

# ***Welcome to Montgomery College!***

## **New Faculty Orientation**

**Tuesday, August 20, 2024**

**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

# 1.2 Academic Strategic Initiatives

# Academic Strategic Initiatives

New Faculty Orientation Fall 2024

Dr. Michael Mills

Associate Senior Vice President of Equitable Access and Student Success

“Our strategic plan reflects changes  
brought on by unprecedented times.”

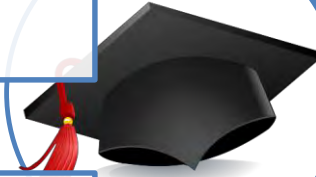
President Dr. Jermaine F. Williams

# Transformational Aspirations

Access

Completion

Post-Completion Success



# Enhance connections between Montgomery College and our community

Meaningful engagement  
with MCPS students and  
their families by 7<sup>th</sup>  
Grade

Continuous enrollment  
growth

Integration of civic  
engagement in the  
College's practices

Greater sense of unity  
between the College and  
the community

Greater awareness of  
mental health and basic  
needs supports

# Cultivate a sense of belonging for everyone at the College

Students feel a sense of belonging

Employees feel a sense of belonging

Academic and career advising experience at key milestones for all students

# Enhance educational and organizational effectiveness

Academic  
excellence in all  
programs

An effective  
learning  
environment for all  
students

Efficient  
registration  
processes

Data informed  
program  
development and  
scheduling

Data informed  
recruitment and  
student support  
services

# Enhance educational and organizational effectiveness

Increased equitable student retention and completion rates

Consistent student support services available to all students

Competitive compensation packages for all employees

Large pools of qualified candidates for job postings

# Increase economic impact for our students and community

Affordable post  
secondary  
educational  
offerings

Post-completion  
success through  
greater preparation  
and employability

Career  
development  
integrated into the  
student experience

# Increase economic impact for our students and community

Increased connections  
between workforce and  
academic programs

All degrees, certificates,  
and micro-credentials  
are designed for  
economic, social, and  
community impact

Increased economic  
mobility through  
decreased gaps in  
earning potential among  
all students

Where do you see yourself?



# **1.3 MC Online & Academic Support**



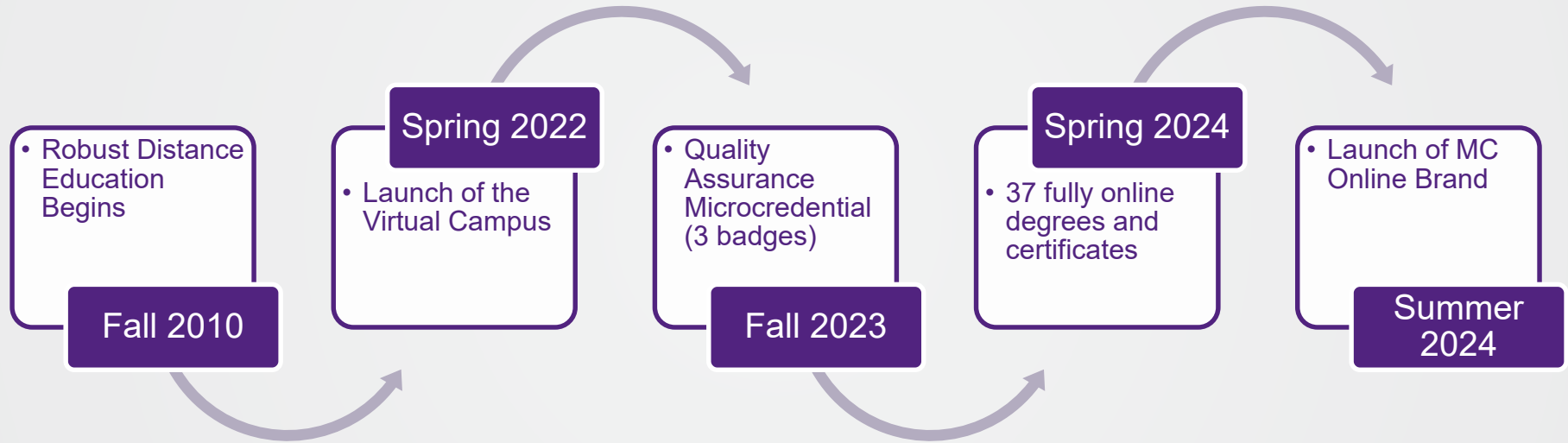
# MC Online and Academic Support

Dean Shinta Hernandez, Ph.D.  
New Faculty Orientation  
August 2024

# Presentation Overview

- MC Online: The Virtual Campus
- MC Open: Open Educational Resources
- Academic Support:
  - Learning Centers
  - Achieving the Promise Academy (ATPA)
- Next Steps: Reimagination
- Resources
- Q & A

# MC Online: The Virtual Campus

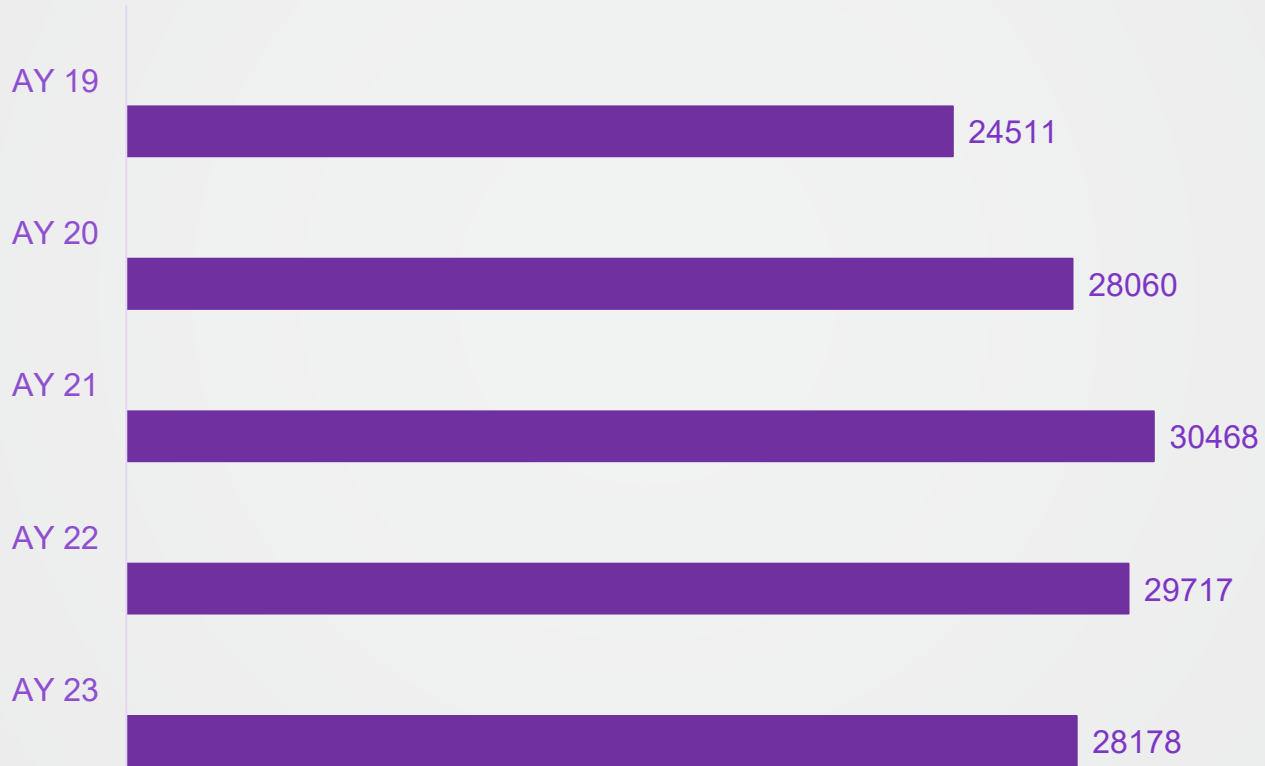


National Distance Learning Week is celebrated during the first week of November.

