

Issues Related to Classes Offered by DSP&S (vis a vis, COVID 19)

OVERVIEW:

Issues Facing Both Student and Instructor in Educational Assistance Classes:

Note: Classes offered by Disabled Students Programs & Services are officially called “EACs,” or Educational Assistance Classes, although campuses may use a variety of course names. Per Title 5, they must reflect 51% enrollment by DSP&S-identified students yet be open to all students. These courses may provide academic support, technology instruction, self-regulation, career / education decision-making skills, etc.

1. Forced choice to go online and/or to remote instruction
2. Lack of guided transition (little opportunity for this)
3. Technology
 - Having both the equipment and the expertise/comfort level.
 - Having a reliable connection and conducive “home” environment
4. Lecture or Lab: Format of the course impacts portability to “online” / “remote”

I. ISSUES FACING STUDENTS:

1. Readiness, both technological and in verbal / reading comprehension levels
2. Time-management, self-pacing and self-monitoring skills
3. Missing the in-person contact with instructor, classmates, and any support personnel; loss of community
4. Anxiety and/or residual “school based shame”
5. Challenges / conflicts posed by the needs of family members
6. Time-lag between questions to the Instructor and the Instructor’s response
7. Loss of kinesthetic / tactile learning opportunities (Learning Styles issue)

8. Modality loss challenges, such as low vision, hearing problems, second language issues which may make online learning more difficult.

I-A. Resources / Support Available to Students

DSP&S website (local by campus) Note-taking strategies, how to make appointments, easy “door knocking” to reach DSP&S Counselors/ Specialists, information about accommodations, High Tech Center training, DHH services, Alt Media, and LD Assessments, etc.

- COVID 19 Task Force Website
- Student Health Center Offerings: ongoing support groups and resources for pandemic-related anxiety or stress
- Scholarships: ongoing awards process during COVID 19
- Tutoring resources through the campus and other free tutoring options
- Emergency Fund through the College Foundation
- Technology loans, as available, from the campus
- Information re: free Internet sources

II. ISSUES FACING INSTRUCTORS:

1. Unrealistic expectations of ourselves for technical acumen
2. Possible need to redesign / reconstruct a course, keeping accessibility and UDL foremost in mind (Universal Design for Learning)
3. Grief at the loss of students who may seem “MIA,” and re: loss of colleagues
4. Challenge of using Canvas: short notice and with little experience / proficiency
5. Self-doubt re: possible lowering of standards for a passing grade
6. New methods for constructing / administering tests

7. Challenges related to moderating class discussions in real time (how address lab time)
8. Discomfort with new role or with students' possible perception of instructor
9. How to maintain a sense of community in courses including student-to-student interaction

II-A. Resources/Support Needed

- Professional Development
- Technology Tools
- How can DSPS support our students and ourselves as instructors in the online and/or remote instruction environment?

III. Issues re: the Delivery of DSP&S Accommodations & Services (vis a vis, COVID 19)

Note: The official name of DSP&S is Disabled Students Programs and Services, although a variety of names may be used at different campuses, such as Access Center, Special Resource Center, etc. DSP&S serves students with disabilities in the following areas: mobility, mental health, vision impairment, hearing loss, learning disabilities, intellectual disabilities, brain injury, ADHD, Autism Spectrum, and other health impairments.

1. Existing / continuing students—how to serve and to alleviate their concerns (what skills honed in college that made them focus as students - not as “special”?)
2. New / incoming students—how to serve and to provide orientation to DSP&S (what is the new norm?)
3. Questions / concerns from affiliated partners, such as high school personnel, universities, parents, advocates, agencies, etc.
4. Logistics: appointment-making, forms, documentation, alternate media
5. Confidentiality: how to maintain

6. Ongoing partnerships with Instructors outside of DSP&S and with other offices and programs:
 - Students are not just in one demographic group (multiple areas of support)
 - DSP&S can support faculty in creating courses that are accessible for all students (universal design, etc.)
7. Plans for updating files once a return to campus is possible

III-A. Resources/Support Needed

- Professional Development
- Technology Tools

Further Resources

[CCCCO Accessibility Center](#)

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