



LANEY COLLEGE

STUDENT ACCESSIBILITY SERVICES

2025 Handbook
Laney College

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About Student Accessibility Services (SAS)

Mission

The mission of Student Accessibility Services (SAS) is to provide support services and specialized instruction to students with disabilities to ensure them equal educational opportunities at Laney College.

Contact Information

Email:

SAS.Laney@peralta.edu

Office: (510) 464-3428

Web: https://laney.edu/student_accessibility_services

Hours

Monday-Thursday 8:00am - 4:00pm

Friday 8:00am-12pm

Location

The offices are located in the E-building located on the south-west side of campus close to the sports complex. The following table indicates services and locations:

Service/Office	Location
Alternate Media	E-251 and E-261
High Tech Center (HTC)	E-261
Learning Disabilities Diagnostic Testing	E-251
Sign Language Interpreters, Real-Time Captioning	E-251
Student Intake & Counseling	E-251
Test Proctoring	E-259

Program Staff

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Alternate Media Specialist

Holly Vezina (hvezina@peralta.edu)
District Interpreting Services Coordinator

Kim Cael (kcael@peralta.edu) (510) 466-7389
Assistive Technology Specialist

Other Peralta Colleges SAS offices:

Berkeley City College
berkeleycitycollege.edu/sas/
(510) 981-2812
sas.bcc@peralta.edu

College of Alameda
alameda.edu/students/student-accessibility-services-sas/
(510) 748-2328

SAS.Alameda@peralta.edu
Merritt College
merritt.edu/dsp/
(510) 436-2429
SAS.merritt@peralta.edu

Introduction

The Laney College Student Accessibility Services (SAS) is committed to rendering respectful, professional services for students with disabilities. We value equity and inclusion, student individuality, and promote both educational opportunities and positive images for students. It is our mission to provide support services and specialized instruction to assist you with achieving your academic goals.

This Handbook was designed to provide you with an overview of the services and support offered through SAS and outlines the steps you need to take to access services you are eligible to receive.

We recognize that every student is unique and may require a different level of support to ensure they have equitable access to the educational programs and social experiences offered at the college. To this end, SAS will work collaboratively with you to determine the appropriate academic adjustments and auxiliary aids that are individually tailored to your needs. For ease of understanding, we use the term “accommodations” in this Handbook to refer to any academic adjustments or auxiliary aids that may be provided.

We wish you much success with your educational endeavors at Laney College and look forward to working with you.

Dream. Flourish. Succeed.

How to Apply for Services

New Students

If you are new to SAS, you begin by meeting with a SAS Counselor. Please call (510) 464-3428 to schedule an appointment.

If you are entering Laney from high school, it helps to know the difference between receiving accommodations in a K-12 setting and a college. Read the table below for more information. For tips on how to be successful in college, read Appendix C.

Differences Between K-12 and College Accommodations

K-12 IDEA '04	K-12 504	College 504, ADA, FERPA
Student records are accessible to student and parents	Student records are accessible to student and parents	Student records are only accessible to the student. *
Special consideration for behavior problem	Must follow high school behavior code	Must follow college code of conduct; no special consideration
District identifies disability	Parent provides documentation of disability	Student responsibility to provide documentation of disability and need for accommodation
Special education classes	Regular class curriculum with modification	No special education classes; disability support office's role is to accommodate student in college-level classes
District develops Individual Education Plan (IEP)	Services determined by Plan	Student initiates requests for accommodation needs
District ensures that the IEP is implemented	District / parent / student responsible	Student responsible for own progress
Entitled to services identified on IEP	Services determined by Plan	College services not automatic; each college determines eligibility and services
Fundamental modifications to program of study permitted as identified on IEP	Fundamental modifications to program of student permitted as identified on 504 Plan	No fundamental modifications allowed: Accommodations may not alter fundamental nature of course or impose an undue burden on the institution
Teacher advocate	Parent / student advocate	Student advocates for self
Personal services: e.g., transportation, personal attendant, nurse	No personal services provided	No personal services provided

*This also applies to high school students that are concurrently or dual enrolled.

