



A Guide for Faculty  
Santa Rosa Junior College



## Introduction

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Santa Rosa Junior College's Disability Resources Department (DRD) provides support services, specialized instruction and educational accommodations to over 3000 students with disabilities each year so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. The purpose of this resource guide is to help you learn more about the major disability groups and our collective responsibility to students with disabilities. In addition, this guide is intended as a resource which can serve to increase your knowledge of the various DRD services and how they can assist you and your students with disabilities.

## The Law

There are numerous civil rights laws protecting individuals with disabilities in the United States. Sections 504 and 508 of the Rehabilitation Act, as well as the Americans with Disabilities Act, are directly relevant to us at SRJC. The short and direct version of our responsibility comes from Title II of the ADA:

*No qualified individual with a disability shall be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity.*

Post secondary institutions must take steps to ensure that students with disabilities are not excluded from programs because of the absence of education auxiliary aids or modifications to make the programs and materials accessible.

"Auxiliary aids" may include:

- audio or e-textbooks,
- captioned computer/video media,
- web material that is accessible to screen reading software,
- interpreters or other effective methods of making orally delivered materials available to students with hearing impairments,
- note-takers, scribes, and readers for participation in class or for exams,
- devices for enlarging materials in libraries for students with visual impairment,
- and other similar services and actions.

Institutions, however, need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

It is unlawful to prohibit students with disabilities from using any auxiliary aid, including tape recorders, in the classroom when the aid is needed to ensure full participation of the student. Recent interpretations have extended this to the use of video recording in certain circumstances.

It is the policy of Santa Rosa Junior College to comply with, and fulfill the requirements of all laws pertaining to students with disabilities. Therefore, all faculty are required to participate in the provision of accommodations for students with disabilities.

## **Working Together**

Working together with the DRD staff is key to student access and success. The appropriate educational accommodations to ensure access will vary from one student to the next because each student with a disability will have a unique set of educational limitations, even within the same disability category. The information in this guide is intended to facilitate interaction between you and your student to implement appropriate accommodations. The purpose of this guide is to provide information about the programs and services provided to SRJC students by DRD and why these services are required. We encourage faculty to contact us directly if you need additional information or if you have questions. DRD staff are also available to provide disability related trainings or workshops.

## **Architectural Barrier Removal**

There is an ongoing process at SRJC for evaluating architectural barriers and recommending changes. The goal of improving campus accessibility is addressed through the District Accessibility Committee (DAC). The committee is chaired by the District ADA Coordinator, Vice President of Human Resources, Karen Furukawa. Urgent architectural barrier issues should be immediately brought to the attention of the ADA Coordinator.

## **Accessibility of Online and Web-based Materials**

SRJC Policy 3.12.3:

It is the intent of the District to comply with the provisions of Section 508 of the Federal Rehabilitation Act (1998), the Chancellor's Office Distance Education: Access Guidelines for Students with Disabilities (1999), and the Chancellor's Office Distance Education Guidelines (2008) to ensure the accessibility of SRJC online courses to students with disabilities.

Whenever possible and financially feasible, the District will support the design and delivery of online classes and Web-based instructional materials that affords

students with disabilities access to online resources without the need for outside assistance. The District's goal is to ensure that online classes and Web-based materials offered by the District afford a qualified individual with a disability an opportunity to participate that is as effective as that provided to others. Online courses, resources, or materials created or substantially modified "in-house" or purchased or contracted from a third-party provider must be accessible to students with disabilities, unless doing so would fundamentally alter the nature of the instructional activity or result in an undue financial or administrative burden on the District.

Whenever possible, communications with persons with disabilities will be as effective as communications with students without disabilities in terms of timeliness of delivery, accuracy of translation, and appropriateness to the message and the individual.

See <http://www.santarosa.edu/polman/3acadpro/index.php> for full procedure.

## **Confidentiality**

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### **Student Rights**

Under the Right to Privacy Act and related laws affecting higher education, students have the right to confidentiality. Having a disability revealed is often mentioned by students with disabilities as the situation they fear the most at school. If that information is revealed to classmates or others without the student's permission, it is a violation of confidentiality laws and the trust that the student has in the instructor and the college. It is not legal, for example, to announce by name that a student needs a note-taker, or to discuss the student's disability in class or in the presence of other students.

When you receive an **Academic Accommodation Authorization** (AAA) form that states a student has a disability and needs accommodations, or if the student shares that information with you verbally or in writing, that information must be kept confidential. Instructors should treat all information regarding the identity of the student with a disability, the nature of the disability, and the disability-related accommodations s/he requires in a professional manner.

