AACC
GoToMeeting Webinar
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The broadcast is now starting attendees are in listen only mode.

>> Amy: This is Amy Bortmes the director of Internet technology at AACC. We will be getting started with our webinar providing access for students with disabilities at 3:30 exactly. So we will be right back with you. In about four minutes. Thank you.

Good afternoon everyone, welcome to today's webinar providing access for students with disabilities. We will be getting started in just a moment. I just wanted to make a couple quick housekeeping announcements before we begin. First of all my name is Amy Bortmes an ACC Internet director of technology and wanted to let you know we are recording today's webinar and we will have it available on the AACC website tomorrow.

So should you want to go back and refer to anything feel free to do that.

Also throughout the webinar you can submit any questions or comments or technical issues you may be having through the questions or chat feature. So feel free to do that.

I also wanted to briefly mention that we have live captions available via the link that is on the title screen that you're looking at right now.

So with that it is my great pleasure to introduce my colleague Dr. Kevin Christian who is AAC's director for diversity, inclusion and equity, Kevin.

>> Dr. Christian: Good afternoon everyone and welcome to providing access for students with disabilities. AACC's webinar for today, Tuesday, April 28th, 2020. On behalf of the president and CEO of the American Association of Community College, Dr. Walter sends greetings to each of you. We are definitely living in unprecedented times. All of us on this phone call and throughout the world have been affected in some form or fashion by the COVID-19 pandemic.

Today we are going to talk about a special and did verse population that all of our colleges have. Students with disabilities. We are also going to be looking at the College of Southern Maryland which is in La Plata, Maryland a few miles right outside of D.C. to talk to their ADA coordinator, Ms. Glennis Daniels Bacchus to learn what her college did as a result of the COVID-19 pandemic. And how they worked with their students with disabilities in making the transition.

As my colleague Amy Bortmes indicated before, this webinar will be available for those who are deaf and hard of hearing through closed captioning and the website is right at the bottom of slide one. We will also send it throughout the chat to all the participants.

Hello, Kevin?

>> Okay looks like we are having some audio issues with Dr. Christian's audio feed. Give me just one moment everyone. Please. And we will be right back with you. Kevin, can you test your mic for me, please?

>> Amy, can you hear me?

>> Amy: I can. So we are back. Please go ahead and go forward as soon as you can.

>> Kevin, we can hear you, go ahead.

>> Hello Kevin, I'm not able to hear you guys.

>> Okay give us one second. Kevin can you test with me now, please.

>> Dr. Christian: Amy, I'm on, I can hear you but the slides are not forwarding.

>> Amy: Okay it sounds like you just have a little delay in your computer so please go ahead and continue now.

>> Dr. Christian: Okay.

I do apologize to all of you for the issues with the slides. We will make sure that you get a copy of the slides. What I would like to do I would like to introduce my colleague Glennis Daniels Bacchus the ADA coordinator in Maryland, which is in La Plata Maryland, Glennis welcome.

>> Glennis: Thank you, Kevin, and this is quite interesting because these are some of the issues that we are going to talk about today in terms of what happens to our students when they are in a remote environment. So we are seeing some of it like right now.

Okay so go ahead.

>> Dr. Christian: Now with that said, since we cannot get the slides to advance and there are technology issues what I would like to do is start by asking you a few questions and if you don't mind would you just tell us briefly, tell us a little bit of the College of Southern Maryland.

>> Glennis: We are located in Southern Maryland and actually we are in three counties. We are the main campus is in La Plata. We have a campus in Prince Frederick, in the Leonardtown county campus, St. Mary's and a regional campus which is in Hughesville, Maryland. So there are four campuses in addition to a velocity center that is also in La Plata. We have about 23,000 students which includes credit students and continuing education students. So that is our student body. We really are regional campus and we absolutely respond to the needs of the region.

>> Dr. Christian: Thank you Glennis once the college made the decision to move to the online delivery format how were you advised of that process?