What to Bring to Your First Appointment

New Students

- Your most current Written Verification of Disability, Medical Report, Department of Rehabilitation Plan or Learning Disabilities Assessment or have had your verification sent to our office. The documentation must be from an agency or licensed/certified professional who is qualified to evaluate the student's disability.
- Individual Educational Plan (IEP) from Junior/High School (if applicable). An IEP will only be used as reference however the College is not required to implement the same services a student receives through the IEP process at the K-12 level.
- 504 plan from K-12 level.
- Student ID number.

Note

- If you do not have any of the above information, we will help you to try and obtain these documents.
- If you think you have a disability but don't currently have documentation, please discuss that with the SAS counselor.
- Please arrive at least 15 minutes before your appointment so that you can complete paperwork. If you must cancel, please call as soon as possible and you will be offered the next available appointment.
- Please make copies of the verification papers you submit to SAS in case you need them for future use.

Continuing Students

If you are a continuing student who already submitted disability documentation to SAS, you should meet with a SAS counselor **each semester** to review your progress, evaluate effectiveness of your current accommodations, and arrange accommodations for the following semester. You may also enroll online, but we recommend that you meet with a SAS counselor to choose appropriate classes. In addition, if you are enrolling in SAS classes, you will need to register through SAS.

Returning Students

If you have been away for more than five (5) years, you must register with SAS as a new student by resubmitting documentation of disability (see New Students information above).

Summary of Procedures to Request Academic Accommodations

In order to request and receive accommodations, you must do the following:

1. Make contact with SAS and request accommodations.
2. Provide SAS with documentation of disability or receive a referral to the Learning Disability Specialist for testing.
3. Meet with SAS counselor to determine eligibility for services and through an interactive process, identify educational limitations, determine academic accommodations, and complete a Student Educational Contract.
4. If determined eligible for academic accommodations, provide a copy of your Academic Accommodations Letter to each of your instructor(s) or have your SAS counselor send accommodation letters electronically to the instructor.

Note: it may take between one to two (1-2) weeks to facilitate providing identified academic accommodation.

Who is Eligible for Services?

Students receiving services through SAS must have a disabling condition that has been verified by an appropriate professional. The condition must limit one or more major life activities, and impose an educational limitation in the form of a disability-related functional limitation that occurs when the limitation prevents a student from fully benefiting from classes, activities, or services offered by the college without specific additional support services or instruction. SAS serves students whose disabilities include, but are not limited to:

- Physical disability
- Deaf and hard of hearing
- Blind and low vision
- Learning disability
- Intellectual disability
- Acquired brain injury (ABI)
- Attention-Deficit Hyperactivity Disorder
- Autism Spectrum
- Mental health disability
- “Other” health disability

SAS works primarily with students with permanent or ongoing disabilities, but also works with students with temporary disabilities. SAS provides services to students with temporary disabilities due to accident, illness, surgery or other circumstances if the disability substantially interferes with the student’s ability to participate successfully in the academic setting.

Services Provided for Eligible Students

SAS provides educational support services for students with disabilities enrolled at the college. Because accommodations are determined for each individual student, based on how the disability affects learning, counselors through interactive process will discuss what services student may be best for the student. Services may include but are not limited to:

Academic, Personal, and Career Counseling

- Academic Counseling: assistance with selecting classes, creating Student Education Plans (SEPs), college program planning, and academic probation, applying for Degrees and Certificates.
- Personal Counseling: assistance with disability-related issues affecting academic needs/progress
- Career Counseling: assistance with career planning around identified educational goals

Instructional Courses

SAS offers courses to students through the Learning Resources discipline. Many of these courses are held in the High Tech Center. These are examples of courses, but not all courses may be offered.

- LRNRE 211: Computer Skills
- LRNRE 272: Computer Access Projects
- LRNRE 280: Study Skills

- LRNRE 294A: Diagnostic Learning
- LRNRE 294B: Learning Strategies in Mathematics
- LRNRE 294C: Learning Strategies in Writing
- LRNRE 294D: Learning Strategies in Reading

Learning Disabilities Diagnostic Testing

SAS provides individualized assessment and evaluation of eligibility for learning disability support.

Priority Registration

Priority registration allows students with disabilities, and some other students at the college, to register for classes before other students enroll. This may be important for students who need accommodations that take time to arrange, have limitations on the times or days that they can take classes, or for other special needs. Priority registration also gives students the opportunity to register for classes that fill up quickly. Students can also register for classes after priority registration, but there is no guarantee that they will get the classes they want.

