intervention Team (BIT) and/or the Student Code of Conduct (SCOC).

▪ Become more familiar with the resources available on your respective campuses.
The Student Success Creed in part states…

“We believe student success is further ensured when the College provides a physical environment conducive to learning and the development of a sense of community among students, faculty, and staff.”
Where Student Behavior Falls

Classroom Management

Behavioral Intervention Team (BIT)

Student Code of Conduct
Classroom Management
the basics…

- Faculty are the authority within the physical and virtual classroom environment, primarily responsible for its equitable management.
- Setting clear and fair expectations, upfront, is imperative.
- Use your syllabus and follow it.
  - Important policies & class expectation to cover: excessive absences, plagiarism/academic dishonesty, cell phone & technology use, withdrawal policy, etc.
- Create a safe space for sensitive topics.
- Be proactive, address it posthaste, & document it! A conversation can go a long way.
- Resources to consult can include:
  - Your department chair/coordinator
  - Counselor/DSS Counselor, as appropriate
Classroom Management
*typical issues can include…

- Inappropriate cell phone & technology use
- Continual tardiness
- Uncivil behavior (e.g., yelling/arguing, offensive/inappropriate language, etc.)
- Disruptive behaviors

*not an exhaustive list and can be subjective

Faculty Handbook
http://info.montgomerycollege.edu/faculty/resources/handbook
Behavioral Intervention Team (BIT)

“The mission of the Montgomery College Behavioral Intervention Team (BIT) is to maintain a healthy, safe, and secure environment, free of intimidation and harm, by systematically addressing behaviors of concern.”

Campus BIT teams are comprised of representatives from Counseling, DSS, Public Safety, the Dean of Student Affairs Office, and other faculty and staff, as appropriate.

BIT has responsibility for...
- Conducting and assessing reports,
- Consulting the College community, as appropriate,
- Conducting threat assessments & recommending interventions, and
- Providing education & training
Behavioral Intervention Team (BIT)
What should be reported?

- Behaviors of concern – think threat
- Examples can include:
  - Bizarre thoughts
  - Depression
  - Excessive anxiety
  - Mood swings
  - Inappropriate display of emotions
Behavioral Intervention Team (BIT)
the reporting process…

- **Step 1:** Incident report filed
- **Step 2:** Determine if BIT appropriate case or other
- **Step 3:** If a case, inform BIT team
- **Step 4:** Background investigation
- **Step 5:** BIT conducts threat level assessment
- **Step 6:** Intervention recommended
- **Step 7:** Intervention takes place & follow up, as needed

BIT Reporting Form
http://cms.montgomerycollege.edu/IncidentReports
Behavioral Intervention Team (BIT)
the reporting process…

I submitted a BIT Report, now what?!

https://giphy.com
Student Code of Conduct (SCOC)

an overview…

*New SCOC went in to effect on July 1, 2018*

The student conduct program is committed to an educational and developmental process that balances the interests of individuals students with the interests of the College community. While the process is not intended to be punitive, it does challenge, through appropriate sanctions, those whose behaviors are not in accordance with community standards and College policies.

All faculty are encouraged to put a statement in their syllabi referencing the Student Code of Conduct. Check out the Faculty Handbook online (see link below).

Faculty Handbook
http://info.montgomerycollege.edu/faculty/resources/handbook
Student Code of Conduct (SCOC)
core values & general violations…

Responsibility
- alcohol; drugs; prescription meds

Respect
- Threatening behavior; (cyber)bullying; stalking

Social Justice
- discrimination; harassment; hostile environment

Community
- Disruptive behavior; smoking; weapons

Integrity
- academic misconduct; stealing

Full SCOC in P&P
https://cms.montgomerycollege.edu/pnp/
**Student Code of Conduct (SCOC)**

the reporting process...

**ACADEMIC INTEGRITY/DISHONESTY**
- The faculty member is responsible for determining academic violations.
- Prompt notification to the student, especially if a warning given. *Please use online reporting form.*
- Faculty imposed sanctions range from:
  - *Grade of ‘F’ on assignment*
  - *Grade of ‘F’ in the course*
- Can refer to the Office of the Dean of Student Affairs or WDCE for additional sanctions.
- Appealable to the appropriate campus or WDCE Vice President and Provost.

