

STUDENT ACCESSIBILITY SERVICES ADAPTED PHYSICAL EDUCATION

PRAC PRESENTATION

MARCH 10, 2025

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COLLEGE OF
MARIN

PRAC GUIDING PRINCIPLES

- Recommendations are *student centric*, meaning that they should not only negatively impact the least number of students possible, but also consider how we can better help as many students as possible reach their educational goals, whether by changing what we do or how we do it
- Recommendations are *equity-minded*, meaning that they should call attention to patterns of inequity in student outcomes by critically reassessing our practices, policies, and structures and recognizing stereotypes that harm student success.
 - Recommendations are *anti-racist*, meaning that they should produce or sustain racial equity in educational outcomes.
- Recommendations focus on *protecting and improving teaching and learning* by illustrating efforts to employ cogent best practices and innovation.
- Recommendations acknowledge that as a community college we are *responsive to our diverse community*, but cannot be all things to all people all the time so we must find creative ways to stay true to our mission.
- Recommendations are made with a *consideration of their impact on the environment* and how intentional choices might reduce that impact while being maintained over time.

PROGRAM AREAS

Student Accessibility Services

Adapted Physical Education

**Psychological Services (with General
Counseling for 2025)**

WHAT WE DO: ENSURING EQUITABLE ACCESS TO EDUCATION AT COLLEGE OF MARIN

- **Accommodations** – Support for classroom learning, testing, and mobility needs
 - **Counseling & Support** – SAS counselors help with intake, accommodations, and priority registration
 - **Tutoring** – Math and English tutoring available for eligible students
 - **Assistive Technology** – Screen readers, audio lecture capture, voice amplifiers, and more
 - **Note-Taking Assistance** – Volunteer note-takers for in-class support
 - **Deaf & Hard of Hearing Services** – Interpreters, captioning, and alternative media
 - **Adapted Physical Education** – Inclusive fitness and wellness programs
- *All accommodations must be requested and approved by an SAS Counselor each semester.**

PROGRAM DATA SNAPSHOT

2018-2019 TO 2021-2022

STUDENT ACCESSIBILITY SERVICES

California Community Colleges Chancellor's Office

Disabled Students Programs & Services (DSPS) Summary Report

	Annual 2018-2019	Annual 2018-2019	Annual 2019-2020	Annual 2019-2020	Annual 2020-2021	Annual 2020-2021	Annual 2021-2022	Annual 2021-2022
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Marin CCD Total	756	100.00 %	728	100.00 %	527	100.00 %	548	100.00 %
Acquired Brain Injury	50	6.61 %	40	5.49 %	28	5.31 %	17	3.10 %
Attention Deficit Hyperactivity Disorder (ADHD)	67	8.86 %	66	9.07 %	58	11.01 %	66	12.04 %
Autism Spectrum	56	7.41 %	76	10.44 %	44	8.35 %	43	7.85 %
Developmentally Delayed Learner	84	11.11 %	76	10.44 %	28	5.31 %	28	5.11 %
Hearing Impaired	15	1.98 %	8	1.10 %	6	1.14 %	4	0.73 %
Learning Disabled	153	20.24 %	135	18.54 %	98	18.60 %	105	19.16 %
Mobility Impaired	94	12.43 %	87	11.95 %	64	12.14 %	69	12.59 %
Other Disability	99	13.10 %	95	13.05 %	81	15.37 %	104	18.98 %
Psychological Disability	120	15.87 %	138	18.96 %	110	20.87 %	107	19.53 %
Speech/Language Impaired	5	0.66 %		0.00 %		0.00 %		0.00 %
Visually Impaired	13	1.72 %	7	0.96 %	10	1.90 %	5	0.91 %

PROGRAM OVERVIEW

Student Accessibility Services

Student Count spring/fall

Spring 23 = 461, Fall 24 = 582

TOTAL: 1,043

3,274 hours

Support Services:

Counseling/SEP Development
Assistive Technology/Alt Media
Tutoring
Instruction (STSK and APE)

Adapted Physical Education

Course Offeri

Spring 2024 = 493

Summer 2024 = 89

Fall 2024 = 532

*cross-listed noncredit/credit

Course Offerings:

Aquatics *IVC * Kentfield
General Conditioning
Hatha Chair Yoga

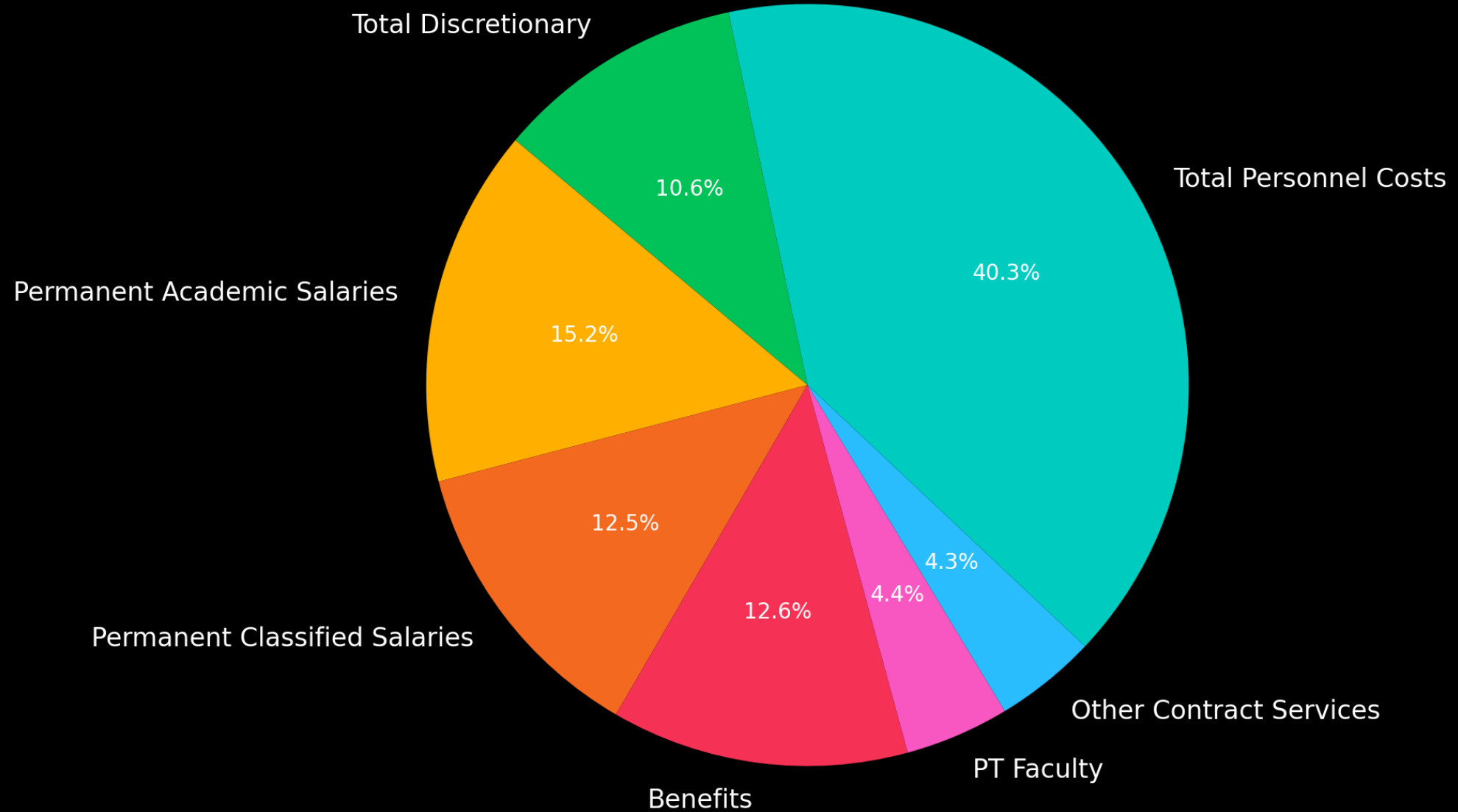
PROGRAM STAFF

- (-) Resignation of Administrator
- (-) Retirement of PT program specialist
- (-) LD Specialist – SAS
- (-) Retirement of PT Instructional Assistant (Spring '20) – APE (.38 FTE)
- (-) Retirement of PT Instructional Assistant (Spring '21) – SAS (.50 FTE)
- (-) PT Faculty Resignation (Fall '21) – APE
- FDIP Intern(s) SAS & Psych Services to develop the profession and build capacity within the divisions