Notetaker/Scribe Services

Note-taking refers to taking notes from a lecture. Scribing refers to the physical act of writing on behalf of students who are unable to do so, for example to complete in-class written assignments. A SAS counselor must authorize the use of a notetaker or scribe before this service is provided.

Testing Accommodations

SAS may provide assistance in administering exams for students with disabilities that require extra time, adaptive technologies, or other approved accommodations.

Alternate Media

Alternate media services (including braille, tactile graphics, print enlarging, electronic text [e-text], and books on tape) may be provided to students who have a verified disability and whose disability-related limitations prevent them from accessing print in its standard, or published, format.

Equipment and Technology

SAS may have equipment (e.g., SmartPens) and technology for loan to students with disabilities.

Note:

- To borrow equipment, students must complete the Equipment Loan Form and return the equipment in good working condition. If the equipment is not returned by the end of the semester, a hold will be placed on the student's records. A hold means that the student will not be able to register for classes until the equipment has been returned or replaced. If the equipment is not returned or replaced, the student may be responsible for replacement costs.

Tutoring

Students with disabilities have access to tutoring through the college Tutorial Center, Math Lab, and Writing Lab. Students who are clients of the Department of Rehabilitation (DOR) may also discuss need for specialized tutoring with their DOR counselor. SAS may offer specialized tutoring, but is subject to funding.

Sign Language Interpreters/Real-time Captioning

Students who are deaf or hard-of-hearing can receive support through a sign language interpreter or real-time captioner to participate in class.

Note: students must meet with a SAS counselor to arrange for these services, preferably during priority registration, or at least four weeks before the beginning of the semester.

Other Services

Enrollment assistance; liaising with four-year colleges, community agencies, and the Department of Rehabilitation and the Regional Center, access to adapted computer equipment and other assistive technology.

Go to Appendix A for more details on how to receive the above services.

Suspension of Services

Suspension of SAS services will occur for the following reasons:

Violation of the Student Code of Conduct

A student with a disability, like any other student on the campus, must adhere to the [Standards of Student Conduct](#) (AP 5500) adopted by the college. Suspension of services to the student due to a violation of the Standards of Student Conduct goes through the same procedures as with any other student.

Measurable Progress

A lack of measurable progress may be defined as failure to meet Laney College’s academic standards as established by the college and may result in a loss of SAS services.

Inappropriate Use of Services

Inappropriate use of services is defined as a failure to comply with the policies and procedures of individual services that students are using. Failure to comply with the terms stated within each specific service area may result in suspension of that service.

.....

Prior to the suspension of a service, the student will be notified in writing that, unless they meet with the SAS Counselor to discuss the area of concern, the service will be automatically suspended. At the time of the meeting with the SAS Counselor, the student will need to sign a contract which outlines the guidelines for continuing services. Suspended services may be reinstated during the current semester only on the authorization of a SAS Counselor, and only if there are extenuating circumstances which warrant the reinstatement of the service.

Appeal Process

Students seeking to appeal the suspension of services should arrange to discuss the matter with the SAS Coordinator. If after consulting with the Coordinator the student is still not satisfied, they may appeal to the Dean of Student Services and eventually the Vice President of Student Services.

Confidentiality, Legal Foundations, Rights, and Responsibilities

Confidentiality and Disclosure of Disability Information

A student seeking any services through the Student Accessibility Services is required to provide documentation that verifies a disability. The documentation may be sensitive in nature and it is the obligation of SAS to maintain confidentiality of the information.

Disclosure of information regarding the student's disability will be made only upon the receipt of a student's signed and dated "Consent for Release of Information" form. The SAS staff member may discuss a student's educational situation with other Peralta Community College District or other program staff who have a legitimate educational need to know.

A SAS counselor will not discuss anything pertaining to students with any other instructors or anyone else, without the student's expressed written permission, or approval through electronic means, except in possible cases of child abuse and/or expressed intent to harm oneself or others.