>> Glennis: One of the things is really good and even though we are four different campuses I'm at the main campus as the ADA coordinators of disability support services I'm at the main campus. And I'm very much involved in a lot of once it's dealing with access issue and I'm at the table or my VP or director is at the table there too. So we are constantly bringing up access issues once a situation arises. And one of the things that we were able to do at that time was basically start looking at, okay, in this

situation, what are some of the things that we need to be doing and that was very good because from the president's Council which included my VP and other VPs they were able to start looking at that information and sharing that information in communication with absolutely rapid and very concise to us.

So in that communication, looking at every aspect of the areas that would be impacted, the students would be impacted and staff as well. So from that preparation came -- they developed a response team. And the team basically was broken down into three parts. Really looking at student recovery, student issues and also looking at faculty. Though that was the first thing that was done.

From the operation's team they developed and actually launched a student feedback just for this. Actually it's going to be for everything else but they adapted to look at issue for the students, to look at issues related to COVID.

Then the academic affairs and distance learning again, looking to get us working together as a team what do we need to do and what does DSS need to do in all of that disability support services office. So with the academic affairs and the distance learning in conjunction with all of the communication that was going out, we met, had a conversation and to figure out, okay, we need to be up loading information to the faculty. So that as we go into remote learning, what are some of the things that they need to be mindful of? These are some of the faculty may not have taught online before, some of them may have taught you're moving from the development of an online course to immediately going into -- bringing a face-to-face class online and there are challenges there.

So reminding them of captioning. Reminding them of accessibility. Reminding them of that and that was done in conjunction with the academic affairs and distance learning team. The student affairs team actually worked with again with part of the response in terms of how do we reach out to the students. Students. How do we get information to the students. And for the disability support services office what we did we start calling the students who are vulnerable, most vulnerable of the students and then sending out e-mails to those students. And to make sure they are aware of what we are doing and you know making sure that they are in the loop. Making sure they don't feel they are left out or you know they are falling behind.

And what I have to be thankful for is the whole community coming together to make sure these things are being addressed from the president's office and her team down to everybody in the weeds.

So for the disability services support office my team because we are as I said earlier, we are four campuses so there is one staff member on each campus. So it's bringing everybody together and making sure that everybody is aware of okay we are in a new environment and what do we need to do. What are some of the things that we have to have on hand if we have -- to be locked down. What do we need to be able to take home? How do we need to get in contact with the students? What can we do

online? And then get that information also to our IT folks to say, okay, we need for you to move some stuff in another format so that we can actually learn how to reach out to students in a different format or reach out to students in a different format.

So it was learning, because we were also learning how to use different technology to be able to reach the students as well.

>> Dr. Christian: Glennis this was done as you indicated this was done rapidly.

>> Yes.

>> Dr. Christian: This was done fast and quickly by your leadership for a very diverse group of students that report directly to your office. Can you talk more about some of the steps that your office took to notify your students that you work directly with?

>> Glennis: Okay, so the first thing that we did as I said earlier is, we started e-mailing the students. So we sent out e-mail to the students and then for some of the students we actually did -- we made phone calls. Then we -- so that was the first information. And also making sure that the students are aware of where to look for additional information as it was being rolled out to our COVID team.

So that was one thing.

And then the other part of it is making sure for those students who were currently in taking classes, that was the collaboration also with the distance learning to say hey we have student especially in the more high level classes the math and sciences making sure the faculty is addressing accessibility, making sure that what everything that they are teaching style synchronous, what needed to be done there. So we worked together with the distance learning to get that information uploaded to the learning management system and then for the -- so the students would have that information as well.

In addition to that, we developed a Q and A for students that actually was pulled up on to our website. And the students were able to -- so we list questions and answers that students can possibly ask with an option of if they have additional questions what to do. And again making sure you can contact us, you know, you can contact us by e-mail. You can contact us by phone. And what our workday would look like. And it was able to help. That is another way we contacted the students.

We partnered with the department chairs to actually help them work with students that we knew may have some significant issues, moving to this online environment. Especially our blind students and deaf students to make sure that, okay, this is what may happen and how do we work together.