Some disabilities are obvious but there are many more disabilities that are not so apparent. DRD staff will never disclose the diagnosis of a student without the expressed written consent of the student. You should never ask a student what their disability, or diagnosis is. You may ask a student how their disability affects them in participating in your class. This should be done in a productive manner

with the intent of working with the student to develop strategies for mitigating the limitations. DRD is bound by laws which protect a student's right to privacy. A DRD Specialist cannot discuss anything pertaining to specific students with any of their instructors, staff, or family members without the student's expressed written permission. DRD is allowed to disclose limited information and verify eligibility for specific services under an educational need to know clause in the student's application for services. Other exceptions to confidentiality occur when required by law, such as when a student is determined to be a danger to self or others, or when there is reasonable suspicion of child abuse or the abuse of a dependent adult.

## **Student Eligibility**

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Students receiving services through DRD must be enrolled, or preparing to enroll at SRJC. Students may enroll in credit or non-credit classes. DRD cannot provide services for students enrolled in Community Education classes. Accommodations for Community Ed are handled directly by that department. To receive DRD services the students must provide documentation of the disability, including functional limitations, signed by an appropriate professional.

The disability must substantially limit one or more major life activities and impose an "educational limitation". An educational limitation is a disability related limitation that prevents a student from fully benefiting from classes, activities, or services offered by the college without specific additional support service or accommodations. Students must demonstrate the potential to benefit from programs and services, appropriate adaptive or self-help behavior and measurable academic progress.

Services are provided to students with a wide range of disabilities which include:

***Mobility Impairment***—any orthopedic or physical impairment that causes a serious limitation in locomotion or motor functions in the educational environment. Some general categories and examples of mobility impairments include:

- impairments caused by disease (such as polio),
- impairments caused by a congenital anomaly,
- impairments from other causes (such as amputation, spinal cord injury, cerebral palsy, arthritis, degenerative disc disease and repetitive stress injury).

***Visual Impairment***—total or partial loss of sight that adversely affects a student's educational performance and is not correctable with lenses.

**Hearing Impairment**—deafness or a hearing loss so severe that a student is impaired in processing information through hearing, with or without amplification.

**Speech Impairment**—one or more speech and language disorders of voice, articulation, rhythm, and/or the receptive and expressive processes of language that limits the quality, accuracy, intelligibility, or fluency to produce the sounds that comprise spoken language.

**Learning Disability**—a persistent condition of a presumed neurological impairment. This dysfunction continues despite instruction in standard classroom situations. Learning disabilities are exhibited by all of the following:

- average to above-average intellectual ability;
- severe processing deficit(s);
- severe aptitude-achievement discrepancy(ies);
- and measured achievement in an instructional or employment setting.

Eligibility for services under this disability must be verified using the **California Community College Learning Disability Eligibility Model**.

**Acquired Brain Injury**—an acquired injury to the brain caused by external or internal trauma, resulting in total or partial functional disability adversely affecting or limiting a student's educational performance by impairing:

- cognition;
- information processing, reasoning, abstract thinking, judgment, problem solving;
- language and/or speech;
- memory and/or attention;
- sensory, perceptual and/or motor abilities;
- psycho-social behavior;
- physical functions.

There are many causes for ABI including stroke, aneurysm, or head injury due to accident or assault.

**Developmentally Delayed Learner**—a student who exhibits the following: below average intellectual function and potential for measurable achievement in instructional and employment settings. The new federal terminology for this category is "intellectual disability".

**Psychological Disability**—persistent psychological or psychiatric disorder, emotional or mental illness that adversely affects educational performance. Psychological disability is a condition which is listed in the *American Psychiatric Association Diagnostic and Statistical Manual*, (DSM) or reflects a psychiatric or psychological condition that interferes with a major life activity or poses a functional limitation in the educational setting. Examples of psychological disabilities include but are not limited to:

- Depression,
- Post-Traumatic Stress Disorder (PTSD),
- Bi-Polar Disorder,
- Anxiety Disorder,
- Schizophrenia,
- Attention Deficit Disorder (ADD),
- Asperger’s Syndrome and Autism.

Students who experience test anxiety in the absence of a generalized anxiety disorder are not eligible for services.

**Other Impairments**—all other verifiable disabilities and health-related limitations adversely affecting educational performance but not falling into any of the other disabilities categories. Examples include environmental illness, heart conditions, sickle cell anemia, epilepsy, acquired immune deficiency syndrome (AIDS), HIV, and diabetes.

**Temporary Disabilities**—although DRD works primarily with students with permanent or ongoing disabilities, students with temporary disabilities due to accident, illness, surgery or other circumstances may also qualify for services on a temporary basis if the disability substantially interferes with the student’s ability to participate successfully in the academic environment.

## **Behavior**

Students with disabilities have the same responsibility to abide by the Student Code of Conduct as all other students. Ask yourself “how would I handle this behavior in a student without a disability” and you will have your guidance for any behavior issues that arise.