Legal Foundations

Federal and state laws and Peralta Community College District Board Policy govern the rights of students with disabilities to higher education. These laws and policies include Sections 504 and 508 of the Rehabilitation Act (1973 and 1998); the Americans with Disabilities Act (1990); Peralta Board Policy 5140 Title 5 (sections 56000 through 56076). For specific information about these laws and policies, please see Appendix B.

The following is a summary of what current law requires and what it does not require.

What the Law Requires

- equal access to instruction, services, activities, and facilities of the college.
- that the student be evaluated on ability, not disability.
- accommodations when the student has an educational limitation that affects the ability to acquire information or to demonstrate knowledge of the course material in a standard way.

What the Law Does Not Require

- changing standards, or grading policies, because a student has a disability.
- require allowing a student to cheat.
- providing accommodations to a student who verbally claims a disability but who has not provided documentation to the college, either through SAS or through the 504/ADA Compliance Officer.
- providing personal devices such as wheelchairs, hearing aids or glasses.
- providing personal assistant services such as assistance with eating or dressing.
- providing accommodations that would fundamentally alter the nature of a program.
- providing accommodations which lower or substantially modify academic or program standards.

Rights and Responsibilities of Students with Disabilities

Students with disabilities have the right to:

- participate voluntarily in SAS
- participate in other courses, programs, or activities offered by the college

- be evaluated based on ability, not disability
- appeal a decision regarding accommodations students need to follow the procedures detailed in the PCCD unlawful discrimination and sexual harassment: complaint and investigation procedures handbook per AP5140 (see <https://web.peralta.edu/hr/files/2018/08/Session-1-Tab-5-Complaint-and-Investigation-Procedures-for-Employees-and-Students.pdf>)

Students with disabilities have the responsibility to:

- provide professional documentation of disability to the college
- request accommodations in a timely way
- follow SAS procedures for obtaining accommodations
- work cooperatively with SAS to determine and implement accommodations
- comply with the Student Rules of Conduct as written in the College catalog
- maintain the academic standards of the college

Faculty Rights and Responsibilities

Faculty have the right to:

- set academic standards
- evaluate the student based on the standards of the class and to grade accordingly
- advise the student to contact SAS if the student requests an accommodation and the instructor has not received written notification from the SAS office

Faculty have the responsibility to:

- work with SAS to provide for accommodations in a fair and timely way
- adjust instruction without fundamentally altering the program
- provide handouts in a timely way for alternate media provision
- select textbooks in a timely way so e-text can be ordered from the publisher
- respect and maintain a student's right to confidentiality about his/her disability
- contact the SAS office if there is disagreement about the accommodation
- work with SAS to ensure that all electronic and information technologies (e.g., instructional web pages, applications, instructional videos) are accessible to students with disabilities. For example, instruction videos should be captioned.

Faculty do **not** have the right to refuse to provide accommodations, to question whether the disability exists when accommodations have been authorized by SAS, or to request to examine the student's documentation.

SAS Rights and Responsibilities

SAS has the right to:

- request and receive current documentation that supports the need for accommodations
- deny a request for accommodations if the documentation demonstrates that the request is not warranted or if the individual fails to provide appropriate documentation
- suspend or terminate services if the student repeatedly does not comply with SAS policies or procedures or does not meet the academic standards established by the college.

SAS has the responsibility to:

- assist faculty in providing or arranging accommodations and/or auxiliary aids

- hold student information confidential except where permitted or required by law
- communicate to students, faculty, and staff the process to request accommodations
- verify the student's disabilities and authorize accommodations based on educational limitations caused by the disability
- establish requirements for measurable progress and abuse of services. If a student does not adhere to established procedures, SAS will notify the student of the possibility of suspension or termination of SAS services.

Student Grievance Rights

If a student believes that an instructor or other college staff member has violated their right to confidentiality or is denied academic accommodations or the use of auxiliary aids, the student should meet with the SAS Coordinator to help resolve the issue.

When a student requests disability-related services, the student's disability is verified by SAS staff, according to state-mandated criteria. If the student is deemed ineligible for services and wishes to appeal the decision or an unresolved issue becomes a dispute, the student should first attempt to resolve the matter by means of an informal meeting with the person(s) against whom the student has the disagreement, generally the SAS Counselor, SAS Coordinator (or Counselor/Coordinator), the LD Specialist, or other SAS faculty member responsible for providing the academic adjustments. This discussion should be timely, optimally within ten (10) instructional days.