So those partnerships that were developed before all of this absolutely played a critical role in how rapid we were able to roll information out and also how rapid we were able to address some of the issues.

>> Dr. Christian: With that said again and I appreciate you sharing that with us, at your institution can you discuss the accommodations process and what changes your institution has implemented to make sure that the issues of accessibility were met for all of the students that fall under your per view?

>> Glennis: Okay, so what is the process for receiving accommodations. So typically the students they contact our office. They identify as having a disability. They go through an intake process. Part of it is online in terms of the forms but then we do a face-to-face intake usually.

To respond now to students who may need to seek services that may not -- that of course we are not there, that would not be able to come to campus we had to then move all of the intake process to online and then zoom meetings to do intake for those students.

We also had to relax the requirements for documentation because we were also aware that especially new students may not have, may not be able to get the documentation that they need. So we actually had to adapt what would be acceptable as documentation to us.

So part of the intake would be walking the students through the type of disability that impact of their disability and also adding the impact of their disability as they see in this remote environment.

So we took what we -- what they had, whatever they had and then we actually worked with them to sort the rest of it out to get that.

Then of course then you develop the accommodation plan that was basically sent to the student and the faculty.

So the one part that we had to really amend was really the documentation that was needed as well as how we were going to get the information to the faculty and the student and we were able to do that as well.

>> Dr. Christian: Can you share with us how that was done?

>> Glennis: The accommodation plan.

>> Dr. Christian: Yes.

>> Glennis: The accommodation plan again we sent out information to the student and the faculty simultaneously so both the student and faculty would get an e-mail and get that information there.

Now, one of the things that we have to and we have not hit that yet our students who may not have access to technology, so and that is something that we can talk about later. So for the students so far, we were able to get that information out to them via e-mail, send that information out to the faculty, have discussions. And if we needed to have discussions with the faculty, we were able to do that. And if we had to have a meeting, we were able to do that as well via zoom.

So we actually incorporated the use of zoom as part of our intake process and accommodation.

>> Dr. Christian: Once your college made the decision your office was responsible for contacting each one of the students that fell under your department to let them know that the college was making a move to completely online format. Once that was done, what were some of the responses that you heard back from your students?

>> Glennis: Again, in this time we have a lot of information the students were getting, they are getting information from the department, they are getting information from their faculty, they are getting information. So you had pretty much information overload at times from the students. So making sure that we check in with them weekly like for example every week we will send out information to them okay where are you, how are things going just let us know if things are going well, what are some of the issues. So they are giving us the feedback from that perspective.

And what we are finding out is basically now the impact on certain types of disabilities. The impact on students with seizure disorders. The impact of students with attention deficit disorders. The impact of students that may be blind, that is blind or low vision. In a science course. So there are things that the students are dealing with that they share with us. And they have multiple modes of sending that information. So they can get in contact with us directly. Then they can get in contact with us via our feedback that is on the college's website. And that there is a triage so it goes from accessibility issues and it will come to the DSS disability support services office. And we can respond to that. There the college sends out a survey and it's broken down in terms of the student's need and what issues they have. So you have multiple ways of getting the information from the student. And for the most part as it comes in, we deal with those issues. And as I said it's just dealing with the issues in terms of the different impact on students with different types of disabilities.

>> Dr. Christian: Glennis, share with us how that was tracked especially in such a short amount of time.

>> Glennis: Track the information that is shared.

>> Dr. Christian: Not only that but all of your students were having their accessibility issues met.

>> Glennis: Okay, so basically -- it's basically work as usual. So if a student had an issue, they would contact us or they would come into the office and talk to staff or what have you. So everybody is basically doing that. So all of the staff is right now addressing issues that comes in or basically making sure, contacting the student, contacting the faculty. We are doing that on an individual basis as the students respond to us, as we get information from other departments or somewhere else.

So we get that information and then we reach out to the students to resolve those issues and the faculty because sometimes with those issues, with that information we may need to pull in the faculty, we may need to pull in the chair of the department, department chair and may need to pull in IT because the student may be having an IT issue.

>> Dr. Christian: As a result what are some things you found most challenging?

