

# Faculty Guide

## Disability Resource Center

### College of San Mateo



**Disability Resource Center**  
College Center Building 10, Room 120

[csmdrc@smccd.edu](mailto:csmdrc@smccd.edu)

<https://collegeofsanmateo.edu/drc/>

(650) 574-6438

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## **Disability Resource Center**

The Disability Resource Center (DRC) facilitates equal access to an education for all students who have disabilities (permanent or temporary) by providing academic adjustments, counseling, and support services in accordance with State and Federal law. Additionally, the DRC serves as a resource for college staff to ensure an inclusive environment.

The DRC serves all disabilities including (but not limited to) deaf/hard of hearing, blind/low vision, physical, autism spectrum disorder, acquired brain injury, attention deficit hyperactivity disorder, learning disabilities, and mental health. The DRC provides academic accommodations such as note taking, test proctoring, textbooks in alternate formats (Braille, e-text, audio, or large print), reader/scribe for tests, interpreting services, and assistive technology services based on individual need.

The purpose of this Faculty Guide is to provide faculty with information regarding specific accommodations and strategies in working effectively with students with disabilities. Also included are details of legal regulations that faculty must follow when working with students with disabilities.

This publication is available with live links under Faculty Resources:  
<https://collegeofsanmateo.edu/drc/>

PLEASE CONTACT THE DRC OFFICE IF YOU HAVE ANY QUESTIONS OR CONCERNS.

### ***DRC Contact Information***

Main Office: (650) 574-6438  
Website: <http://collegeofsanmateo.edu/drc>  
Fax: (650) 574-6434  
Email Address: [csmdrc@smccd.edu](mailto:csmdrc@smccd.edu)

### **DRC Director**

Carol Newkirk – Sakaguchi

### **DRC Counselors**

Kevin Sinarle, Zulema Esparza

### **Learning Disabilities Specialists**

Joyce Meyer, Julie Jang

### **DRC Support Staff**

Hirania Gonzalez, Audra Fernandez, Chris Weidman

## Eligibility & Services

The Disability Resource Center (DRC) at College of San Mateo is an equal access program. The DRC provides reasonable academic accommodations to qualified students with a verified disability. These services are voluntary and confidential. Decisions regarding the provision of DRC services are on an individual basis.

The DRC serves all disabilities including (but not limited to):

- Blind/ Low Vision
- Autism Spectrum Disorder
- Attention Deficit Disorder
- Deaf/ Hard of Hearing
- Developmentally Delayed Learner
- Learning Disability
- Mobility Limitation
- Psychological Disability
- Acquired Brain Injury
- Other Disabling Conditions
- Temporary Disability (short-term injuries, pregnancy)

### Checklist for Eligibility

Students must complete the following steps for eligibility services in the DRC:

- ✓ Enroll as a CSM student, complete orientation, class placement, and counseling.
- ✓ Complete a CSM DRC Application requesting services.
- ✓ Provide documentation of a verified disability.
- ✓ Meet with a DRC Specialist for an intake appointment.
- ✓ Request accommodations each semester.
- ✓ Meet with a DRC counselor each semester to maintain the Student Educational Plan (SEP).

Students who feel they may benefit from disability-related academic support services and have a verification of disability or who wish to explore learning disability assessments are encouraged to complete the [DRC application forms](#). For any questions, please contact the DRC located in Building 10 - Room 120, (650) 574-6438, [csmdrc@smccd.edu](mailto:csmdrc@smccd.edu). For more information visit: <http://collegeofsanmateo.edu/drc>.

WE APPRECIATE REFERRALS FROM FACULTY!

## ***Academic Adjustments & Services***

The DRC is committed to working with each student to determine the most beneficial accommodations and services based on individual need.

Students are responsible for requesting their accommodation letter each semester. Once the request is received, the DRC will email the student their letter and Cc instructors.

If a student requests accommodations without providing a current semester CSM Accommodation Letter, please refer them to the DRC for processing.

Accommodations should be **current** (semester) and by **College of San Mateo DRC only**. Accommodations from our sister campuses are not valid at CSM.