If any issue or disagreement cannot be resolved to the student's satisfaction through the informal process, the student has the right to follow the formal grievance procedure outlined in [Administrative Procedure \(AP\) 5140 Disabled Students Programs & Services](#).

Other Helpful Information for Students

Repeating Special Classes

Students may repeat SAS classes for a limited number of times under the following conditions when:

- the continuing success of the student in other general and/or special classes is dependent on additional repetitions of a specific class
- additional repetitions of a specific special class are essential to completing a student's preparation for enrollment into other regular or special classes
- the student has a student educational contract which involves a goal other than completion of the special class in question and repetition of the course will further the achievement of that goal

From Title 5 Section 56029 Implementing Guidelines

The SAS Counselor may authorize repetition of special classes on a case-by-case basis if the requirements listed above are met.

Emergencies

Personal

Some students have special needs that may require emergency or first aid response. This may include students who have seizures, certain psychological disabilities, cardiac disabilities, and others. It is important that students with disabilities inform SAS of an emergency contact person, including a daytime phone number, in the event that you require medical attention or transport to your home or medical facility. It is also recommended that you provide this same information to the college nurse and to Peralta police services.

Campus-wide Emergencies

In the event of a fire, earthquake, or other incident requiring campus-wide response, the college will institute its emergency evacuation plan that includes evacuation of students and employees with disabilities. It is important that you are familiar with your needs in an emergency. Be familiar with alarm signals, establish a buddy system for each class, and advise your instructor within the first week of each semester how to assist you in the event of an emergency.

Service Animals (AP 3440)

Students with disabilities are allowed to use a service animal in college facilities in compliance with state and federal law. Students with disabilities are allowed to be accompanied by their service animal in all areas of the college's facilities where members of the public, or participants in services, programs, or activities are allowed to go. For more information, consult [AP 3440](#).

Parking

SAS does not issue disability parking placards. Students who have a designated license plate or a parking placard issued by the Department of Motor Vehicles (DMV) are eligible to park in any specially marked disabled person parking space. If these spaces are full, parking is permitted in any other parking stall. However, all students must purchase a standard parking permit from the machine in the parking lot or purchase a semester parking permit.

Financial Aid

SAS does not have money available to grant or loan to students. Students are encouraged to apply for financial aid to assist with the purchase of books, supplies, and other educational necessities.

There are specific guidelines and deadlines for applying for financial aid and some academic programs do not qualify. For more information, please go to the Financial Aid office. Students may also qualify for funds from the Department of Rehabilitation or the Extended Opportunity Programs and Services (EOPS) for low-income and educationally disadvantaged students.

Appendix A: Procedures for Receiving Specific SAS Services

Sign Language Interpreters/Real-time Captioning

If you are deaf or hard-of-hearing and require a sign language interpreter or real-time captioner to participate in class, you must meet with a SAS counselor to arrange for these services. It may take several weeks to hire an interpreter or real-time captioner, so you should arrange for these services with a SAS counselor during priority registration or at least four weeks before the beginning of the semester. If you delay in requesting these services, interpreting/real-time captioning services cannot be guaranteed for the start of classes.

Procedure for Interpreter/Real-Time Captioning Services

Once you have met with a SAS counselor, call the SAS office to arrange for a meeting with the District Interpreting Services Coordinator, Holly Vezina.

If you are registering with SAS office for the first time, you must provide verified documentation of hearing loss and complete the Interpreter/Real-time Captioner Agreement Form.

Once an interpreter/real-time captioner is hired, you must comply with the following procedures:

- If you are going to be absent from a class, you must contact the District Interpreting Services Coordinator by email. If you know more than a day in advance that you will not attend the class, it is important that you notify the District Interpreting Services Coordinator as soon as possible so services can be cancelled for that day.
- Interpreters will wait outside of the classroom for a student before reporting them absent to the District Interpreting Services Coordinator. Interpreters wait based on the length of the class, 10 minutes for every hour. For example, if the class is three hours long, the interpreters will wait for 30 minutes.
- If you have two consecutive absences without notices, interpreting/real-time captioning services may be suspended until you meet with a SAS counselor to determine why there are problems in attending class. The SAS counselor may or may not reinstate services at that time.
- If the interpreter/real-time captioner does not attend a class session, you should notify the District Interpreting Services Coordinator.
- If you need an interpreter for special one-time events (such as meeting with an instructor), you should request an interpreter at least 72 hours prior to the event. If the request is made with less than one week's notice, all efforts will be made to secure an interpreter, however, services cannot be guaranteed.