**ALL OTHER VIOLATIONS**
- Complete the online incident reporting form to include:
  - Student(s) info
  - Info about the incident/violation
  - One-time vs. reoccurring
  - Have you talked with the student?
- Once a report is filed with the Office of the Dean of Student Affairs, they take the lead
  - *Dean’s Conference vs. Hearing Panel*
  - Sanctions range from warning to disciplinary probation to suspension or even expulsion.
  - Appealable to the Senior Vice President for Student Affairs.

**SCOC Reporting Forms**
[http://cms.montgomerycollege.edu/IncidentReports](http://cms.montgomerycollege.edu/IncidentReports)
Addressing Your Student Behavior Concerns

Faculty-Student Conference (with chair as necessary)

Office of the Dean of Student Affairs

Public Safety
# Contact Us

<table>
<thead>
<tr>
<th>Campus</th>
<th>Phone Number</th>
<th>Name</th>
<th>Position</th>
</tr>
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<tbody>
<tr>
<td>Germantown Campus</td>
<td>(240) 567-1993</td>
<td>Dr. Jamin Bartolomeo</td>
<td>Dean of Student Access and Germantown Student Affairs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mr. Marcus Peanort</td>
<td>Associate Dean of Student Affairs</td>
</tr>
<tr>
<td>Rockville Campus</td>
<td>(240) 567-5052</td>
<td>Dr. Tonya Mason</td>
<td>Dean of Student Success and Rockville Student Affairs</td>
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<td>Dr. Debra Bright</td>
<td>Associate Dean of Student Affairs</td>
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<td></td>
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<td>Mr. George Montgomery</td>
<td>Student Conduct Program Coordinator</td>
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<tr>
<td>Takoma Park/Silver Spring Campus</td>
<td>(240) 567-1469</td>
<td>Ms. Janeé McFadden</td>
<td>Interim Dean of Student Engagement and Takoma Park/Silver Spring Student Affairs</td>
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<td></td>
<td>Ms. Alice C. Boatman</td>
<td>Acting Associate Dean of Student Affairs</td>
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Student Affairs Division
http://cms.montgomerycollege.edu/StudentAffairs
QUESTIONS
New Faculty Orientation
Overview of ADA and Title IX Compliance

Christopher Moy
Director of ADA and Title IX Compliance
Mannakee Building, Suite 315 G
Christopher.moy@montgomeryCollege.edu,
240-567-5412
Montgomery College prohibits discrimination against any person on the basis of age, color, citizenship status, current or former military status, disability, gender, gender identity and expression, genetic information, national origin, marital status, race, religion, sex, or sexual orientation. The College is committed to providing an environment in which all persons are provided the opportunity for employment and/or participation in academic programs, and other College activities free from any form of harassment as prohibited by federal regulations and state laws, including sexual misconduct.
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.

Additionally, defines Sexual Violence as part as Sexual Harassment.
Montgomery College Policy

- **Sexual Misconduct, 31001CP**
  - It is the policy of Montgomery College to establish and maintain a community in which everyone who works or participates in college programs and activities can do so in an atmosphere free from all forms of sexual misconduct.
  - Sexual misconduct will not be tolerated and the College will consider a violation of this policy to be a significant act of misconduct that will result in discipline.
  - Prohibits Retaliation
What is Sexual Misconduct?

- Sexual harassment
- Sexual assault
- Domestic violence
- Dating violence
- Sexual exploitation
- Sexual intimidation
- Stalking
College Responsibilities Under Title IX

- When an individual files a complaint or when any Responsible Employee of the community learns of possible sexual misconduct (known or should have known), the school must immediately:
  - Investigate,
  - take appropriate steps to end the misconduct,
  - address the effects of the misconduct, and
  - prevent the harassment from recurring.
Reporting Responsibilities

- A Responsible College Employee must promptly notify the Title IX Coordinator of any report of sexual misconduct (or alternatively, in the case of alleged sexual misconduct by or against an employee, the Director of Employee and Labor Relations).

- Before a student reveals information that he or she may wish to keep confidential, a Responsible Employee should make every effort to ensure that the student or employee understands:
  - Reporting obligations
  - Confidential resources
Pregnancy Provisions under Title IX

- 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.
- Students may be provided with a larger classroom desk, a designated lactation room, or allowing frequent trips to the restroom.
- 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.
Student With Disabilities
Basic 504/II Principles

- College may not discriminate on the basis of disability.
- College must make academic adjustments/accommodations necessary to ensure requirements do not discriminate.
- College must ensure students with disabilities are not discriminated against due to absence of auxiliary aids for students with impaired sensory, manual, or speaking skills.
Montgomery College is committed to providing a safe environment for minors who participate in College programs and activities. This includes the protection of minors from abuse or neglect, including sexual abuse, and requires prompt and effective response to suspicions of or observations of abuse.