Accommodations and participation in the DRC is **CONFIDENTIAL**. Do not disclose this information to anyone and especially not in front of other students.

### **Examples of Accommodations and Services Offered:**

- **Extended time for testing – typically x 1.5** (*faculty completes The Professor's Instructions for Proctoring Tests form and uploads the exam or emails it to the [csmdrc@smccd.edu](mailto:csmdrc@smccd.edu)*)
- Distraction-reduced setting.
- Reader/scribe for testing.
- Computer/spell checker for written exams.
- **Note taking services** (peer, SmartPen, digital recorder) (*Faculty announces to the class up to 3 times when a peer note taker is requested and ensures the note taker takes legible notes. Faculty sends the note taker to the DRC with paperwork*). This is **confidential**.
- **Alternate format for books** (e-text, Braille, audio) (*Faculty adopts textbook early so the DRC may convert to an accessible format*).
- Voice recognition software.
- Tape-recorded lectures/SmartPen.
- Sign language interpreters.
- **Assistive listening device** (*Faculty wears microphone for hard of hearing students*).
- Real time captioning.
- **Enlarged print** (*Faculty may need DRC to enlarge class material*).
- Tactile graphics/Braille.
- Accessible furniture.
- Priority registration services.

**\*Bold text indicates participation of faculty is required to ensure equal access.**

## Test Proctoring

According to Federal Law, many students who have disabilities are eligible to take their tests with extended time and/or with other accommodations. Eligible DRC students must provide faculty with a current Accommodation Letter prior to requesting test proctoring services. All correspondences with students who are utilizing the DRC for test proctoring must be confidential. **Therefore, students should not be asked to hand deliver their own tests to the DRC.**

The DRC provides test-proctoring services for our students. If a non-DRC student needs test proctoring, please contact the Learning Center by using this link: [Learning Center](#)

### Student Responsibility

DRC students must complete a [test proctoring request form](#) at least one-week prior to the test date if they would like the DRC to proctor their exam. Instructors will be notified via email with a link to our [test proctoring instruction form](#).

Finals: The cutoff date to schedule a proctoring appointment for finals is **2 weeks prior** to the final date.

### Instructor Helpful Information

- Complete the [test proctoring instruction form](#) in a timely manner and upload the exam at least one day prior to the proctoring date.
- If you have multiple students taking the test in the DRC, you only have to complete one form!
- Providing a cell phone number is very helpful to reach you should any issues arise.

### Online Classes

Online testing must follow the same guidelines as a traditional in person test. Extended time in Canvas is necessary for exams or quizzes for all DRC students. Please visit the link below for directions on how to provide extended time for tests using Canvas.

[Extending Time](#)

Please direct questions regarding this process to the Instructional Technologists, Erica Reynolds [reynoldse@smccd.edu](mailto:reynoldse@smccd.edu) or Marisol Quevedo [quevedom@smccd.edu](mailto:quevedom@smccd.edu).

## ***Assistive Technology Access and Services***

The Disability Resource Center (DRC) provides computer access, training, and support for students who have disabilities, including those who are blind or have limited vision. Our Assistive Technology Specialist offers courses using Text-to-Speech and Dragon Naturally Speaking, and works one-on-one with students who need additional support. The DRC support staff offers assistance in the DRC lab as well as provides alternate formats for print materials. The DRC ensures that fully accessible computer workstations are available across campus.

### **Alternate Media Services**

Course materials and textbooks in alternate formats such as Braille, e-text, audio, or large print are available in the DRC upon request for students who qualify.

### **Software**

The DRC provides access to and assistance with assistive technology software:

- Kurzweil 3000 (scanning/text-to-speech software).
- Read and Write (text-to-speech software).
- Dragon Naturally Speaking (voice recognition).
- JAWS (screen reader).
- Zoomtext (screen magnification).
- Fusion (screen magnification with screen reader).

### **Internet Access**

Access to the Internet and Canvas using assistive technology (Kurzweil 3000, Read and Write, JAWS, Zoomtext).