Testing Accommodations

If the SAS Counselor determines that you are eligible for testing accommodations, SAS will complete an Exam Proctoring Request Form. Please take the form to the instructor then follow these procedures:

1. Have the instructor read, fill out, and sign the Exam Proctoring Request Form. The instructor should return the form to you.
2. Bring the completed form to SAS.
3. As soon as your instructor notifies you of the test day, fill out the Student Request for testing form and bring it to SAS. Because SAS has to arrange for a room and a proctor, we need at least five (5) days' notice for each test. No test will be administered without the proper completed paperwork.

Other important points:

- Testing accommodations will occur on the same day, and preferably at the same time that other students are taking the exam. An exception maybe you have classes immediately before and after the class in which the test is occurring and would not have enough time to complete the test with accommodations. In this case, another test time will be arranged and the instructor will be notified of this exception.
- Be on time for tests. If you are late, that time will be deducted from your total time. For example, if you are scheduled for a 2-hour test and you arrive 30 minutes late, you will have only 1.5 hours to complete the test.
- If you think you will need to take a break, please let the test proctor know ahead of time. Please get water and use the restroom before the test session.
- If there is cheating, unauthorized use of notes, books, or other improper behavior, the instructor will be notified. You may choose to complete the test, but the proctor will make a notation on the test and the test will be returned to the instructor. SAS will report incidents to the instructor where violations have occurred, but we do not determine guilt. Your instructor will decide what to do with the information provided by SAS.
- If cheating has occurred, SAS may suspend test proctoring services for the rest of the semester. If these behaviors occurred on a final exam, test proctoring may be suspended for the following semester. Cheating is a violation of the [Standards of Student Conduct](#) and can also lead to disciplinary action by the college.
- You may not be excused from the testing environment once the test has begun. Occasionally tests may be divided over two testing sessions if approved by the SAS counselor as an appropriate accommodation.
- Failure to comply with SAS procedures may result in suspension or termination of this service.

Alternate Media

Procedures

- You must first meet with a SAS Counselor to verify your disability and the educational limitations that necessitate textbooks and course materials in alternate formats.
- After the SAS Counselor authorizes your use of alternate media services, you should meet with the Alternate Media Specialist to complete the Application for Alternate Media Services. If you are requesting e-text, you should also complete the Electronic Text Request Documentation Form.
- You must be registered in the course for which they are requesting alternate media.
- Required texts only will be provided in alternate format. You must own a physical copy of the textbook or other course material. You must provide a purchase receipt.
- Alternate format requests must be submitted as soon as you know the material will be needed. We recommend that you make the request at least four weeks before the beginning of the class because it may take several weeks to obtain the e-text from the publisher or scan the book.
- You are responsible for providing SAS with course textbook information, a copy of the syllabus, and/or copies of the course handouts and materials for each class in which alternate media is requested in a timely manner. If it is possible to get materials from instructors on USB or via e-mail, that will speed up the process.

- If SAS cannot get e-text from the publisher, staff will scan the book. The binding will be removed to allow use of the high-speed scanner. If you do not want the binding removed, you can scan the book manually.
- The material is distributed in a specialized format for your exclusive for use. You may not copy or reproduce any material provided by SAS nor allow anyone else to do so because the material on the disk is copyrighted. Violation of this rule may result in suspension or termination of alternate media services and, furthermore, may result in disciplinary action by the college.
- You are responsible for informing the Alternate Media Specialist whenever changes occur that affect the need for alternate media.
- Alternate media must be requested each semester that it is needed.