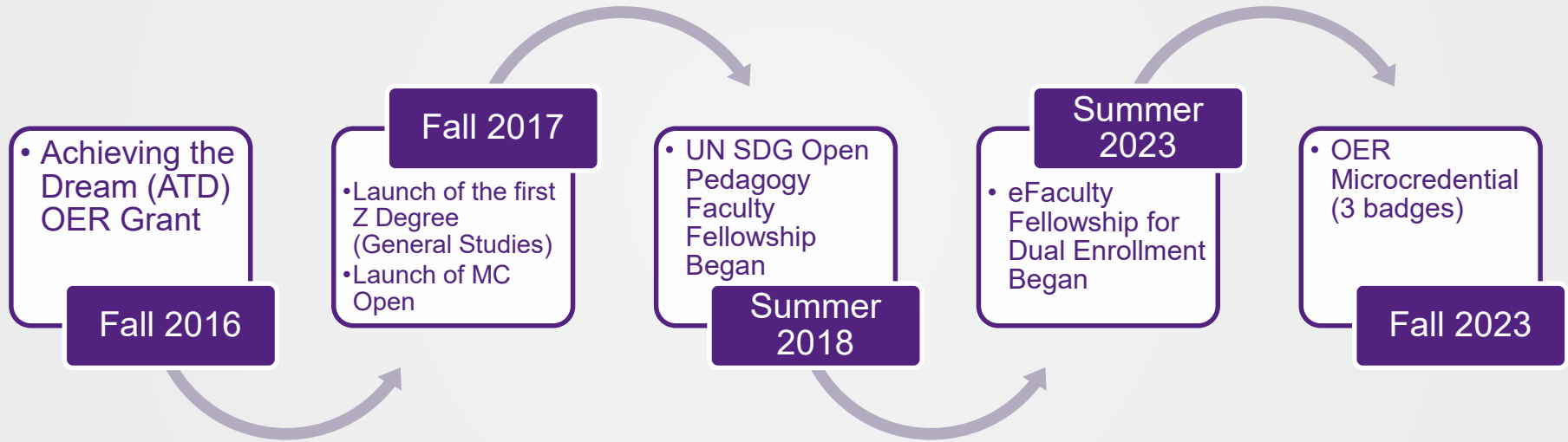
# Recent Accolades in Online Education



## Online Enrollment Growth: AY 19 – AY 23

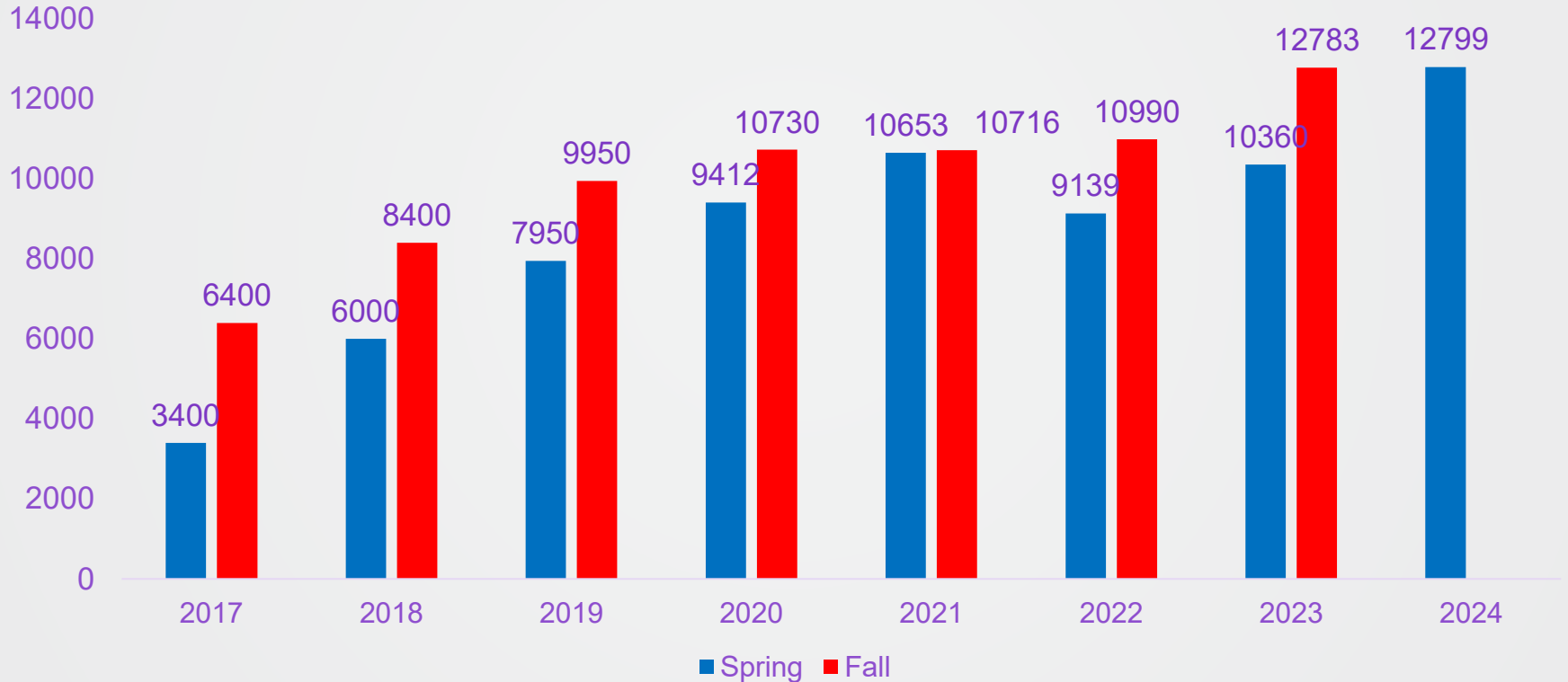


# MC Open: Open Educational Resources

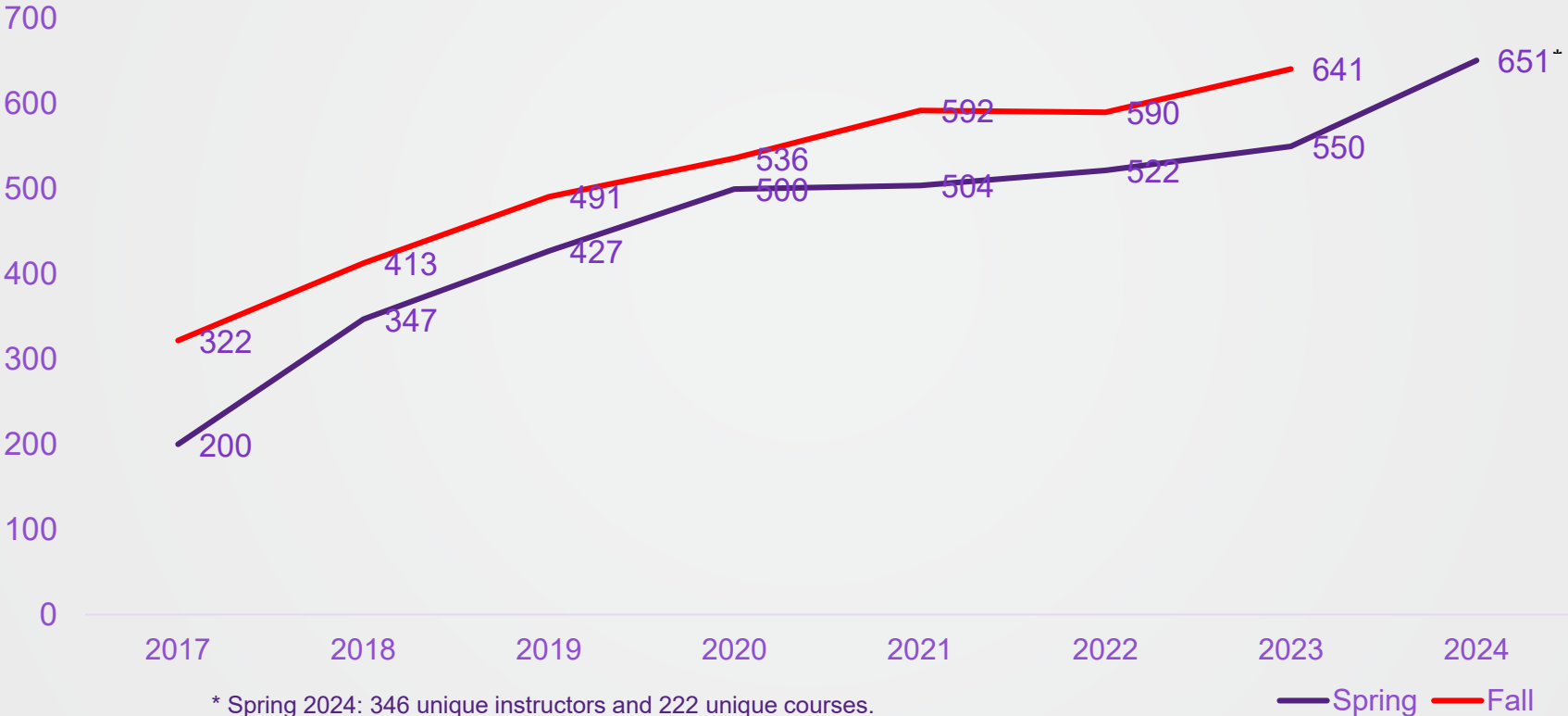


Global Open Education Week is celebrated during the first week of March.

# Z-Course Enrollment Growth: Spring 2017 – Spring 2024



# Z-Course Section Growth: Spring 2017 – Spring 2024



## Academic Support



MC LEARNING  
CENTERS  
Strive. Thrive. Succeed.



(ATPA)

# The Learning Centers



## 13 Physical Locations and Virtual Settings



## Welcoming Spaces

Quiet spaces, appropriate lighting and spacing, language wall, food pantry



## Dual Language Support

Over 30 languages



## Collaborations

Academic Departments, WDCE, Dual Enrollment, ATPA, ACES, ELITE, Part Time Faculty Institute, Raptor Central, Financial Aid, OIT



## Peer Tutor Program

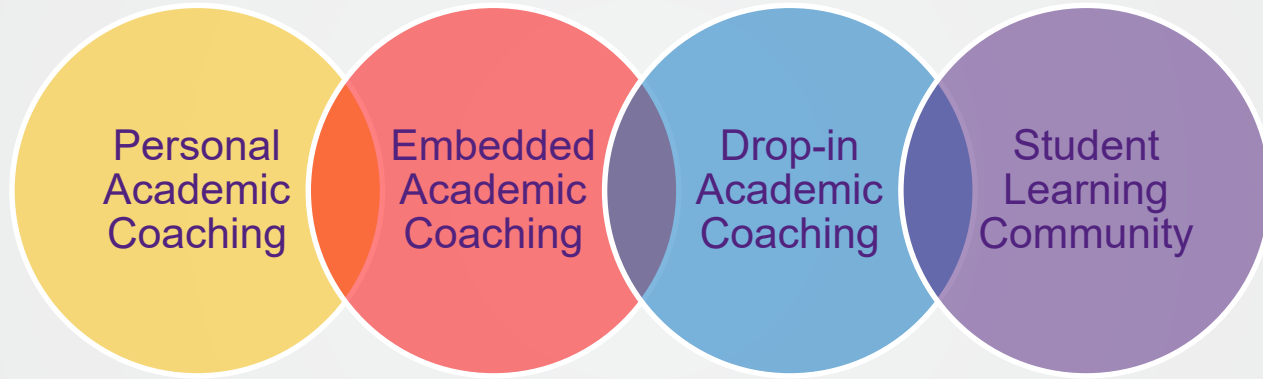
Transformative experience in which students receive PD to engage in experiential learning



## Data Collection and Analysis

Accudemia and Brainfuse (DLC will expire its use of Gimlet and Bookings)

# Achieving the Promise Academy (ATPA)



# Next Steps: Reimagination



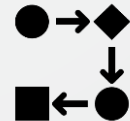
Listening Tour  
(Summer 2024)

Retreats and  
Discussions (Fall  
2024)



CAR Report (Dec  
2024)

Recommendations  
(Fall 2024-Spring  
2025)



# Resources

- Distance Education:  
<https://www.montgomerycollege.edu/offices/elite/e-learning.html>
- MC Open:  
<https://www.montgomerycollege.edu/offices/elite/mc-open-faculty.html>
- Learning Centers:  
<https://www.montgomerycollege.edu/academics/support/learning-centers/index.html>
- Achieving the Promise Academy:  
<https://www.montgomerycollege.edu/academics/support/achieving-the-promise-academy/index.html>

# Questions & Answers



# 1.4 ATPA

Achieving the Promise Academy



# Academic Coaching with Montgomery College's Achieving the Promise Academy

Nik Sushka, Director

## HELPING STUDENTS USE ACADEMIC SUPPORT



Dalliya Sosmath  
Engineering student

**MC** ACHIEVING THE PROMISE ACADEMY  
**MONTGOMERY COLLEGE**



I used to be quite timid in asking for help about things I didn't understand. I felt as though I was asking dumb questions since I thought all the other students understood it. However, with ATPA and the help of my classmates, I found the confidence to ask more questions.

