Las Positas College
Disability Resource Center
Academic Accommodation Information

Understanding Academic Accommodations

All academic accommodations are determined through an interactive process, between qualified program personnel and the student with a disability. Academic accommodations are based on an understanding of their disability related functional limitations, supporting disability documentation, and educational accommodations that were previously determined to be helpful or recommended by qualified professionals.

Academic Accommodations - Testing

- **Extended Time** – The amount of extra time needed for a student to complete a test or quiz may vary depending on the disability and how the disability impacts the student. The time needed may also depend on the nature of the test, for example, if it is a multiple-choice test or an essay or math problem solving test Typically, a student may be eligible to get time and half or double time of what other students are allowed to complete a test.

- **Spell Checker** – Unless accurate spelling is a part of an exam, using spell checking within Microsoft Word may be an acceptable accommodation.

- **Reader** – A reader is a person who reads the exam to a student.

- **Scribe** – A scribe is a person who writes for the student what they instruct as responses to an exam.

- **Multiplication Table** – Unless the ability to do multiplication is being assessed by the exam, a multiplication table can be an allowable accommodation, even if a calculator is not.

- **Reduced Distraction Testing** – Testing in a separate area, free of distractions, or other students may be needed by a student. This may be arranged at the Disability Resource Center (DRC).

- **Testing with Breaks** – A specified number and length of breaks to allow students to stand, stretch, move, or rest based on the student's disability related needs.

- **Test with Memory Aides** – Memory aides are brief notes or note cards that students develop and submit to the instructor prior to a test to get them approved for use as reference during the test.

Assistive Technology and Equipment

- **Kurzweil 3000/1000** – This is primarily a scan and read software program that allows a student to create their own eText, but it also has numerous study tools and writing tools built-in to aide learning. The K1000 is designed for non-sighted users.

- **Dragon Naturally Speaking** – This is speech to text application software. It is the opposite of Kurzweil, in that instead of reading text, it takes your spoken word and converts it into digital text. It requires dedicated individualized training and special vocabulary to be used to be effective.

- **CCTVs / Magnifier** – These are hardware versions of a screen enlarger. These work by placing your book or other material under the monitor, where there is a camera, which transmits the enlarged text to the screen. It also allows to have the contrast and display colors to be controlled by the user.

Alternative Media Accommodations

- **eText** – eText is simply electronic text, which can be read out loud, enlarged, converted to MP3, shown with better contrasting colors, and many other variables to improve access and retention via the computer.

- **Braille Text / Tactile Materials** – These are text and reading materials for non-sighted students.

- **Enlarged Print** – Recommended generally for low-vision students. This magnified print may also be better accomplished, and accommodated via eText, but may still be preferred by some students.

- **Audio Description** – This may be needed for non-sighted students to describe visual content or context.

- **Learning Ally** – Assistance for students with specific learning, visual, or physical disabilities. It gives students access to pre-converted electronic texts that we do not produce in-house or request through the Alternate Text Production Center (ATPC).

- **Closed Captioning** – Specifically for deaf or hard of hearing students but many studies have shown that all students may benefit from captioning. This is a great example of Universal Design for Learning (UDL).

Classroom Accommodations

- **Assistive Listening Device** – Consists of a microphone and receiver. A microphone for the instructor. A receiver for the student.

- **Sign Language Interpreters** – A contractor retained by the college to provide American Sign Language (ASL) interpretative services for students and instructors.

- **Note Taker with Shared Notes** – This usually involves a student volunteer from the course identified as a note taker. Volunteer note takers are assisted by program personnel to confidentially share their notes with the student with the disability. Program personnel may offer the use of the photocopier or may drop off their notes to the office. Digital sharing of notes may also be facilitated if preferred for efficiency and no further accommodation is required.

- **Audio Recorder** – This could be a digital recorder, a cellular telephone application, or a mini cassette recorder. This accommodation needs to be included in the academic accommodation plan and the instructor needs to be made aware of the accommodation prior to recording by the student.

- **Preferential Seating** – Students might need to sit upfront, at the back of the class, near the door or exit, near a wall, or near an electrical outlet. All these are examples of preferential seating within a classroom, lecture hall, or laboratory.

- **Real Time Captioner** – A contractor retained by the college with stenography training who types in real-time the conversation and instructions of the course. This may be provided by an in-person captioner, or remotely via audio transmission with the text returned to a viewing device usually a laptop or iPad.

  Note: Even if a student is using a real-time captioner, the instructor is responsible to have all videos pre-captioned before sharing them in the classroom or requiring them as part of instruction.

- **Smart Pens** – An assistive technology aid that facilitates the note-taking and learning process. It allows recording of classroom discussions and taking fewer notes so that the student can spend more time listening and learning.