Timelines (approximate)

- Taped textbooks from RFB&D: 4 - 6 weeks
- Large print textbooks: 3 days per chapter
- Large print handouts: 1 day
- E-text from publisher: 4 - 6 weeks
- E-text in-house: 1 week per chapter
- Tactile graphics: 10 days
- Digital to print: 1 week from the time the instructor publishes the module

Helpful Information

- Get your requests to your SAS counselor as early as possible.
- If you have a visual disability, you can use e-text with a refreshable braille display or with screen reading software that reads aloud the information that is on the screen.
- If you have low vision, you may be able to read e-text on a computer by using software such as Zoom Text to magnify the image on the screen or by increasing the font size within a standard computer program.
- If you have learning disabilities, you may use computer programs such as Kurzweil 3000 to listen to books and employ study skills features in the program.
- Books on Tape/Electronic Text (E-Text): Textbooks and course materials on audiotape can be obtained from the Recordings for the Blind and Dyslexic (RFB&D). If the material is not available at RFB&D, the textbook material can be scanned to disk so that it can be accessed electronically.
- Brailed and Tactile Graphics: Braille is a system of reading and writing for blind individuals. Tactile graphics allow diagrams printed on special heat-sensitive paper to be heated in a specialized device to produce raised lines and images.
- Print Enlarging: Print enlarging is the magnification of print from e-text, textbooks, and course materials. One alternative to hard copy large print is the use of a closed-circuit television (CCTV) system which permits magnification of the page being viewed.

Appendix B: Self Advocacy & College Success Skills

Self-Advocacy

Self-advocacy skills include knowing how to skillfully initiate action and interact with faculty, staff, and other students to obtain support services necessary for your learning needs. If you require accommodations, you are the one who must recognize the need, make the initial contacts, follow up on these contacts, and maintain the necessary actions to receive the services needed. The following guidelines for talking with college instructors may be helpful in meeting with faculty:

- Make an appointment with each of your instructors early in the semester to discuss any accommodations in which the faculty will be involved. Keep in mind that you are among many students with whom an instructor might have contact in the first few weeks of the semester.
- If you will be using testing accommodations in the class, inform the instructor at the earliest possible time.
- Describe any other accommodations you may need, explaining the reason for their use if possible. Answer any questions or concerns they may have by providing the information yourself and/or referring them to the SAS office.
- Ask for any advice they might offer on learning the course material, studying for exams, or otherwise performing well in the class. Then, listen to the advice and follow it — at least on a trial basis.

College Success Skills

As a student with a disability, it is critical that you understand your disability and how it affects your ability to learn and participate in college. Many students believe that if they are interested in college and motivated to learn, they will be successful — but this is not enough!

There are many differences between the high school and college learning environments. They include:

- Actual time spent in classes is considerably less in college than in high school, creating much more free time.
- The freedom to cut classes or spend time with friends is much greater in college than in high school. Missing classes, however, is directly correlated to failure in college.
- College professors spend much more time lecturing and expect students to read and study textbooks on their own.
- Studying in college does not necessarily mean homework; it means independent learning, such as reading, reviewing notes, or studying outside sources in the library.
- For every hour in class, about 2-3 hours outside of class should be spent studying, whereas high school might have required only 2-3 hours a day of studying.
- Tests in college are generally given less frequently than in high school, so grades are based on fewer opportunities.
- In college a C (not C-) is generally considered the lowest passing grade; anything else can risk probation or dismissal.

Research has shown that many students have not developed a systematic approach to study skills. In college, your instructors will take for granted that you have these skills that you can read, write, listen, take notes, and work on exams and assignments effectively. Successful students have a system.

Following is a list of suggested study skills and strategies that may be helpful to you in college. You can also try the Learning Strategies for Different Learning Styles described in Appendix B and see which approaches work for you. The Student Assessment of Instructional Preferences in Appendix C might also help you evaluate how you learn best in a classroom.

Effective Learning Strategies

1. Attend all classes.
2. Preview new material and review the previous lecture before each class.
3. Sit toward the front of the class.
4. Come to class prepared with materials and a positive frame of mind.
5. If you need to tape record lectures, be sure that the instructor has been notified that taping the class is an approved accommodation. Then, as a courtesy, ask permission of the instructor before you tape. Take notes while you tape record.
6. For Zoom classes: if you have a “record lecture” accommodation, please be sure that the instructor has been notified of this accommodation. If the instructor has not started the recording when class starts (“recording in progress”), then please send a private chat to the instructor to remind them.
7. Study with others.
8. Meet with your instructor if you are having difficulty.
9. Use a computer for writing assignments. Use the spell check feature to help you with proofreading.