As a student who has test anxiety, having our ATPA coach hold review sessions prior to exams helps me prepare better for an upcoming exam. I have a sense of peace and organization in mind, compared to when studying the content by myself.



# WHAT IS THE ACHIEVING THE PROMISE ACADEMY?



MC's academic coaching program, created to ensure every student has the assistance, opportunities, and tools they need to succeed in college

## Our Core Services

- Embedded Academic Coaching for Course Success
- Personal Academic Coaching for College Success
- Drop-in Coaching
- ATPA Student Learning Community

# ACADEMIC COACHING IN HIGHER EDUCATION

In higher education, academic coaches employ active listening, powerful questioning, and continuous feedback to assist students in:

- examining their own learning environment
- identifying factors that impact student academic progress
- Becoming engaged in academic activities
- Increasing self-awareness, personal responsibility, reflection, and goal setting
- Making appropriate plans and take action to achieve goals

# COACHING IS A DISTINCT PRACTICE THAT SUPPORTS LEARNING



# HOW DOES AN ACADEMIC COACH PROVIDE EMBEDDED SUPPORT FOR COURSE SUCCESS?



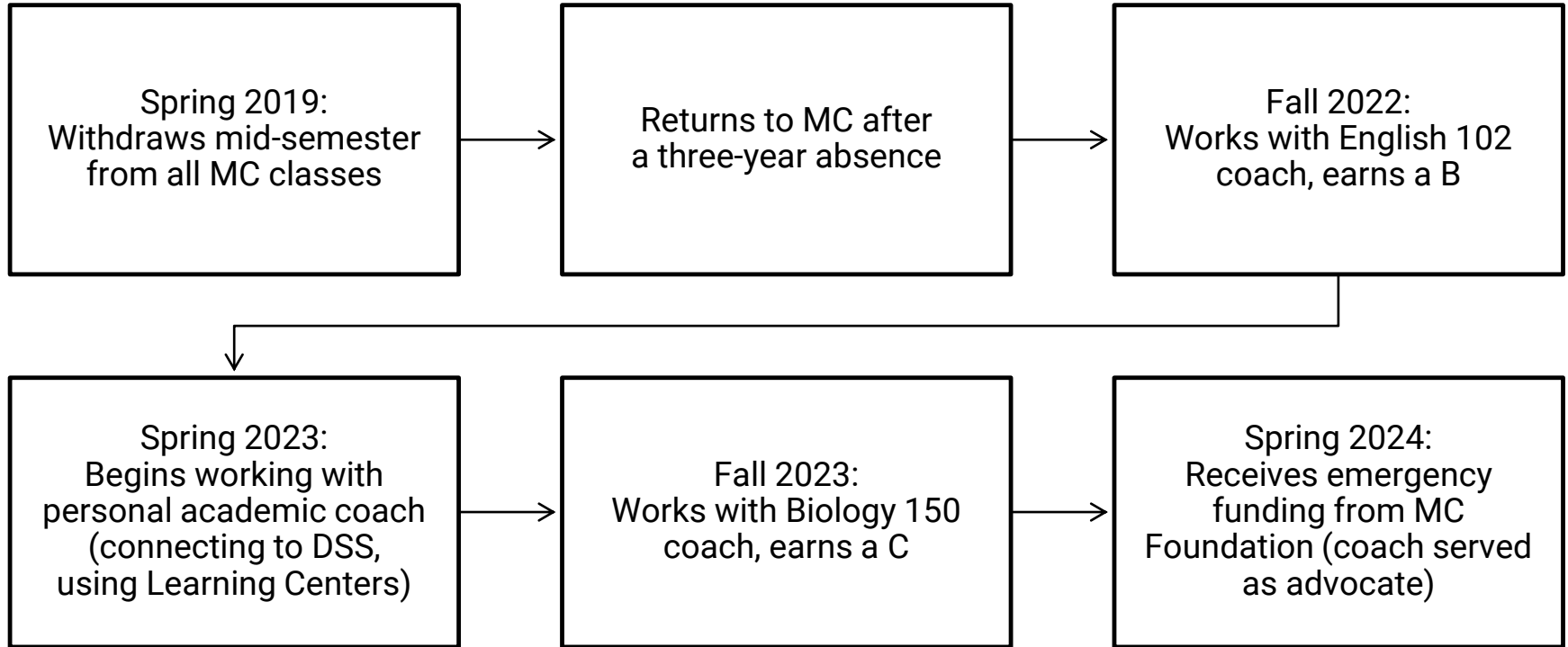
Supports students during class in collaboration with host faculty

Connects with students out-of-class during coaching sessions

Sends weekly messages to students recapping course content, reminding about deadlines, and referring to resources

Creates and shares coaching session reports with host faculty and ATPA to coordinate ongoing support

# STUDENTS LIKE CHASE\*



\* Name Changed for Privacy

# HOW DOES A PERSONAL ACADEMIC COACH SUPPORT STUDENTS LEARNING GOALS ACROSS MULTIPLE COURSES?



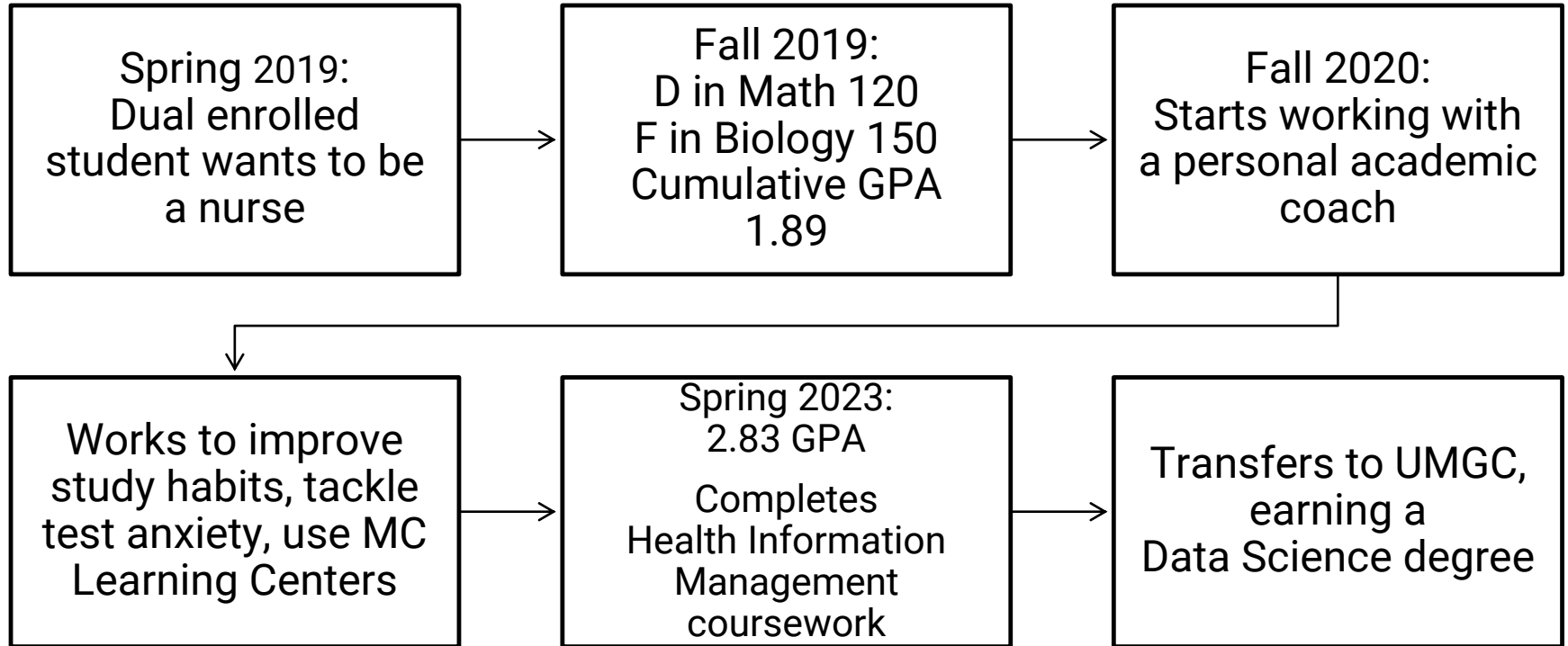
Creating a  
personalized  
academic success  
plan

Balancing school,  
work, home, and other  
commitments

Setting goals and  
developing better  
habits to achieve  
them

Making the most of  
MC  
by connecting with  
students, professors,  
and departments