## **Accommodations/Services for Students with Disabilities**

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Students are responsible for managing their disability accommodations at SRJC. It is their responsibility to meet with their disability specialist each semester and

obtain the Academic Accommodation Authorization (AAA) letters to give to each instructor indicating the accommodations that are authorized.

### **Accommodation in Clinical/Practicum Settings**

Students involved in programs that have a clinical or practicum component are entitled to reasonable accommodation in the clinical or practicum setting as well as the academic setting. If a student with a disability is requesting a clinical or practicum accommodation, the clinical/practicum faculty and DRD specialist will collaboratively determine on an individual basis, whether or not the requested accommodations can be made in a reasonable manner.

### **Counseling and Advising**

DRD faculty specialists provide academic advising, educational planning, career and disability management counseling. It is considered discriminatory to counsel students with disabilities toward more restrictive careers than students without disabilities, unless such counseling is based on strict licensing or certification requirements in a profession.

### **Assistive Technology Training Center**

The Center offers adaptive computer hardware and software technologies to students with disabilities to assist in the process of making SRJC computer labs and libraries accessible to students with disabilities. The available technology includes voice recognition software, voice synthesizers, screen reading software, and a Braille printer. Instruction in the use of assistive technology is provided.

### **Books in E-text Format**

Textbooks can be obtained through *Learning Ally* (formerly *Recordings for the Blind and Dyslexic [RFB&D]*) or scanned into alternate media format. DRD assists with these services in the Assistive Technology Training Center. **It is crucial that instructors submit their textbook orders early to allow time for production of the text in alternate format.** Syllabi, handouts and exams can also be produced in alternate format.

### **Interpreters for Deaf and Hard of Hearing**

Interpreters hired by DRD are professionals who provide sign language interpretation in the classroom to students with severe to profound hearing loss.

## **Learning Disabilities Assessment**

Individualized assessment to determine eligibility for learning disabilities services is available at SRJC. Students are either referred by teachers, rehabilitation counselors, or are self-referred.

## **Mobility Assistants**

Students with severe mobility or sensory limitations may be authorized for an in-class assistant to assist the student with manual or communication tasks. The assistant does not tutor or assist the student with the content of the course, but rather acts as hands or eyes, etc.

## **Note-Taking**

DRD utilizes volunteer note-takers and needs your assistance in securing this service. Some instructors offer extra points for students who serve as volunteer note-takers. Students may also enroll in *Community Involvement 51* to earn credit for note-taking.

Hundreds of volunteer note-takers are needed each term. You can be instrumental in helping fill requests for this accommodation in the following ways:

- Refer a volunteer student from your class to the DRD Support Services Office.
- Make a class announcement for volunteer note-takers in every class until the request is filled.
- Provide a copy of your notes, handouts of overhead slides or access to PowerPoint presentations to the student.

Ideally, note-takers are registered in the class for which they are assigned. However, sometimes we rely on sit-in note-takers to provide the needed notes. These note-takers should contact you directly to inform you of their role. They should attend all classes, except test days or offsite field trips.

## **Pre-Priority Registration**

It is often important that students with disabilities enroll in specific sections of a course in order to appropriately access the college programming. This may be necessary for students to coordinate interpreter schedules, to participate in DRD curriculum such as Adapted P.E., or for mobility reasons. In addition, the actual process of registration can be especially difficult and stressful for many students with disabilities. Moreover, the extra lead time is necessary for the production of e-textbooks. It is for these reasons that DRD offers pre-priority registration to qualified students.

## Testing Accommodations

The most appropriate method of administering a test depends upon the student's disability and the design of the test. Students with disabilities that affect manual dexterity, vision, or processing speed may be allowed extra time to complete tests. Many DRD students require a distraction-reduced testing environment and/or other testing accommodations such as use of adapted computer technology. Refer to the "Testing Accommodations" section of this handbook for specific procedures related to testing accommodations.

Procedure for Testing Accommodations:

- Students initiate the paperwork for testing accommodations by filling in the student portion of the form, and then by giving the form to their instructor to complete the test information.
- Students must submit testing request forms at least five (5) school days in advance of the test to the Support Services Office in DRD at the appropriate campus.
- The form is two sided and is the means of communication between you as the instructor, and our Support Services Specialists who will be administering and proctoring the exam.
- You are responsible for communicating the parameters of the exam and for delivery of the exam to the Support Services Office. The completed test will be delivered to you by DRD staff.