### **Accessible Computer Workstations**

Fully accessible workstations (Kurzweil 3000, JAWS, Zoomtext) are available on all computers in the following campus computer labs, (Dragon Naturally Speaking is available upon request):

- Assessment Center, Building 10, Room 370 (+laptops).
- Learning Center, Building 10, Room 220.
- Disability Resource Center, Building 10, Room 120J (+laptops).
- Business Labs, Building 14, Rooms 101, 103, 105.
- Reading/ESL Labs, Building 18, Rooms 101 (+laptops), 103.
- Computer & Information Science (CIS) Lab, Building 19, Room 12A1.
- Library (+workstation with scanner, CCTV).
- CAD Labs, Building 19, Rooms 104, 110 (Kurzweil 3000).

## ***Alternate Media***

Alternate Media includes instructional or course materials, textbooks, and college publications converted into accessible formats. Alternate Media allows students with disabilities to access standard print materials using Assistive Technology, given the nature of their disability. If you have a student in your class who is in need of class materials in an alternate format, please refer them to the DRC located in Building 10 -Room 120, (650) 574-6438, or [csmdrc@smccd.edu](mailto:csmdrc@smccd.edu).

### **Types of Alternate Media**

- Electronic text (for use with text-to-speech i.e., Kurzweil 3000, Read & Write, or other screen readers)
- Audio books from Learning Ally
- Large print (between 18 to 24 point font)
- Braille
- Tactile graphics

### **Institutional Responsibility**

Access for individuals with disabilities is a campus-wide responsibility shared by all faculty, staff, and administrators involved in the creation, purchase, adoption, and implementation of instructional materials and technology solutions. In alignment with the Information and Communication Technology and Instructional Material Accessibility Standards, and to avoid unnecessary expenses or delays in students receiving access to instructional materials and technology solutions, accessibility should be evaluated prior to purchase, adoption or implementation. It is the responsibility of the college to educate and inform faculty, staff, and administrators of their role in delivering accessible instructional resources to students.

### **Faculty's Role with the Process of Alternate Media**

- Adopt textbooks by the bookstore deadline.
- Provide uploaded material in Canvas to the DRC if requested.
- Request a desk copy from the publisher when adopting an online book. At times, the PDF or material is not readable, and the DRC will need to scan a new copy. This is especially true when using Universal Access materials.
- Provide the DRC the ISBN, title, publisher and copyright or edition of your adopted book when requested in a timely manner.
- Consider taking advantage of the creating accessible documents trainings that CSM provides.

If you would like to learn more about alternate media, please contact (650) 574-6698.



## ***General Considerations***

### **Pop Quizzes**

Pop quizzes exclude students who have a verified disability to equal access to an education due to the lack of ability to plan ahead for alternate media on testing and scheduling extended testing time at the DRC. If you have students hand deliver the quiz to the DRC, you are breaching confidentiality. The DRC urges faculty to rethink the use of pop quizzes as a means of measuring the understanding of material.

### **Confidentiality**

Students who have disabilities are a protected class under Civil Right Laws, Americans with Disabilities Act, Family Education Rights, and Privacy Act (FERPA). Under FERPA, student information is confidential - to be shared with others only when there is a demonstrated need.

At no time should faculty make any statements or implications that the student is different from the general student population. Understand confidentiality and inclusivity; do not identify a person or their disability related information to other students/staff.

### **Taping Lectures**

Under section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA), students who are unable to take or read notes have the right to tape record lectures only for their personal study. The DRC has a contract that outlines the use and responsibilities of taped lectures that students sign. You may ask for a signed copy if you so choose.

### **Making Videos Accessible**

For step-by-step instructions on how to get videos captioned for free through 3C Media, please visit this link: [Faculty Resources page](#) under the Distance Education site at CSM.

Please direct questions regarding this process to Instructional Technologist, Erica Reynolds [reynoldse@smccd.edu](mailto:reynoldse@smccd.edu).

### **Classroom Behavior**

All students must adhere to the CSM Student Code of Conduct. Faculty should follow procedures for reporting disruptive student behavior and direct infractions to the Vice President of Student Services. Please include the DRC office in efforts to resolve the problem. Here is a link of the [Policies](#).