# STUDENTS LIKE JASMINE\*



\* Name Changed for Privacy

# SPRING 2024 HIGHLIGHTS



82%

Course pass rate for students working with a personal academic coach



4.6/5

Student satisfaction with quality of embedded academic coaching



2,386

Students participating in individualized support with an embedded coach across 217 course sections



4.5

average number of embedded coaching sessions with students



6%

higher course pass rate in high priority courses for students with 5+ visits

# HELP CONNECT STUDENTS TO ACADEMIC COACHING: SHARE THIS VIDEO IN CLASS



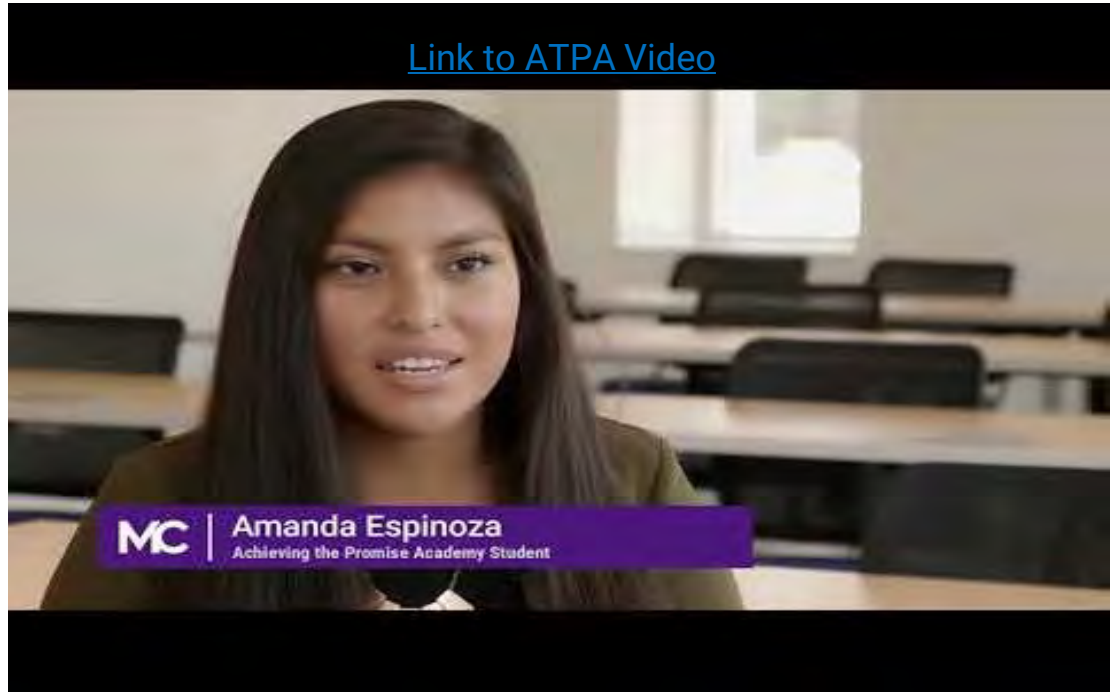
I always leave my meetings with my coach feeling better than when I come in. Whenever I am feeling overwhelmed she is always [...] helping me come up with a plan.



[linktr.ee/atpa](https://linktr.ee/atpa)

**MC** ACHIEVING THE PROMISE ACADEMY  
**MONTGOMERY COLLEGE**

[Link to ATPA Video](#)



# MORE WAYS TO HELP CONNECT STUDENTS TO ACADEMIC COACHING

1. Promote academic coaching to **all** students
2. Encourage students to [request a personal academic coach](#) or [book a coaching session](#)
3. Invite us to present
4. If your discipline offers embedded support, collaborate with your part-time colleagues to integrate coaching into the course
5. Share ATPA events and services with students on your syllabus: <https://linktr.ee/atpa>



**Finals are tough.  
But so are you.**

# 1.5 Faculty Handbook

# Faculty Handbook and Syllabus

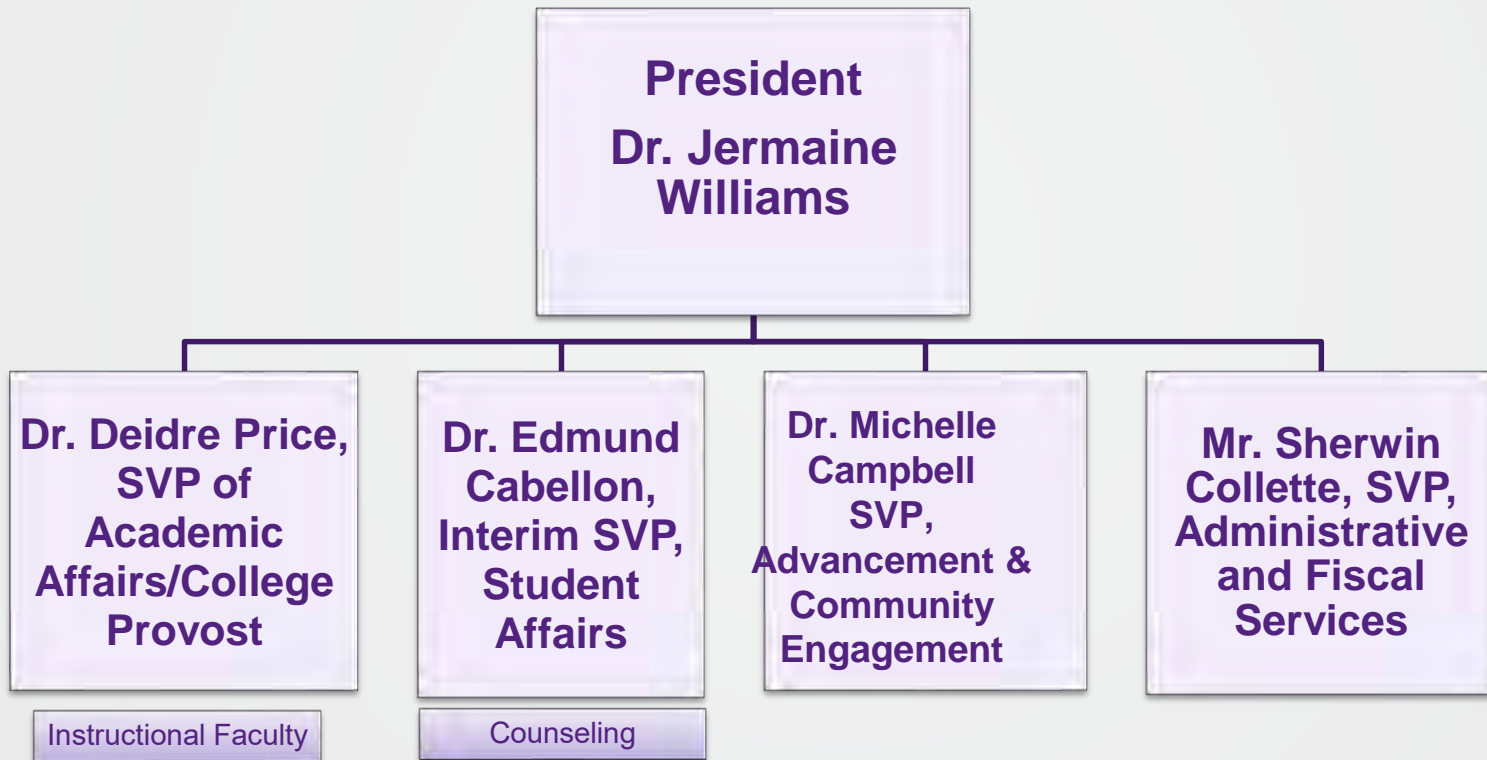
## New Faculty Orientation

Dr. Valerie Lantz

Department Chair of Chemical and Biological Sciences  
Takoma Park/Silver Spring

August 20, 2024

## The Five Main Divisions of the College



# College Structure

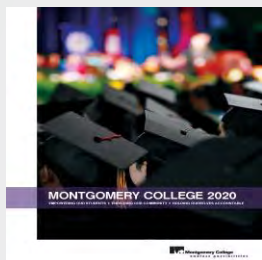
- FOR INSTRUCTIONAL FACULTY (IF): Senior Vice President for Academic Affairs (SVPA) → Vice President and Provost (VPP) → Dean → Department Chair → Discipline or Course Coordinator / Program Advisor → Full-Time and Part-Time Instructional Faculty
- FOR COUNSELING FACULTY: Senior Vice President for Student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



# College Expectations

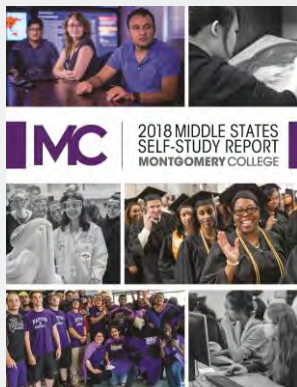
- Every Department operates differently, but each Department has an obligation to:
  - **Improve equity and success outcomes for all students**
  - **Ensure the work aligns with College mission and priorities** (images on the next page)





## 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



# And... Student Affairs Master Plan (StAMP)

# \*\*Faculty Workload



## ■ Full-time instructional faculty (IF)

*ESH = “Equivalent Semester Hour”*

- 30 ESH Minimum per academic year (Fall & Spring semesters); usually 15 ESH per semester (>30 ESH is overload pay)
- Winter and summer teaching are optional
- 5 office hours per week (Remote should still be in office)
- Alternate Time/ESH may be included in the ESH total.

**ALTERNATE ESH ASSIGNMENT REQUEST**

**Deadlines for submitting this form to your dean:** Fall semester: August 25  
Spring semester: December 15  
Summer sessions: May 1

Please complete a separate request form for each activity or project.

**Step 1:** The faculty member provides a brief description of the alternate ESH assignment and completes the form down to the requestor's signature. The faculty member is responsible for getting all signatures or confirmation emails for this project before submitting the form to their department aide for processing.