## Suggested Syllabus Statements

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*The syllabus sets the tone for the class as well as putting boundaries in place. While there is some debate over whether a syllabus is a legal contract (contracts are usually signed by both parties), it is clearly an agreement between the instructor and students. Some instructors are emphasizing this agreement by making two copies of the final page of the contract and requiring students to sign and return one copy. Below are some suggested syllabus items:*

### Student Conduct

We will conduct ourselves in a manner which reflects our awareness of common standards of decency and the rights of others. All students are expected to know the Student Conduct Code ([http://www.santarosa.edu/for\\_students/rules-regulations/scs/section1.shtml](http://www.santarosa.edu/for_students/rules-regulations/scs/section1.shtml)) and adhere to it in this class. Students who violate the code may be suspended from two (2) classes and referred to the Vice President of Student Services for discipline.

### Respect

The best way to learn is through active participation; therefore, we respect others when talking by being on-time, listening actively, and by being polite even when we disagree with another's viewpoint. Please turn off all electronic devices. If you use a laptop for note-taking, please sit in the front row with the sound off. No food in class please.

### Academic Integrity

All written work is to be original; plagiarism of any kind will result in a failing grade on that assignment. Students who plagiarize or cheat may be suspended [for one or two class meetings by the instructor] and referred to the Vice President of Student Services for discipline sanction, in cases of egregious violation. Please read the college policy/procedure on academic integrity at: <http://www.santarosa.edu/polman/3acadpro/3.11P.pdf>.

### Emergency Evacuation Plan

In the event of an emergency during class that requires evacuation of the building, please leave the class immediately, but calmly. Our class will meet at \_\_\_\_\_ to make sure everyone got out of the building safely and to receive further instructions. (*If the class is on a second or higher floor, provide clear directions to the stairs*). If you are a student with a disability who may need assistance in an evacuation, please see me during my office hours as soon as possible so we can discuss an evacuation plan.

### Accommodations for Students with Disabilities

If you need disability related accommodations for this class, such as a note-taker, test-taking services, special furniture, etc., please provide the *Authorization for Academic Accommodations (AAA letter)* from the Disability Resources Department (DRD) to the instructor as soon as possible. You may also speak with the instructor privately during office hours about your accommodations. If you have not received authorization from DRD, it is recommended that you contact them directly. DRD is located in Analy Village on the Santa Rosa Campus, and Jacobs Hall on the Petaluma Campus.

## **Service Animals at SRJC**

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SRJC Policy 7.17:

It is the policy of the Sonoma County Junior College District to permit qualified individuals with disabilities to use service animals in District facilities and on District campuses. The purpose of this policy is to ensure

that qualified individuals with disabilities can participate in and benefit from District services, programs and activities, and to ensure that the District does not discriminate on the basis of disability. This policy is established pursuant to the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, and the Unruh Civil Rights Act of the California Civil Code.

Full Service Animal Procedure 7.17P can be viewed at:

<http://www.santarosa.edu/polman/7communi/7.17P.pdf>

In public areas of the college, such as the libraries or bookstores, we cannot ask a person for any type of verification of a disability to warrant the use of the animal. The ADA defines a service animal as a specially trained dog or miniature horse (the size of a medium/large dog). In classes, we do require authorization of the service animal and that is done through the DRD offices. Students may obtain an accommodation letter for the use of a service animal in class. If a student is bringing a dog to class and it is not very obvious that it is a guide dog or service animal, simply refer them to DRD to obtain an AAA letter. Do not ask them what they need the dog for, or engage in any questioning about their disability. If the student refuses to comply, call the Dean of Disabled Students Programs and Services, Patie Wegman at (707) 527-4906.

## **Referring Students to Disability Resources**

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Faculty are often the first human contact for students attending SRJC. Many students are referred to DRD by faculty. We encourage you to refer students whom you believe would benefit from our services because they have an obvious or suspected disability. Our offices on both campuses are open year round, during regular business hours. There are new student "drop-in" times most days during which a student may meet privately with a disability specialist for 5-10 minutes to hear about our services and briefly discuss their personal situation. They will be provided with information on how to apply for disability accommodation services.

## Contact Information

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DRD Web address:		<a href="http://www.santarosa.edu/disability_resources">www.santarosa.edu/disability_resources</a>
Santa Rosa Intake/Information Desk	527-4278	<a href="mailto:disabilityinfo@santarosa.edu">disabilityinfo@santarosa.edu</a>
Santa Rosa Office Fax	524-1768	
Petaluma Intake/Information Desk	778-2491	<a href="mailto:disabilityinfo@santarosa.edu">disabilityinfo@santarosa.edu</a>
Petaluma Office Fax	778-2497	
Santa Rosa Support Services Office	527-4581 522-2630	<a href="mailto:drd-testing-sr@santarosa.edu">drd-testing-sr@santarosa.edu</a>
Petaluma Support Services Office	778-4125	<a href="mailto:drd-testing-pet@santarosa.edu">drd-testing-pet@santarosa.edu</a>
Assistive Tech Training Center	527-4890	