>> Glennis: Okay, challenging for us. It's basically the whole idea of moving and in class course to a remote learning. It's challenging for the student. And the faculty.

Because you're looking at, again, adapting a course rapidly to make sure that you meet the requirements of your course.

So that was challenging for the student.

Technology issues were challenging. We are finding out that we assume that all of the students once they show up at college, they are all set with their computers and they have everything they need and all is well. And that is not necessarily true.

So we have students who did not have -- who may not have had a computer. So part of the response recovery team we have a system where the students are able to get computers from the campus. Internet access. We are also a part of remote areas. Internet access was a huge issue for some of our students. Band width because now everybody is at home and everybody is absolutely on the computer for parents who are working and those are issues that the students were having so we were trying to work out how we can accommodate. That was one of the create an accommodation how do we accommodate the students when everybody is at home and they need to be on the computer. They need to take their classes. So we worked with the faculty and can you -- can the student take an exam later in the evening when everything is quiet or earlier and work that out with the student and the faculty and that was one of the things that we had to do.

The students are also including the faculty are learning how to navigate new technology. So in the midst of the stress of COVID and all of the other issues you now have to learn a new technology to do your work. So that is also -- that was part of the challenge.

Sharing resources. Everyone is at home. And you may have two computers or one that you have to now share with everybody at home. And that is something that we had to discuss with the students how that can be done.

Time management. It's an issue. Because the students are -- it's quite chaotic, you are not sure, your day is kind of disrupted, your routine is disrupted. How do you manage your time? When we get those issues, when we get a call, hey, so and so is not doing their work.

They are not paying attention. They are not able to do anything. And we reach out to the student and say what exactly is going on. And what you are hearing I'm overwhelmed. I am this or I'm that and there is a psychological issue that we actually say put that student with the counseling center. So that the counseling can do, they actually do zoom counseling with the student so they are able to help them out.

For some of our students where routine is incredibly important the disruption of routine is very, very challenging to them. And to help them to actually first it was to help them actually establish a routine in this new reality.

Space allocation. Where do I do my work? Everybody is at home. Mom and dad may need it. There is a space to do work. I need a place to study. I need a place to do my work. So you know actually discussing how do you discuss with the family a space

and sometimes you have to be really creative. You really have to be creative in terms of where that should occur. And talking to the students about that. What do you have available to you right now and what are some of the things that we can actually work out so that you can have a space for you to be able to focus and do your work? Addressing distraction. So some of the students may need a distraction free environment. Well, this is not lending itself to that. So do you have headphones that you can put on? Do you have someplace, again, finding a space where you can be alone, it may be in your garage. In the garage. Just make sure that you have a space where you can go.

Screen time. Again, you have students now that are basically on the screen, looking at screens all day long. And that can actually be a problem for the students. In terms of -- so those are some of the challenges we are dealing with and working with students again especially that is impacted by that kind of contact, with the screen time. So we are looking at can the faculty, can the student break up especially when they have to do an exam? Can we split those? And let the student do part of it, send their information in and then go back and continue to -- the exam without compromising the integrity of the test?

Science labs. This is challenging. And one of the things that we had to do is basically embed one of our electronic information team into classroom to see what it looks like for a student with very low -- that is legally blind. And using the technology to access the things that need to be done in the labs. And then coming back with ways to figure out how that can be done with -- for the student.

Stress management. Again, the students are stressed. Faculty is stressed. Staff is stressed. Isolation. You are in an environment where you are isolated. You have to be isolated. Finance is an issue. Health. Family. Parents.

You are finding out you have students who are -- not finding out students that are also parents and how do you now be a parent with a K-12 student that you need to actually now be educator for that. You also need to keep up with your job. How do you do that? Then you have the added stress of the college. You don't have a space to get away to because everything needs to be done there. So those are some of the challenges that we were able -- that was shared with us and we were able to deal with it as it was revealed or discussed with us.

   >> Dr. Christian: Glennis, I'm glad you hit on a number of areas. Can you tell us how did your office work with the faculty? Specifically your faculty in making this adjustment?