**Step 2:** ESH grantors should maintain copy of the assigned ESH per their units procedures before returning the form to faculty member with account number and grantor's confirmation/signature.

**Step 3:** The faculty member's dean is the approver of the assignment and maintains the final copy of the request form once the request is approved or denied.

**Faculty Member:**

Name	Department	Semester, Year or Summer Session, Year
	Campus	

Description of Alternate Activity or Project:

## ■ 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.

### Full-time Faculty Acknowledgement of Overload

Full-time faculty collective bargaining agreement (CBA), between Montgomery College and American Association of University Professor (AAUP), Article 5, Section 5.1 (A) states that "a workload in excess of thirty-two (32) equivalent semester hours per academic year or eighteen (18) equivalent semester hours per academic semester may be assigned by Management only with the consent of the faculty member."

Check the appropriate situation and fill in the academic year.

— **For load exceeding 18 ESH in one semester:**

I consent to an assignment of up to \_\_\_\_\_ equivalent semester hours during the fall/spring (circle one) semester of academic year \_\_\_\_\_.

— **For load exceeding 32 ESH in one academic year:**

I consent to an assignment of up to \_\_\_\_\_ equivalent semester hours during the academic year \_\_\_\_\_.

# Part-Time Instructional Faculty Workload

- 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 (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
  - Sub for colleagues
- 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)



# Faculty Evaluation Process

**A. Three 1 year terms: Evaluated every year for first 3**

- 3 year term: Evaluated in second year of 3 year term
- Rolling 5 year terms

**B. Evaluation Process:** You will be notified and sent forms and procedures by Dean.

N. B. Each unit/department may handle evaluations somewhat differently.

**Fall semester**– Self Evaluation (no form); Two FT faculty, Dept. Chair and Dean to do classroom observation (Form B1); Each peer also has to complete a second overall evaluation form (Form C); Department Chair (Form D) Hint: complete in MS Word, not pdf and paste into Workday

**Spring semester:** Turn in all required forms from evaluators and self evaluation on Workday– Due to Dean early in spring semester. Dean reviews evaluations and meets with you.



# Professional Development:

- **Required training**
- Professional Meeting leave
- **ELITE** professional development workshops and courses/programs
- MC Open/Open Educational Resources
- **EAP benefits** for full-time faculty (conferences- e.g. AFACCT)
- **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 Obligation Days and Leave Policies

- **Leave requests must be filled out in Workday** which will be sent to your Dean for approval (*Be familiar with leave policies.*)

*\*\*Inform Dept. Chair and Administrative Aid*

- **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, Advising Day, day before Thanksgiving, week after final exams, Commencement)
  - Full day vs. half day vs. no leave (if no scheduled events)

# What to do if..... you can't teach a class?



- Inform Department Chair and (Course) Coordinator. Another FTF (or PTF) should sub; sometimes, an alternate assignment is feasible
  - Class cancellation should be the **last** resort
- Inform students: Contact via Blackboard; *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

# 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 (Learning Centers, 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/Course Coordinator, and Department Admin. Aide.
- \*\* Be involved in additional ways that help your students as well as the rest of the MC student population \*\***



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

# Syllabus Template – Requirements

Montgomery College Syllabus Template | Montgomery College, Maryland

- **Ask the Course Coordinator/Coordinator/Chair for examples**
- **Follow syllabus template format below so students have consistent format**

## Information required in all syllabi

I. Contact Information

II. General Course Information

III. Common Course Student Learning Outcomes

IV. Textbooks, Workbooks, and Supplies

V. Course Requirements

VI. Student Code of Conduct

VII. Collegewide Policies & Procedures

VIII. Additional General Information

IX. Course Schedule

## **Consider adopting Inclusive Syllabus Language**

**Inclusive Syllabus Language Supplement  
to the MC Syllabus Template**

- **What is an inclusive syllabus, and how does it help students?**  
An inclusive syllabus uses positive, welcoming, and supportive language that affirms the diversity and inclusion of all students in the classroom. There are many in-depth resources on inclusive syllabus design that go well beyond the scope of this document. Here is one article that explores some characteristics and benefits of an inclusive syllabus.

<https://www.apa.org/ed/precollege/psychology-teacher-network/introductory-psychology/inclusive-syllabus>

# 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.



# 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 and Science 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:

Go to your Department Chair or long term FTF member for help and advice.

- 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?

- Email & 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.

# 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?





**MONTGOMERY COLLEGE**

# 1.6 Professional Development

*Dr. Paul Miller*



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.

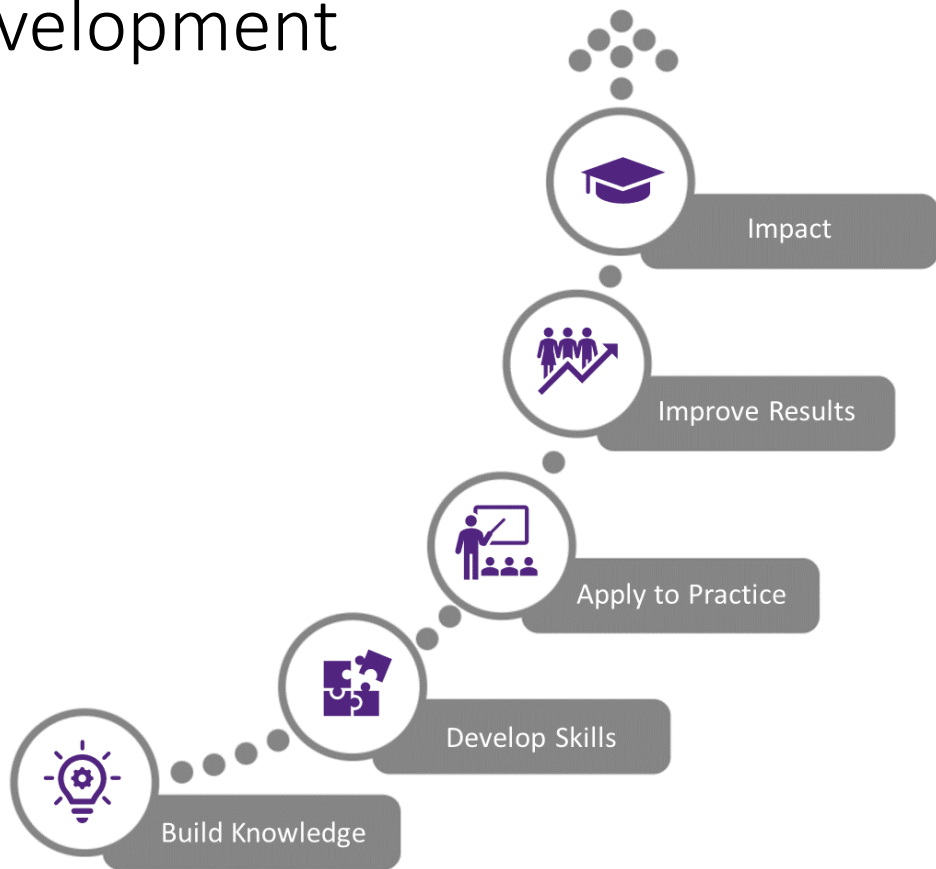


the average amount of time each MC employee devotes annually to professional development.