### **Syllabus Language Sample**

Please [click here](#) to view the most up-to-date recommended syllabus language.

## **Making a Referral to the DRC**

Students state that the best way to refer them to the DRC is by being discrete and direct. Kindly explain that you have noticed they may benefit from receiving extra time for testing, or that you noticed that writing may be challenging. Let them know there are services available that may be beneficial. If possible, do a warm hand-off and walk them over to the DRC and we will take it from there. You may also choose to have some DRC brochures on hand. You may also complete [this form](#) located on our website under Faculty Resources.

## **DRC Classroom Furniture**

The DRC provides accessible classroom furniture for eligible students. The furniture is the property of the DRC and is marked as such. It is not for general use by other students/staff. Please ensure that the furniture remains in its original location and is not moved or removed from the classroom. We appreciate your help.

## **Interpreters**

Some Deaf/Hard of Hearing students may attend class with an oral or sign language interpreter(s). The interpreter will usually situate themselves in front of the class to interpret lectures and discussions. Class formats vary; therefore, it may be helpful for the professor, interpreter, and student to arrange a meeting early in the course to discuss any special arrangements needed.

## ***Tips for Working with Deaf Students and Interpreters***

This document will assist you in working with a student(s) in your class who is either Deaf or Hard of Hearing. They may be profoundly Deaf or have a moderate hearing loss. The Accommodation Letter will have specific accommodations based on individual need. We offer interpreters, note takers, assistive listening devices, and real-time captioning services.

### **Instructional Tips**

Ensure that all media is accessible. Providing captioning is a legal mandate that allows students who are Deaf to participate fully in your class. TED talk videos have excellent captions when accessed through the TED talk website (<https://www.ted.com/talks>). YouTube videos are not adequately captioned and will need to be interpreted to be fully accessible.

### **Making Videos Accessible**

For step-by-step instructions on how to get videos captioned for free through 3C Media, please visit the [Faculty Resources page](#) under the Distance Education site at CSM.

Please direct questions regarding this process to Erica Reynolds (650) 574-6271 [reynoldse@smccd.edu](mailto:reynoldse@smccd.edu) at the Center for Academic Excellence.

1. Deaf students will need a note taker in your class. Please assist in recruiting a qualified note taker (please refer to the note taker form attached to the Accommodation Letter).
2. If you show visual materials, please allow a few moments for students to read or look at the board before you start lecturing. Be mindful not to speak with your back to the class. Please provide important information, such as assignments and test dates, in writing.
3. Always speak directly to the student rather than to the interpreter.
4. The interpreter will wait 10 minutes for each hour of class for a late student (i.e., 15 minutes for an hour and a half class, 30 minutes for a three-hour class). If the student shows up to class after that time, he or she should contact the DRC.
5. It is fine to communicate in writing or type your conversation on the computer for short meetings with the student. The DRC offers the Ubi-Duo device for student use to assist with communication. The Ava app is a great option as well.

### **Contacting Deaf Students**

Most Deaf students use email and text to communicate.  
Ask your student their preferred mode of communication.

## ***Service Animals Overview***

References: Civil Code Sections 54 et seq.; Penal Code Section 365.5; The Americans with Disabilities Act of 1990 -- 42 United States Code Sections 12101 et seq.; 28 Code of Federal Regulations Part 35; 28 Code of Federal Regulations Part 36; 34 Code of Federal Regulations Part 104.44(b)

San Mateo Community College District permits students, faculty, staff and community visitors who have disabilities to be accompanied by service animals in District facilities and on District campuses. The purpose of this policy is to ensure that individuals with disabilities can participate in and benefit from services, programs and activities, and to ensure that the District does not discriminate on the basis of a disability.

A disability is defined as a physical or mental impairment that substantially limits one or more major life activities of an individual, a record of having such an impairment or being regarded as having such an impairment.

Service animals are defined as dogs, or in limited specific circumstances, miniature horses, that are individually trained to do work or perform tasks for people who have disabilities. The work or task must be directly related to the person's disability. Use of a service animal in public areas of campus facilities and property is allowed.