   >> Glennis: Okay, I cannot stress enough. I really cannot stress enough partnership and collaboration. And what we are relying now on if the relationships that were developed prior to all of this so we have a really good relationship with our faculty and the chair of the departments. So working with the faculty, if there is an issue and comes

up then I'm we are able or one of the staff is able to contact the faculty and know the faculty or introduce themselves again and talk with the faculty as to what is going on. If there is an issue that we need to make sure that a chair is involved in then we bring the chair and the faculty and again based on that relationship we are able to navigate that world. Easier than if we did not have those relationships established beforehand.

I'll give you an example. We had a situation where with one of the courses and I was able to contact the chair of the department. And immediately responded we can guess this is great and here is the information that was shared that my DSS staff shared with us. And the chairperson was able to say hey, can I take this information now and share it with the rest of the faculty? And that was a learning moment. That is the relationship and those are the kind of things you want to do as a DSS office so you want to establish those relationships beforehand.

We are also part of the we do a lot of accessibility testing, usability testing and be path review and it has been a tremendous boom to us because some of the things that we needed to do, that was needed was already done, reviewed and, again, working with the DLF office to make sure that anything that we can think of a quick tip on whatever needs to be changed was uploaded to the LMS. So.

>> Dr. Christian: As a result working with the faculty though when you -- when changes were being made and changes were being implemented and the students were moving to the online format did you find accommodation plans had to be modified or changed as a result of going completely online? How did your students feel? How was that communicated, if that happened? And how were faculty brought into that loop?

>> Glennis: Okay, again, working with the faculty and the students because you are looking now at accommodation that the student had, is this accommodation going to be applicable in this environment. And what do we need to do? And at times we had to review the accommodations for learning and had to bring the faculty involved to discuss, okay, this is what the student was eligible for. In the classroom. Now we are moving into this environment and these are some of the patients that we need to do. As a matter of fact when I get out of this there are a couple of them that we need to sort out in terms of changing accommodations. So the faculty are very, very they are accommodating for the most part in terms of and they understand. They really do understand so they have accommodated in terms of flexibility, of turning in assessment and accommodated in terms of understanding that the students may be in -- doing a test and the Internet went down. They are accommodating and really working and we are all working together to help the students.

>> Dr. Christian: Thank you very much. What have you found most surprising? What has surprised you about going through this epidemic and the steps your institution has taken to meet the requirements of all of your students who have disability?

>> Glennis: What is surprising. For me I think and for my staff it's basically the amount of work that is needed, so that was surprising for us.

I think we work longer hours now just to make sure that we are on top of things. The great part of it is basically the faculty being so responsive and graceful to make sure that they are working with us to help the student get through. We have gone our academic department have gone to a pass-fail. Student can do a pass-fail for this semester for courses. Or choose to and they don't have to do it for all of their classes, they can look at the classes they had the most difficulty with and choose to do that. So those were some of the things in terms of, again, working as a team to bring us through this whole pandemic.

From the academic Dean's from the Dean to the faculty, to the chairs, to everybody working together, student affairs, everybody working together to get through this. Go ahead.

>> Dr. Christian: Are you in contact with the other departments throughout your institution throughout your day?

>> Glennis: Oh, my gosh yes.

>> Dr. Christian: Okay.

>> Glennis: I'm part of the student engagement department so we have I just came out of a meeting around 1:00 today so we do. And then with the other department, the other academic department, we are part of some support services that is coming through the academic department. Like tutoring and all of those things so yes, we are in contact with all of the departments.

>> Dr. Christian: Were there any courses at your institution that did not go to a complete online format? And if so, how were students that may have been a part of that accommodated?

>> Glennis: I am not aware of any course that was not totally, that was not made available online. I think I will hear that later. The ones that I think we were most concerned about were basically the science courses. And they were able to make adjustments and go online. So those were the most concerning for me.

I don't know if any other course that was not.