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  
Programs



Academy for  
Teaching  
Transformation



Career  
Development



One-on-One  
Consultation



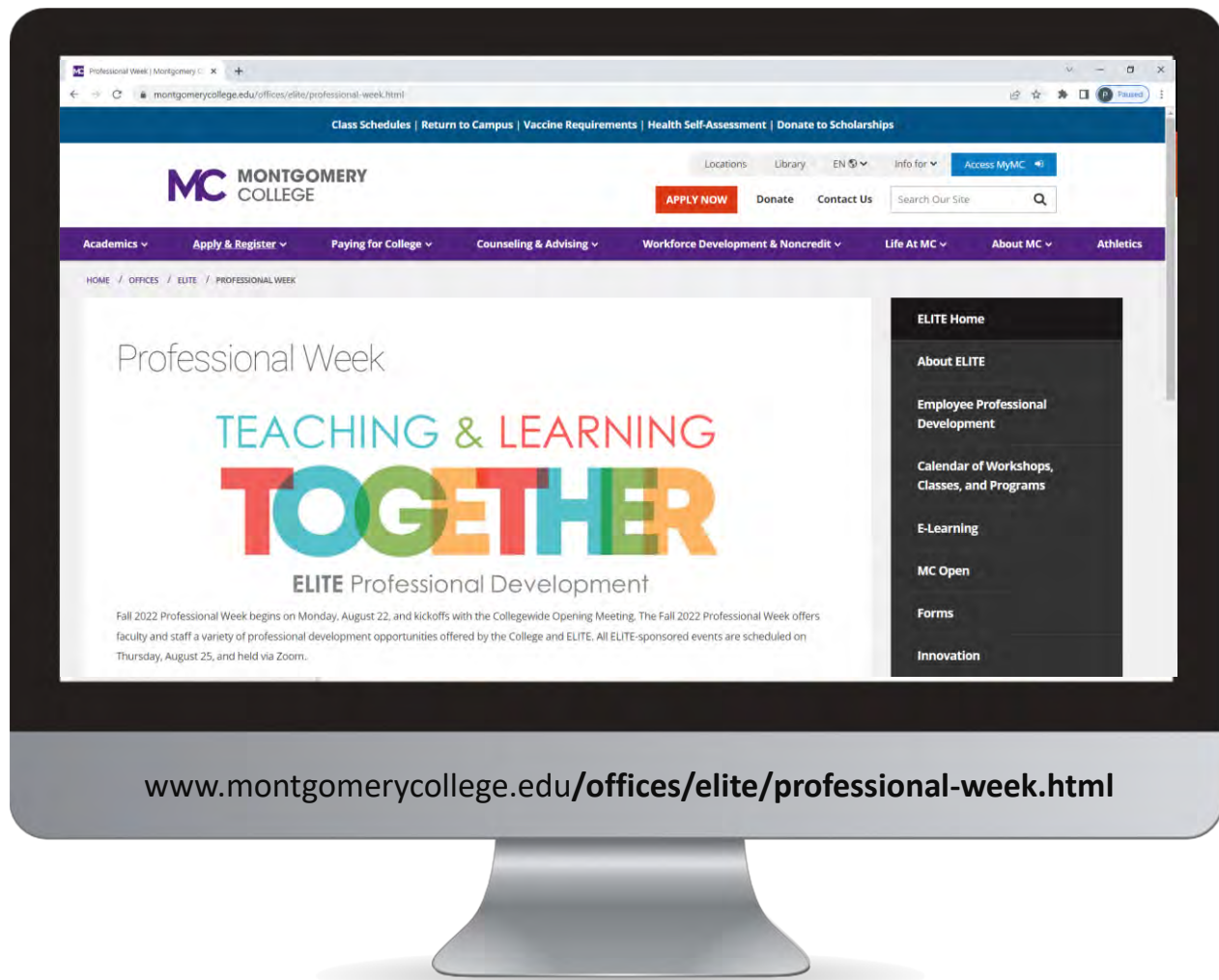
Personal  
Development



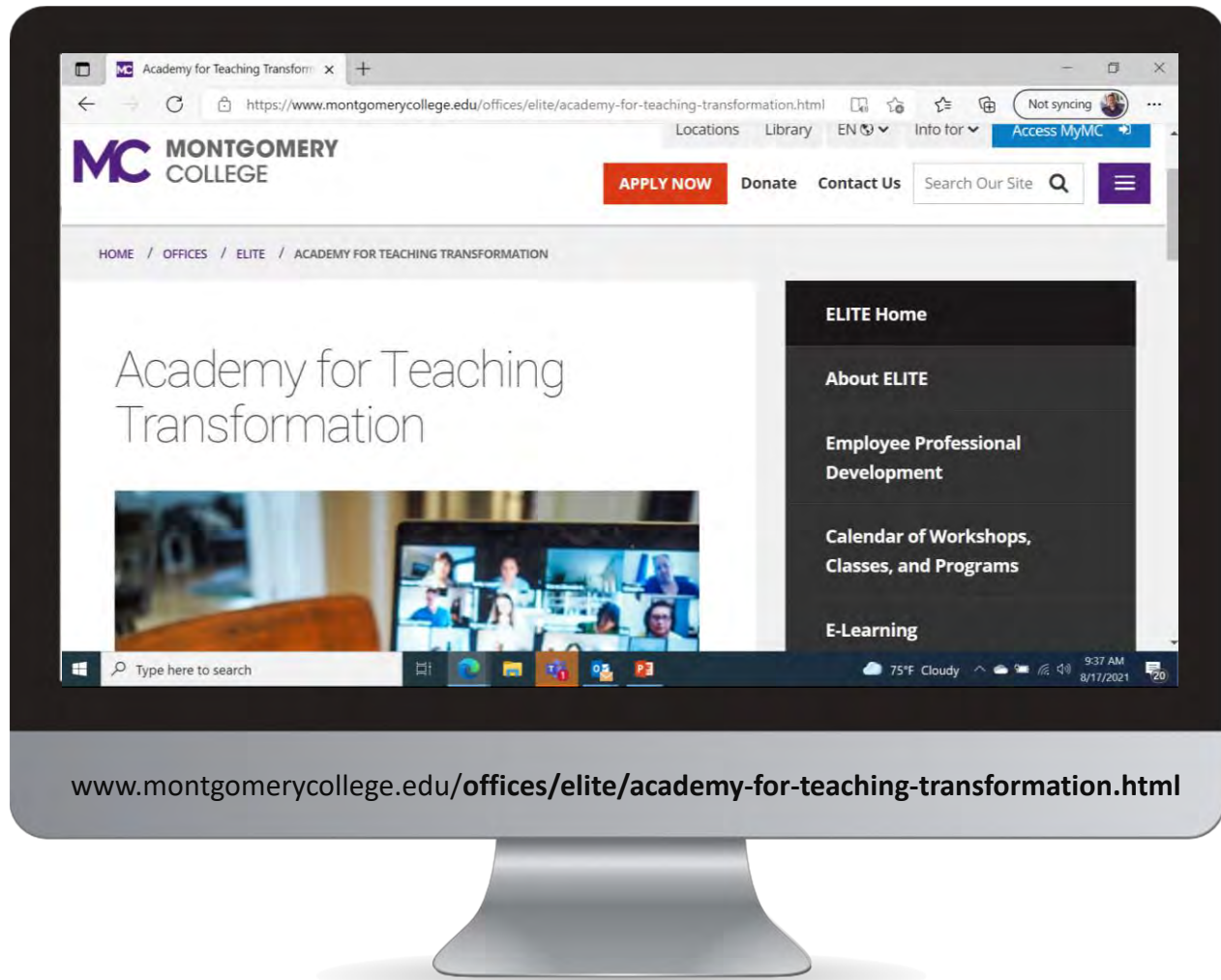
The HUB

# Professional Week

ELITE Workshops: August 29, 2024

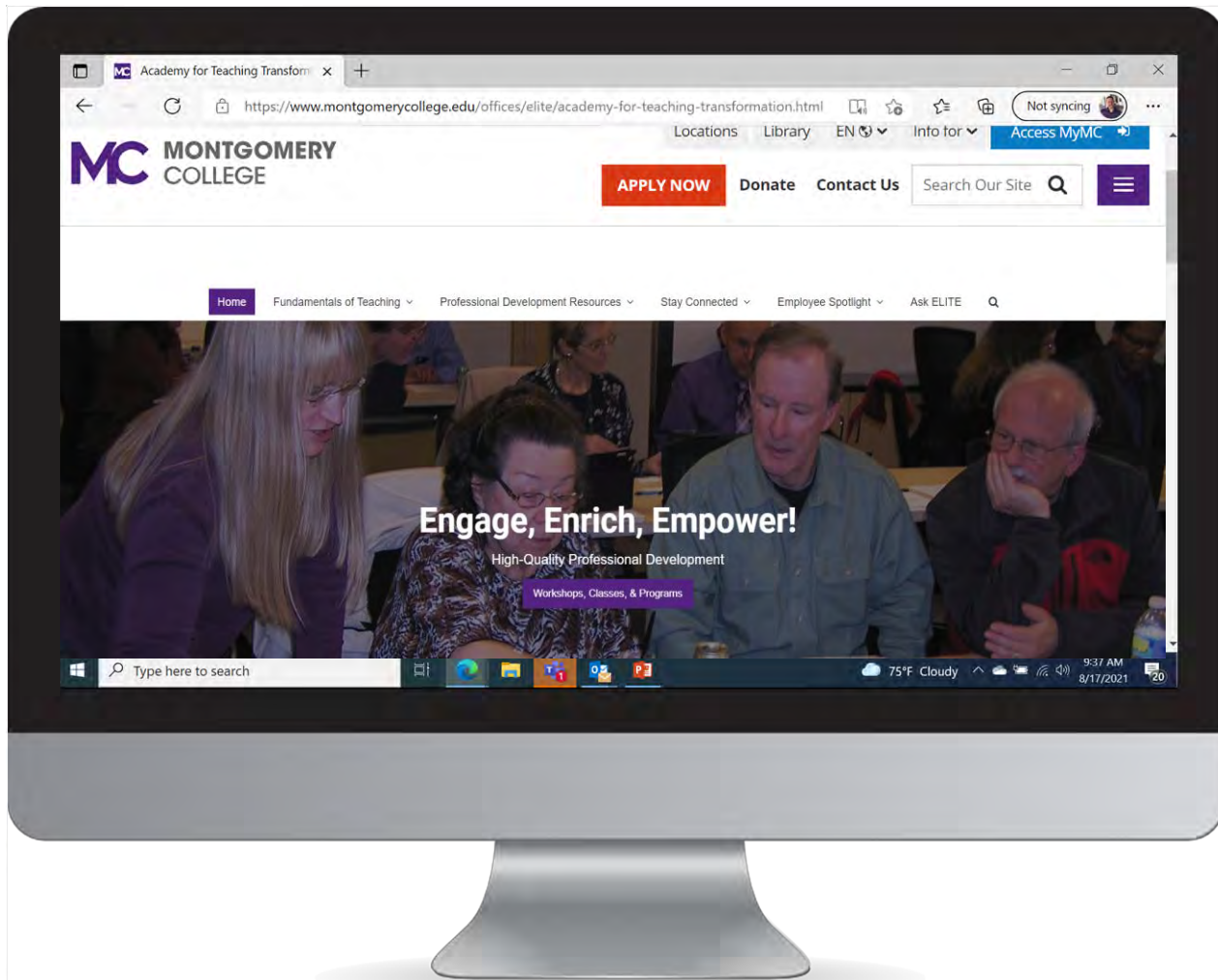


# Academy for Teaching Transformation

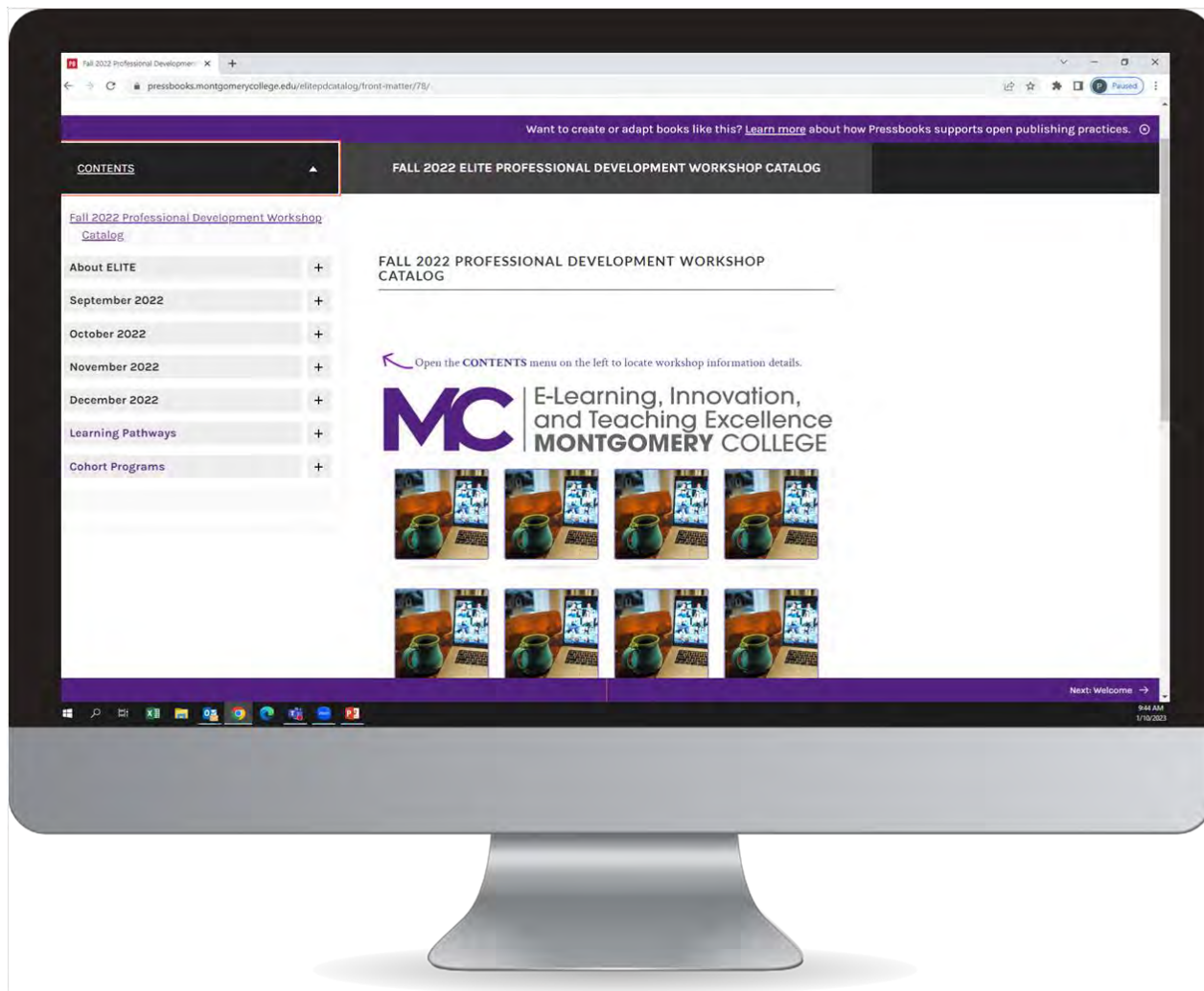