Protection of Minors Policy & Procedure - 75005
- Program Registration
- Background screening, training
- Mandatory Reporting of Suspected Abuse
- Guidance on program development
- Rule of 3
Protection of Minors

Kristen Roe
Deputy Title IX & Youth Protection Coordinator
Kristen.Roe@Montgomerycollege.edu
Students with Disabilities: What Faculty Need to Know

Presented By:
Sue Haddad, College-Wide Chair, DSS
Objectives

• Increase awareness of students with disabilities

• Increase knowledge of ADA of 1990 and ADAAA, 2009 as it relates to higher education

• Learn about the Disability Support Services (DSS) process, services, and roles

• Identify Do's and Don'ts in working with students with disabilities
What does the law state?

- ADAAA, 2009
- Section 504 of the Rehabilitation Act
  - College may not discriminate on the basis of disability
  - College must make academic adjustments/accommodations necessary to ensure requirements do not discriminate
  - Student has the responsibility to notify the college of disability and need for accommodation
  - College and student use “interactive process” to determine accommodations
  - Accommodations must be provided in a timely manner
Student’s Role

- **Identify** and provide appropriate documentation to the Disability Support Services Office
  - ACCOMMODATE-on-line
- Meet with a DSS counselor to discuss accommodations, goals, and educational plan
- Request accommodations each semester
- Share the accommodation letter with each instructor as soon as possible
- Make testing arrangements with the instructor
DSS services available college-wide

- Rockville- Mannakee, 210
- Germantown- SA 250
- Takoma Park- SS 233
- WD & CE
DSS: Who we work with?

- All students who have a disability and request accommodations
  - Learning disabilities
  - Attention-deficit disorder
  - Mental health
  - Autism spectrum
  - Brain injuries
  - Physical/mobility and medical conditions
  - Vision & hearing conditions
    ...etc.
Students With Disabilities at MC

- Diverse
- Person- FIRST
Students with disabilities at MC

- Fall 2018- Over 1,700 students college-wide

- Majority of students have an invisible disability

- Top 5 Reported Disabilities
  1. Learning Disability (28%)
  2. ADHD (27%)
  3. Psychiatric Disabilities (15%)
  4. Autism (11%)
  5. Chronic Medical (10%)
DSS Role

- Determine eligibility
- Approve and arrange accommodations
- Provide auxiliary aides
- Assist the student with advocacy skills, goal planning, counseling, & advising
- Act as a resource for the student, faculty, and community members on accessibility
- Provide services in a timely manner
Services and Accommodations

- Assistance with advising/degree planning
- Accommodation letters
  - Testing accommodations
  - Classroom accommodations
- Assistive technology
- Student advocacy skills
- DSS academic lab
- Faculty consultation/training
<table>
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<tr>
<th>Accommodations</th>
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<tr>
<td><strong>Common</strong></td>
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<tr>
<td>• Double time on tests</td>
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<td>• Note-taker/digital recorder</td>
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<td>• Preferential seating</td>
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<tr>
<td>• Reduced-distraction testing environment</td>
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<td>• Assistive technology</td>
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<tr>
<td><strong>Additional possibilities ...</strong></td>
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<td>• Alternatives to group work</td>
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<td>• Breaks as needed</td>
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<td>• Permission to bring a sensory object</td>
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<td>• Reduced course load</td>
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<td>• Distance learning options</td>
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What we don’t provide

- Long-term counseling
- Personal Devices (laptop, headphones, wheelchair, etc...)
- Mobility Training
- Personal Care Attendants
- Transportation
- Resource class; special education
Faculty Role

- Include a disability statement in the syllabus
  "Any student who may need an accommodation due to a disability, please make an appointment to see me during my office hours. A letter from Disability Support Services authorizing your accommodations will be needed."