>> Dr. Christian: Glennis, and one last question and then I'm going to turn it over to Amy to open it up to our panelist for questions. Q and A session for questions that participants may have for you. But my last question for you is: With everything that you have gone through especially over these last two months and everything that is involved in all of the intricate details you do as a part of your job and in working across the board with your institution and working with students that come with such intricate needs and the accommodations and everything that they have to go through to make sure that their learning is met, what recommendations would you give to colleagues that also work with students with disabilities as we continue to go through this pandemic and

everything it has done to make us look at how we address the learning styles and the learning needs of this particular population.

>> Glennis: I think the first thing that I would want to recommend, if you do not have -- to improve visibility of the disability support services office or whatever, that is key. Everybody on campus needs to know that, one, that individuals with disabilities part of the diversity initiative. And inclusion of those of the students is important. And therefore, having a student with a disability on campus impacts whether it's academic or it's student services or what have you so making sure you are visible. As you said, Kevin, at the table. And if you are not at the table make sure that you have advocates talking about disability issues.

And it's a journey. It's not something you can do immediately. For where we are now with collaboration, it is basically it's baby steps. And I will share one of our faculty came to me about five years ago regarding an access issue and we talked about it. And that faculty became really great advocate for disability support services in that department. And it was basically those connections.

Learn to invite yourself and be okay if you are not able to, to meetings. And if you cannot go to those meetings say do you know what hey guys, I know that I'm not able to attend this meeting but please make sure that this is an impact, this will impact disability support services. Making sure that part of the role of disability support services also and visibility is making sure you are sharing pertinent information with the leadership.

So in doing that you are also making -- you are also bringing the whole issue of disability to the forefront of the institution.

So those are some of the things that -- that is one.

The collaboration is important. Collaborating with the department, with each department, to make sure and start with the chairs. Start with the chairs. So that you can -- they have at the College of Southern Maryland we have presemester meetings and we are part of the faculty training on presemester meetings. If you need to just go over with a cup of coffee with a chair and have a conversation, sit down and talk to that person so they know who you are so when you have an issue you are able to actually reach out to them.

And the same is true for faculty sit down and have a conversation. Sometimes the faculty just come and sit down and chat and we have a conversation and sometimes it has to do with disabilities, sometimes not. But make sure you are welcoming and not using a hammer to bash their heads with. You need to follow the law. Because the first thing you do is you erect a barrier. If you allow the faculty and staff to be invited to your space, and let's -- let them see you are a part of this whole -- the whole process of getting a student in and out of the institution, you are a part of it, of the network. That is good. That is what I would do. In terms of that. Did I answer the question fully?

>> Dr. Christian: You did, thank you very much, Amy, are you there?

>> Amy: I'm here, can you hear me all right? Dr. Christian: I can. I was wondering if you can open it up for question and A for Glennis and I.

>> Amy: Absolutely. I have a bank of about four or five questions in the cue and I would encourage anyone else that is interested in posing a question to Kevin and Glennis to go ahead and use the chat feature or the question team on your screen to submit those questions and we will get them read.

So without any further ado question number one. With access for DSS students being online now, do you have more interaction with parents in a way you normally would not have due to FERPA?

>> Glennis: Yes, I do. We do. And that is something that once the student is there and a student is part of the conversation, then we just allow it and then it is fine. Yes. We are seeing a lot more students engaging.

>> Amy: Okay, the next question is from a faculty member and he says I'm faculty, are there any tips I can get about moving online? It looks as if will be online through the summer perhaps fall.

>> Glennis: Okay, the -- if you have a distance learning department, that would be -- you can start there. If you send your information, I'll be happy to, not today, but I will be happy to sent you the resources that we have and the tapes that we share with our faculty.

>> Amy: I will make sure you get the contact information for the folks that have submitted a question.

>> Glennis: Okay.

>> Amy: So the next question is how is your office involved with reenrollment efforts for summer and fall? Have there been any strategies that have been fruitful?

>> Glennis: Reenrollment. So actually that was a discussion in our division meeting this morning or earlier today. So for us it's for the DSS staff and folks is just to reach out to those students who are having problems and who may think that online environment is not good for them, it's not something that they feel comfortable with. So what the staff, the disability support staff decided that we are going to do an onboarding for the student program online.