[www.montgomerycollege.edu/offices/elite/academy-for-teaching-transformation.html](https://www.montgomerycollege.edu/offices/elite/academy-for-teaching-transformation.html)

# 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



Online  
Teaching



Blackboard  
Collaborate



Digital  
Fundamentals of  
Teaching and  
Learning



Common Course  
Training



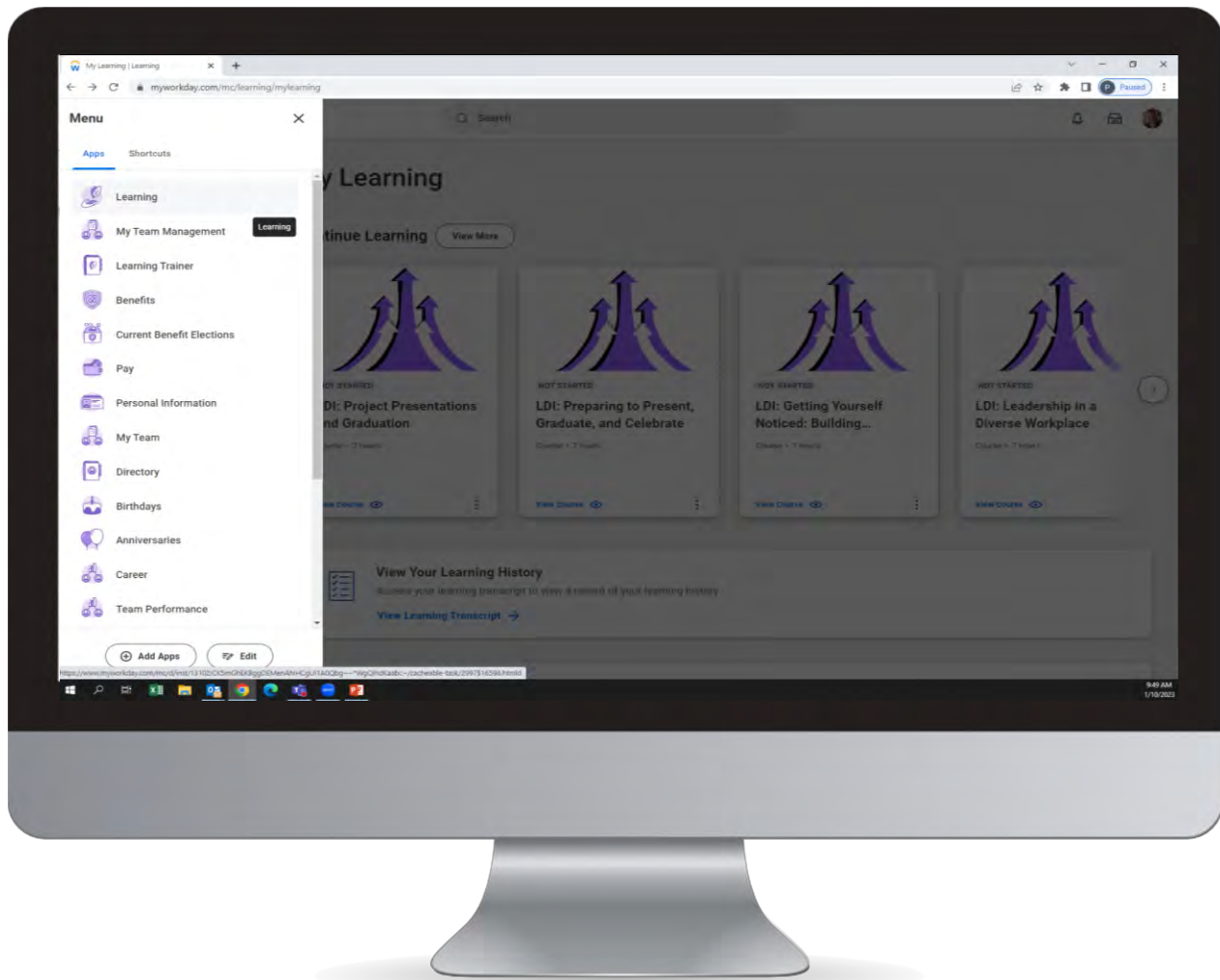
Open Educational  
Resources (OER)