SAS	APE	Psych Services
Faculty = 2 FT (Counselor)	Faculty = 1 PT (Instructor)	Faculty = 2 FT (Psychologist)
Faculty = 1 PT Counselor = 5 TU's)	Staff = 2 PT (Instructional Specialist; Instructional Assistant)	FDIP Intern = 2
Staff = 1 FT (Student Support Specialist)	Hourly Staff = 0 (Instructional Aides)	MOU = Side by Side (workshops, support spaces, mental health case management)
Staff = 3 PT (AT Specialist; Program Tech; Program Specialist;) *Search in progress for FT AT Specialist		
FDIP Intern = 1		
Administrator = 1 (Director)		
Total = 9	Total = 3	Total = 4

Student Accessibility Services Budget Allocation

Total Budget: \$1,353,192.00



IMMEDIATE NEEDS

- Hire new Director of Student Accessibility Services.
- Fill PT Program Specialist position.
- Considerations:
 - Convert PT Counselor into FT due to increased need.
 - Revisit PT Program Specialist model for transition to CSS.

2024-2025 & BEYOND AT A GLANCE...

- **Disability Justice Framework**

- We continued our departmental and institutional work of shifting toward a **Disability Justice framework** (i.e., SSSCCC Disability Awareness, Pipeline 2 Possibilities, etc.). Disability Justice defined as a multi-issue political understanding of disability and ableism, moving away from a rights-based equality model and beyond just access, to a framework that centers justice and wholeness for all disabled people and communities (Taormina-Wiess, 2013). – *Guiding Principles I & II & III*

- **UDL in strategic planning**

- We continued exploring what it would mean if we as an institution took an access-centered approach to our work developing a “Why We Mask” campaign & supporting the **embedding of UDL in strategic planning and conversation around culturally responsive pedagogy**. Access-Centered means radically centering intersectional access – We think of access not only in regards to disability but all of our identities [race, class, gender, sexuality, size, language, immigration status, etc.]. We believe that offering this kind of space, language, and culture gets us closer to access that is rooted in love, connection, and liberation of all beings (Access Centered Movement). – *Guiding Principles II & III*

- **K-12 partners**

- We outreached and re-engaged **K-12 partners** in preparation for their transition to postsecondary education and COM. We partnered with MCOE, Department of Rehabilitation and disability providers in Spring 2023 in the provision of a 3-part virtual transition series for youth with disabilities and their parents. – *Guiding Principles I, II, V*



EMP/STRATEGIC PLAN GOALS SAS & APE & PSYCH SERVICES (2022-2025)

"BEGIN WITH THE END IN MIND." – STEPHEN COVEY

Create Opportunities for faculty to collaborate and share effective teaching modalities.

- Professional development based on Universal Design Principles (IP 5.1)
- Effectively use technology and diverse instructional delivery modalities following the principles of anti-racism and universal design for learning (IP 5.1)

Improve Completion of transfer level math and English courses within a one-year timeframe...

- Improve universal design pedagogy and curriculum to ensure our relevant gateway courses are student ready (IP 6.2)

Reducing barriers to access and to students achieving their educational plan goals...

- Assess and implement best time to offer virtual and in-person support (SAS 1.1)
- Implement universal design across communication modalities (SAS 1.1)
- Institutionalize programming and events for multiple identities
- Expand mental health support services and professional learning

Enhance and optimize partnerships between COM and K-12

- Expand family engagement for high school students (CER 2.1)
- Consistently offer and expand opportunities for K-12 on campus event engagement (CER 2.1)

STUDENT EQUITY AND ACHIEVEMENT PLAN

STUDENTS WITH DISABILITIES

The GRIT committee is made up of folks from student services, counseling, work experience, the learning communities, student leadership, guided pathways, educational success programs, instruction, community outreach and partnerships, Student Accessibilities Services as well as planning and research.

Action Steps identified in 2022-2025 Student Equity and Achievement Plan:

- Provide professional learning for instructional specialists and instructors on Universal Design pedagogy and curriculum as well as best practices to support students with disabilities
- Utilize embedded tutors in math and English courses
- Provide one-on-one math and English tutoring from the Tutoring and Learning Center as well as the Reading and Writing Lab for students affiliated with SAS
- Offer SAS study skills (EAC's) classes in Math and English
- Track and analyze success rates of completion for students affiliated with SAS in math and English courses, companion courses, and if they are accessing the math lab, tutoring center, and the Reading and Writing Lab.

QUESTIONS/COMMENTS

The particular drama of my life has placed me in a world that by and large thinks it would be better if people like me did not exist. My fight has been for accommodation, the world to me and me to the world.

- Harriet McBryde Johnson

ACCESS IS L♥VE