And we do that for incoming students any way. We just move it online. And talk to the students what it means to be a student in an online environment. How can you function. It's going to be different. Making sure they understand. This is going to be different from a remote which has to be put together quickly to an online environment which is basically thought out and it would be no different than if you are taking an online class. So work with those students so that is part of the things that we are intending to do. To reach out to our students, to walk them through what an online course would be as opposed to remote learning. And help in that way with reenrollment for the summer and for the fall.

>> Amy: Okay, the next question is what would you advise colleges to do to prepare students on the spectrum for the uncertain end of spring and summer 2020 classes? I worry that they will be frustrated by our inability to confirm class styles of instruction when we might come back et cetera.

>> Glennis: Okay, and this is basically one of the students in terms we talk about making sure structure and routine is clear and clear guidance is given to them. Those students would be part of our onboarding. We also have a group called empowering students to achieve. And it is basically it was started for students on the spectrum and just you know to address social issues to make sure they feel connected to an institution and what have you.

So again doing a special outreach to the students on the spectrum. And actually doing more and intensive onboarding for them. To make them comfortable. And also at this point making sure that we are able to let them know it is going to be -- it is going to be online for the summer most definitely, I'm not sure for fall. But definitely that it's going to be online for the summer. Walk them through what that would look like. And again keeping in contact with the student, consistently so they make sure that you're not, again, sending information a lot and it changes quickly. Wait until it solidified and share that information with them.

So first we will start with students on the spectrum and what is going to happen in the summer and we will address that.

And then we will talk about later we will talk about what will happen in the fall. Once all of that has been sorted out.

>> Amy: Okay, the next question is: I know many institutions are considering pass-fail. As I think about the future impact of that, I feel that the implication is more negative than positive. How is the pass-fail system going to work with those disciplines that require a B when a student who has a C can elect pass-fail? This is just one example.

>> Glennis: Okay, so the pass-fail option that right now it was basically again respond to the COVID. And being aware of the fact that students may be transferring to four-year indication and may be graduating and transferring to a four-year institution so would they accept pass-fail and working out an arrangement with the four-year institution to make sure they would accept the pass-fail grade.

It's more of from the academic end. I know this is an option in terms of all of the issues and implications for that moving forward. I am not able to speak to that clearly. But I think given that this is a national issue, I would imagine that there is a lot of grace going to be given in terms of this.

>> Amy: Okay, the next question reads: How is your office working with students that have requested a note taker for the seated class but are now in an online learning environment?

>> Glennis: Oh, that was basically we embedded. We have to embed a note taker for a scribe into the classroom. And that was basically again, working out how that was going to be done, through the faculty and the department chair because now you are changing the dynamics and now online and then with the rest of my team the EA or the DSS team it's figuring out how it could be done.

So we were able to do that and embed the scribes in there.

>> Dr. Christian: Does your department pay for that?

>> Glennis: For a scribe, yes.

>> Dr. Christian: Okay.

>> Glennis: So now and I'm glad that you asked that. So we do pay for that. And we have the scribes go to training. They are trained so now to our training for the -- for the summer and fall we are going to actually talk to at the training manual be in an online environment, working in an online environment.

>> Dr. Christian: Thank you.

>> Amy: Kevin, did you have anything else before I move on to the next question?

>> Dr. Christian: Amy I have one more question I got and would like to pose for Glennis and Glennis if this does not fall under your purview let me know but one of the questions I got from one of our member institutions if a student provides you with medical documentation that they have tested positive for COVID-19, is that considered a documented disability? And how would your institution handle that?

>> Glennis: So, oh, so they basically whatever the protocol is for their institution it's on our website. They would identify definitely identify you know first reach out to the student to make sure they are okay.

And if the students are in classes what the student would prefer, what the student would want to do.

We can do if the students need to be -- would like to withdraw from a class we can do that. If the student needs to stay in the classroom then definitely, we will address it as a medical disability and provide accommodation that is needed for the student to get to class.

>> Dr. Christian: Thank you very much, Glennis. Amy?