Instructional  
Learning Pathway

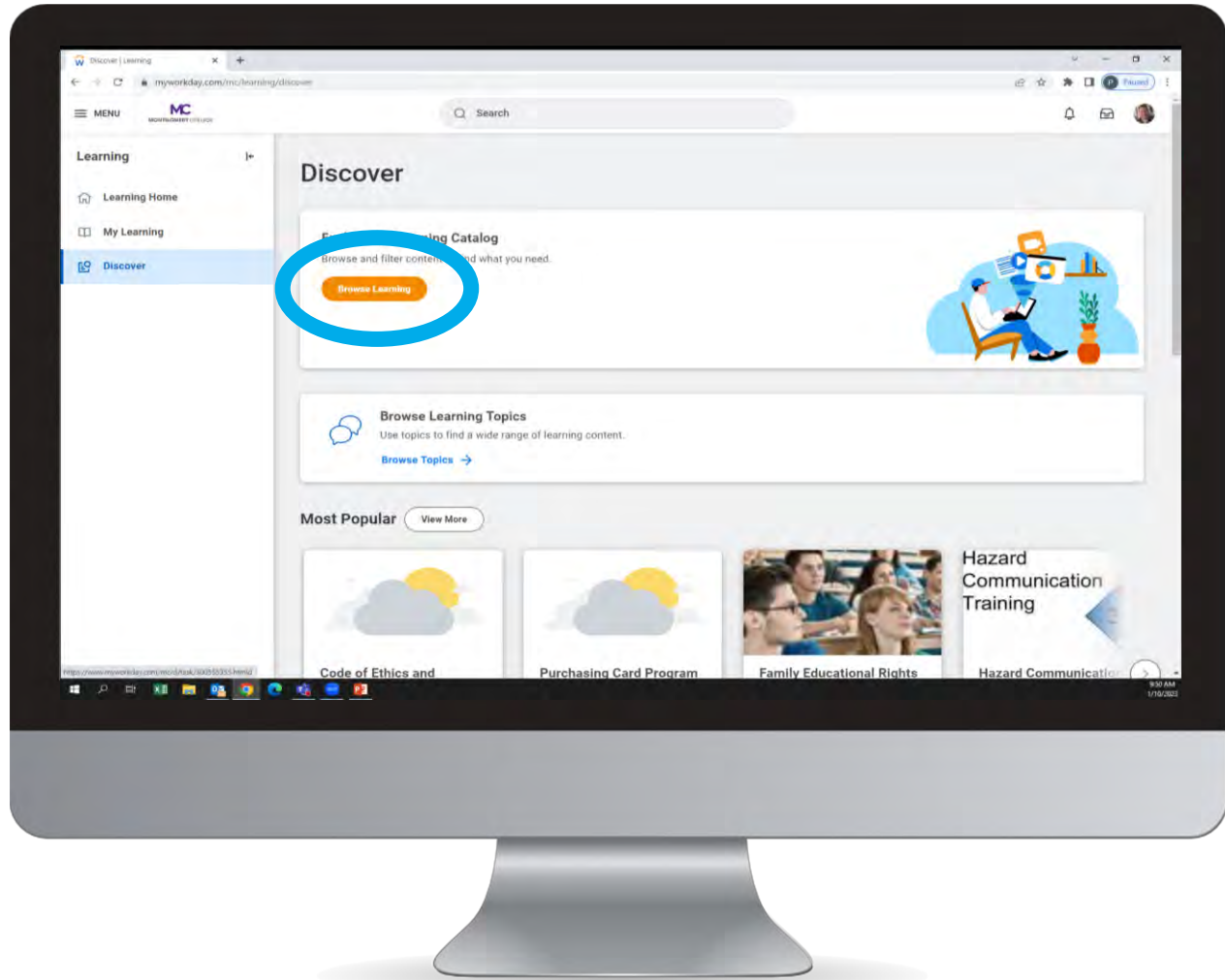
# MC LEARNS

through Workday



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through Workday



# QUESTIONS

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# 1.7 DSS

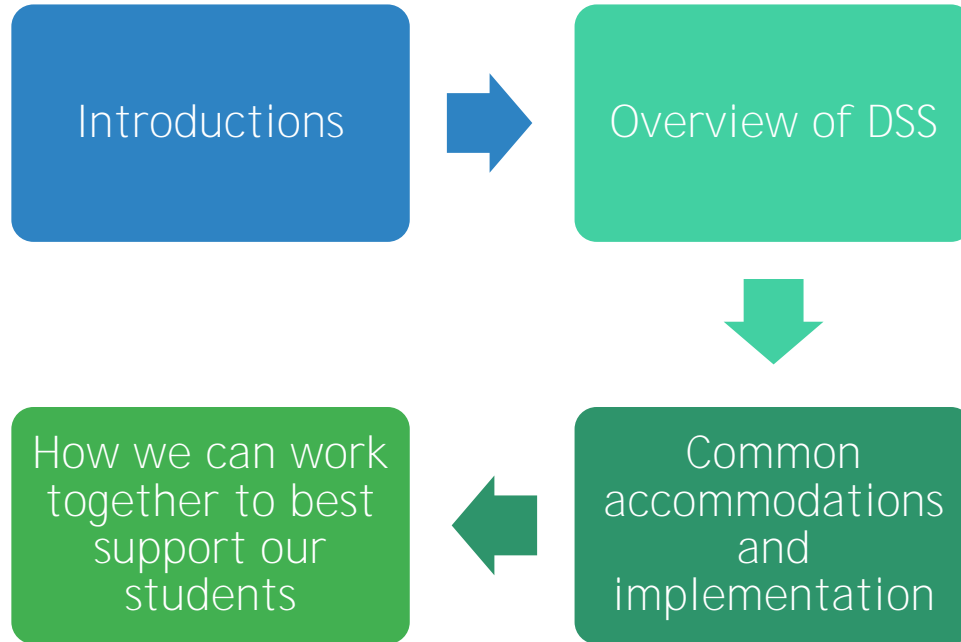


# Disability Support ▶ Services Info Session

Mr. Brandon Fowler, Interim Collegewide Chair, DSS

Dr. Melissa Scarfone, Counseling Faculty, DSS

# 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
- ▶ Brain injuries
- ▶ Physical and medical disabilities
- ▶ Vision and hearing impairments
- ▶ Temporary conditions (broken arm/leg, concussion, **etc...**)

# Accommodations

- ▶ What are reasonable accommodations?
  - ▶ Changes to the learning environment that help students with disabilities *access* the curriculum and participate in learning.
  - ▶ Required by law (ADAAA and Section 504 of the Rehabilitation Act)
  - ▶ Remove institutional barriers to provide access to the curriculum (do not guarantee success); level the playing field - do not provide unfair advantage.
  - ▶ Accommodations foster a diverse and inclusive academic community where students with disabilities are valued and have the opportunity to contribute fully
- ▶ Students with accommodations must do the work just like any student without accommodations
- ▶ Examples of accommodations (not an inclusive list)
  - ▶ Extended time on tests
  - ▶ Reduced-distraction environment (tests)
  - ▶ Access to notes
  - ▶ Flexibility with deadlines or attendance

# Accommodations, cont'd

- ▶ Professor is NOT expected to:
  - ▶ Change or adjust assignments
  - ▶ Change or adjust course content
  - ▶ Provide specialized or individualized instruction
  - ▶ 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
- ▶ All student must abide by the Student Code of Conduct. Disability is never an excuse for bad behavior (plagiarism, acting out in class, etc.)

# Accommodations: Key Takeaways

The goal is to reduce or eliminate barriers to learning without altering the essential requirements of a course or program.

Accommodations should not

- ▶ Compromise academic standards
- ▶ Provide an unfair advantage
- ▶ Guarantee student success (they guarantee *access*)

# 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, limited counseling and advising—**These are NOT accommodations**
- ▶ Accommodations are not retroactive
- ▶ DSS provides 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
  - ▶ Discuss how the accommodations will be implemented in your class
  - ▶ Recognize that not all accommodations may be used or apply to your course
    - ▶ How do I know?...ASK the student
    - ▶ If the student indicates that they do not want to use an accommodation, confirm via email



# Common questions

- ▶ How to implement the access to notes accommodation?
  - ▶ Lecture notes/PowerPoints available online
  - ▶ Peer-notetaker
  - ▶ Digital Recorder/Smart Pen
  - ▶ Recorded Zoom session
- ▶ How to implement an assistive technology accommodation?
  - ▶ Kurzweil (Text-to-Speech technology)
- ▶ Universal design vs. accommodation?
  - ▶ Am I covered if I use universal design strategies?
- ▶ How to implement flexibility with deadlines/attendance?
  - ▶ Requires an implementation plan

# 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)

\_\_\_\_\_

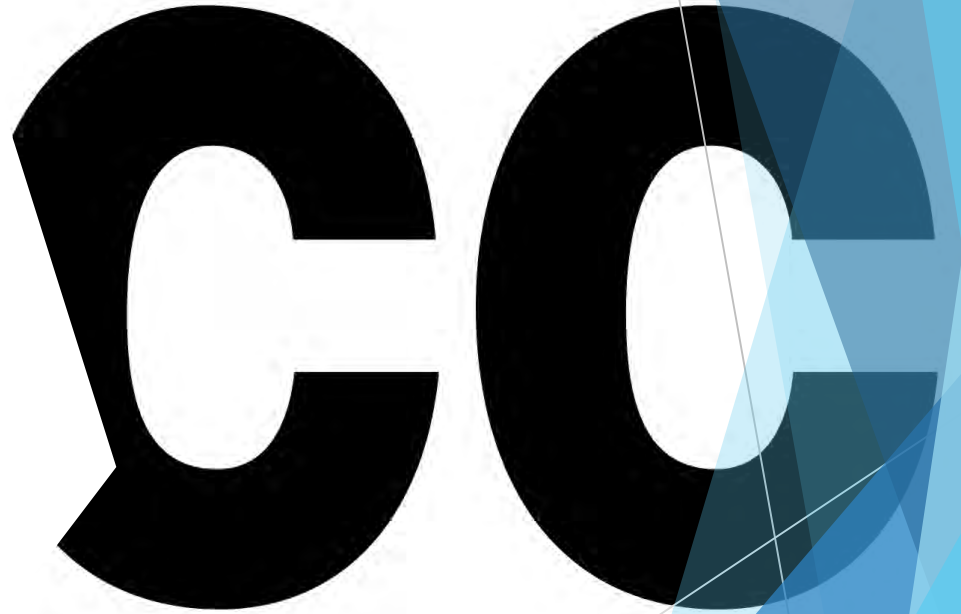
Please send to the form to the DSS counselor for review. Upon review and discussion with the instructor and student as needed, the DSS counselor will provide completed forms to all parties.

*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**

- ▶ All 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



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

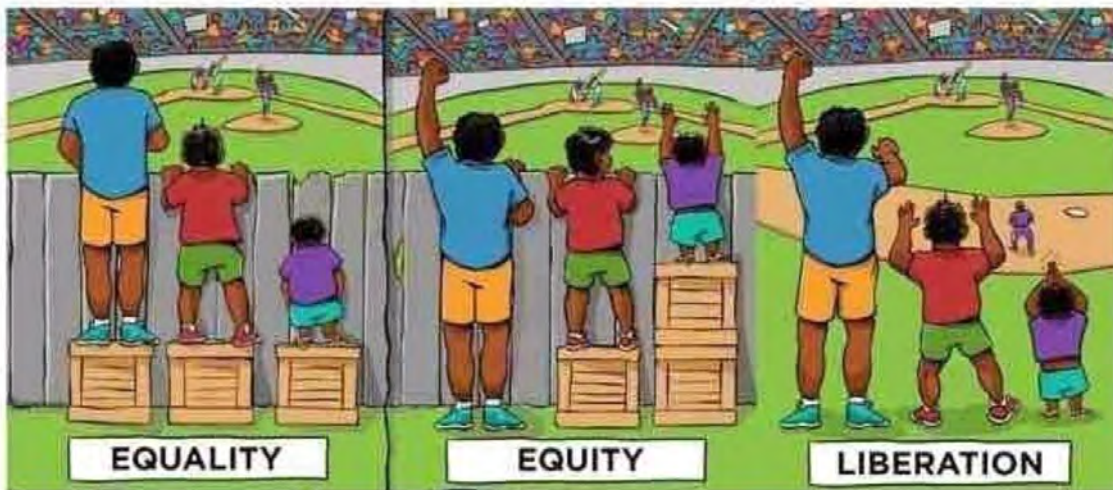
- ▶ Timely communication is essential
  - ▶ Send materials as soon as possible for captioning or alternate format conversion
  - ▶ Respond to emails from the DSS faculty/staff
- ▶ Avoid negotiating an accommodation, instead contact the DSS counselor if you have questions or concerns
- ▶ **Do not tell a student they don't need extra time for testing, ignore an accommodation, ask about their disability/diagnosis, or 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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