When it is not obvious what service an animal provides, college officials may ask only two questions:

- (1) Is the dog a service animal required because of a disability, and
- (2) What work or task has the dog been trained to perform.

Enrolled students wishing to be accompanied to class by a service animal on a regular basis are encouraged to request authorization from the Disability Resource Center. Qualified students will be provided with a DRC Accommodation Letter to present to their instructors indicating the authorized use of a service animal in class.

Enrolled students working as a service dog trainer must obtain a DRC Accommodation Letter in order to bring the dog to class. All service animal procedures must be abided by for dogs-in-training. Dogs-in-training must wear an identifying vest. It is unlawful for any person to knowingly and fraudulently represent themselves to be the owner or trainer of a service animal.

### **Additional Resource:**

Link to additional Information [GPO](#)

Please refer to the DRC website under Faculty Resources where you will find more guidance regarding service animals. Link to [Service Animals](#).

## ***Service Animals: Faculty Guide***

### **Service Animals on Campus and in Classrooms**

Service animals are allowed on campus and in classrooms. When it is not obvious what service the dog provides, please refer them to the DRC.

### **May I ask about the nature of the student's disability?**

No. It is illegal to ask a person to disclose what their disability is or the reason they have a service dog.

### **Are animals other than dogs recognized as service animals?**

No. Under the law, only dogs (or in some instances, miniature horses) are recognized as service animals.

### **What is considered work or tasks that the Service Animal performs?**

The work or tasks performed by a service dog must be directly related to the disability.

- Guiding people who are blind
- Alerting deaf students
- Reminder to take prescribed medication
- Alerting a seizure, or glucose
- Pulling a wheelchair

The work or task must be active not passive. The provision of emotional support, wellbeing, comfort, or companionship do not constitute work or tasks. Such animals are deemed 'Therapy Dogs' and require review from the DRC with an Accommodation Letter as approval. Refer student to DRC for more guidance.

### **What about allergies or being afraid of dogs?**

These are not valid reasons for denying access or refusing service to people using service animals. It may be possible to accommodate by requesting students use different locations within the classroom or take a different section of the course.

### **Can I ask that the service animal be removed from the classroom?**

A person with a disability cannot be asked to remove his or her service animal from the premises unless:

1. The dog is behaving in a disruptive manner by barking, growling, whimpering, running around, or soliciting social attention through behavior uncharacteristic of a service animal; or
2. The dog is not housebroken or clean; or
3. The presence of the dog poses a direct threat to the health or safety of other persons that cannot be eliminated by a modification of policies, practices or procedures, or by the provision of auxiliary aids or services.

If you have any of the above three concerns, you may request that the service dog (not the student) be removed from class. Refer the student to the DRC for further guidance.

## **Service Animals: Students (FYI Faculty)**

### **Responsibilities of Students Using Service Dogs:**

The care and supervision of a service animal is the responsibility of the individual with a disability using the animal's services.

- The service dog must wear a current license per state and local regulations.
- All service dogs must have a harness or be on a leash unless either the handler is unable because of a disability to use a harness or leash, or the use of a harness or leash would interfere with the service animal's safe, effective performance of work or tasks, in which case, the service animal must be otherwise under the handler's control.
- All service dogs must be spayed or neutered.
- All service dogs must be treated for, and kept free of, fleas and ticks.
- All service dogs must be kept clean and groomed to avoid shedding and dander.
- Owners of service dogs are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property.
- All service dogs must behave in a manner that is not disruptive to the instructional or service environment including: no barking, growling, whimpering, running around, or soliciting social attention through behavior or animal clothing uncharacteristic of a service animal.

If the service dog does not abide by these guidelines, the instructor may request that the dog (not student) be removed from the class.

### **Questions or Concerns about Service Dogs:**

Should there be questions or concerns about permitting the presence of a service dog in classes, the matter will be referred to the Director of the Disability Resource Center.

It is unlawful for students to knowingly and fraudulently represent themselves as an individual with a disability that requires the use of a service dog.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

DRC Director Signature \_\_\_\_\_