- Provide access to classroom and course materials

- Meet with the student to discuss accommodation arrangements

- Provide accommodations listed on the accommodation letter
  - (Note-taking)

- Deliver tests and TRFs to the Assessment Center

- Maintain confidentiality
College’s Role

- Provide access and equal opportunity
- Prohibit discrimination based on disability
- Create welcoming and inclusive environment for ALL
Consider This...

What's your take on invisible disability?
Compare the 2 professors responses
Faculty DO’s

- Use person first language
- Meet with the student privately to discuss accommodations
- Offer varied delivery of information
- Maintain your faculty role
- Maintain course standards
- Contact DSS immediately regarding accommodations, student concerns (behavior, academic, or emotional)
- Refer to resources as needed
Faculty DON’TS

- Ask the student about the nature of his/her disability
- Deny the student an accommodation that is listed on the letter
  - (contact DSS if there is a concern about the accommodation)
- Provide an accommodation that is not listed on the letter
  - (contact DSS to discuss)
- Tell the student that it is too late to request an accommodation in the semester
- Discuss accommodations/disability in front of the entire class
  - (note taking assistance)
- Talk to others about the student
- NEGOTIATE ACCOMMODATIONS
Resources

- DSS counselor
- DSS Academic Support Center
- General counseling
- TRIO
- Math/Science Center
- Reading/Writing Center

- Student Code of Conduct
- BIT
- ADA Coordinator
- ACCOMMODATE
- DSS website
  www.montgomerycollege.edu/dss
- Faculty/staff guidebook
- ...STUDENT
DSS accommodations ensure **ACCESS** not **SUCCE$$**

A. True
B. False
Our vision...
THANK YOU!

Questions????
Office of Information Technology (OIT)
IT Service Desk & Campus Support

Varghese Thomas
IT Client Services Manager
January 16, 2020
IT Service Desk
Your central point of contact for IT help, service, and support
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Your central point of contact for IT help, service, and support

- by phone call: 240-567-7222
- Email: itservicedesk@montgomerycollege.edu
- Live Chat: IT Service Desk
- IT Self-Service portal
Support Hours

Hours of operations can be found on OIT homepage

<table>
<thead>
<tr>
<th>IT Service Desk Faculty and Staff</th>
<th>IT Campus Support</th>
<th>IT Service Desk Students</th>
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</thead>
<tbody>
<tr>
<td>• Monday – Thursday 7:30 a.m. – 8:00 p.m.</td>
<td>• Monday – Thursday 7:30 a.m. – 9:30 p.m.</td>
<td>• 24x7x365</td>
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<td>• Friday 7:30 a.m. – 5:00 p.m.</td>
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<td>• Saturday 8:00 a.m. – 4:30 p.m.</td>
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Points of Contact – IT Campus Managers

**GERMANTOWN**
Christopher Cusic  
Phone: 240-567-7861  
Office Location: HS-016

**TAKOMA PARK/SILVER SPRING**
Youssef Halli  
Phone: 240-567-3958  
Office Location: ST-318

**ROCKVILLE**
Younis Forsyth  
Phone: 240-567-1788  
Office Location: SC-163
Accessing - OIT Website

Step 1 – Search using keyword “OIT” or “Information Technology” on the Montgomery College home page

Step 2 – Select the Information Technology home page

Step 3 – Explore Services, Forms, Security and Standards, Projects and News, and Contact Us
What is MyMC ID and M#?

1. Your MyMC ID is the login username that you use to login to the MyMC Portal. If you do not remember your MyMC ID, you can use the "Find Your MyMC ID" link on the MyMC login page to retrieve it.

2. Your M# is a 9 digit number beginning with the letter "M" followed by 8 numeric characters. The M# is also referred to as the College ID, Student ID, or MC ID.

3. If you are a new employee, your M# can be found on your College employment offer letter. The M# can be found on your Montgomery College ID card located above the barcode.
What is my college email address?

Faculty and Staff: The format for your college email address is "firstname.lastname"@montgomerycollege.edu

1) Login to MyMC portal then click on E-mail icon

2) The user name format is MyMCID@montgomerycollege.edu

   For example – vthoma40@montgomerycollege.edu

   Password – Your college email password and your MyMC password are the same
Q&A
Thank you for your participation!

Please reach out to us with any questions or concerns:

Monique Davis
Monique.Davis@montgomerycollege.edu
240-567-5622

Tom Cantu
tom.cantu@montgomerycollege.edu
240-567-6006

Did you get your College ID?