>> Amy: Okay moving forward to fall semester with remote learning, what and how will the colleges administer accuplacer or assessment tests especially students with disabilities? What tools and methods are being used to meet their accommodation's requests for taking accuplacer excuse me.

>> Glennis: Okay, so all right the testing center and so the whole academic or academic affairs and students affairs they are working together to figure out how they are going to do this. And they are looking at a couple of things. They are looking at student's grades, if the student they are looking at student grades and they are looking at multiple measures to determine if the student is not able to take the accuplacer or any kind of test, looking at that to determine eligibility for college.

That is still being played and worked out right now. And -- once that information is available, I would be happy to share that with Kevin and he can roll that out. But that is where we are right now. We are working through it. But I know one of the methods is basically looking an at the documents provided on the student grades and courses.

>> Glennis: And that would include all students whether they have a disability or not.

>> Amy: Looks like we have a couple here that are requests for resources for faculty, so that is circling back to a previous question. So let's see.

This is the next one, so I would like to know if you have any recommended technology resources that allow immediate captioning?

>> Glennis: Immediate captioning so we work with a -- we work with a company to do that. And so we have that resource. We are also looking at can we train some of our staff to do -- well not really train. To make sure that they are able to do some captioning but right now for now we absolutely are working with a company to do that.

>> Amy: Okay, and I found a couple of pretty good resources in preparation for this webinar today. So I'm happy to share those as well. All right. So the next question is: I've heard many faculty members talk about providing more flexibility and support than they normally would because of COVID-19. It's had me wondering why this level of support is not the norm and how to continue this level of flexibility and support? Have you had any conversations about this or thoughts on it?

>> Glennis: In terms of I think right now since we are in the midst of all of it, it would be prudent for us to take a look at some of those supports that was in place because of this and determine what, you know, and determine what should be the norm. Because there are some things that are unique because of the situations. And so we would want to take a look at that first. But some of it definitely we can. Some of what we are doing definitely we can actually incorporate.

>> Amy: Okay, and looks like there is just one final question and that is specific to adaptive question so the question is: How did you handle students that needed adaptive equipment?

>> Glennis: Adaptive. So and this is wonderful because we have -- we had one of our vendor who volunteered to help us with if any of the students were using cursor or firefly to help us to do remote training if needed. And so with assistive technology we had the staff make sure if the student needed training, we were able to do some of it remotely. From one of the questions Q and A that we had for the students that was basically, again, how do I access assistive technology. So some of it like dragon naturally speaking we can actually have the students learn how to use those things but then one of the staff develops actually had apps refer students to apps that they can actually use like ever note and photo mat and bright space plus and those kind of things so thinking outside of the box what you can use when you are on campus and what you need to be able to use remotely.

So some of the technology they were able to use and access remotely and some of the technology we were able to do training remotely. So.

>> Amy: Okay, Kevin, did you have any last comments, before we wrap up?

>> Dr. Christian: First of all I would just like to thank all of you who participated in today's webinar. I do apologize for the technology issues. I just Glennis, I cannot thank you enough for taking time out of your busy day to present to our participants.

For those of you who want the slides, I don't know if you can see them on your computers, but if you will e-mail me directly, I'm going to give you my e-mail address because I'm not sure you can see the contact slide. It's K.

>> Amy: Kevin sorry to interrupt I will actually make the slides available along with the recording so that will be, yeah, not a problem and I will make sure that in the follow-up message that goes out to everyone that attended today that we have both the recording link as well as the slides.

>> Dr. Christian: I just want to wish everyone a safe evening, thank you for participating. Please be well and stay safe. Thank you very much.

>> Glennis: Kevin may I say and would like to end with a quote if you don't mind and basically from Henry Ford. Coming together is a beginning. Keeping together is progress. Working together is success. And this is basically what we learn at the college that we need to work together to get through this. And collaborate with the students. So thank you. Thank you.

>> Dr. Christian: Thank you Glennis, thank you Amy. Thank you everyone.

>> Amy: Thanks everyone, good-bye.