Time Management Ideas

1. Keep a master calendar. Make sure it’s large enough to enter assignments, exams, social events, and important assignments.
2. Work backwards from the due date on long-range assignments and build in extra time for setting the project aside just to think about it. Go over this time line with your instructor and ask for feedback on your progress periodically.
3. Allow 2 hours for homework, studying, or reading for each hour of class.
4. Make sure you have understood an assignment correctly before plunging into it. Don’t wait until you have finished the assignment to find out that you have not fulfilled the requirements.
5. Often the hardest part of getting your work done on time and keeping up with the workload is getting started on a new assignment. Start by making a commitment of 30 minutes and then lengthen study periods gradually.

Memory Strategies

1. Learning is synonymous with reviewing. Reviewing frequently and regularly throughout the semester is essential.
2. Color code, enlarge, underline, and highlight your notes to strengthen your visual memory of the material.
3. Copy your notes to facilitate memorizing.
4. Tape record lectures and listen to them while driving, exercising, and eating, etc.
5. Review frequently and commit material to memory using strategies that aid recall such as listing, categorizing, imaging, visualizing, alphabetizing, and devising acronyms and associations.

Test Taking Techniques

1. No test taking secret or gimmick can substitute for thorough preparation.
2. Read over the entire exam and read all directions.

3. Ask your instructor to clarify anything you don't understand.
4. Do the easy questions first and make reasonable choices on those you don't know.
5. Learn to use relaxation and breathing techniques to lessen test anxiety.

Objective Tests

1. Underline key words in each question.
2. Eliminate obvious wrong answers.
3. Try to anticipate an answer.
4. Understand the use of negative words and prefixes.

Essay Tests

1. Read each question carefully and underline key words.
2. Use key words from the questions and write notes in the margin as a mini-outline.
3. Budget your time carefully.
4. Strive for a well-organized, focused essay.
5. Be specific – state the main point.
6. Provide details and examples and/or statistics.
7. Use transition words to make your essay coherent.

In summary, to maximize your success in college:

1. Develop strategies, study skills and a network of support!
2. Attend class.
3. Arrive on time, pay attention, and participate in class discussions and activities.
4. Talk to the instructor. Ask questions.
5. Complete and check all work. Turn in neat and clear assignments.
6. Monitor your progress. If you begin to fall behind, ask for help.
7. Stay in contact with SAS and your professors.

Sources:

Academic differences between high school and college – from Ruth Proctor at Marymount College Learning Center in the Fall 1997 CAPED Communique.

Strategies list from “College Students with Learning Disabilities: A Handbook” by Susan Vogel and the College of San Mateo Student Handbook.

Appendix C: Disability Laws

Legal Foundations for Academic Accommodations

Section 504, ADA, Board Policy 5.24, Section 508

Passage of **Section 504 of the Rehabilitation Act of 1973** insured that students with disabilities had access to higher education. This was civil rights legislation, its intent similar to Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 which prohibited discrimination based on gender. “Under Section 504, individuals with disabilities are protected from exclusion, disparate treatment, and harassment on the basis of their disability.” Section 504, which is still in effect, placed the responsibility of access to higher education primarily on public institutions which received federal funds.

A person with a disability is defined as any person who (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has record of such an impairment, or (3) is regarded as having such an impairment. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

In July of 1990, the disability movement in the United States picked up momentum with the passage of the **American with Disabilities Act (ADA)**. According to the ADA, “no otherwise qualified individual with a disability shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of a public entity.” In practical terms, the ADA merely extended the existing rights of students with disabilities to institutions that did not receive federal funds. However, because the ADA covers all aspects of disability in society including employment, education, telecommunications, private sector services, public sector services, transportation and more, it has raised awareness of disability issues.

On August 7, 1998, Congress amended **Section 508 of the Rehabilitation Act** (19 U.S.C. 794d) to expand the federal government’s responsibility to provide electronic and information technology which is accessible to, and usable by, people with disabilities. Section 508 of the Rehabilitation Act specifically covers federal agencies but has an impact on the greater public.

Section 508 requires Federal departments or agencies that develop, procure, maintain, or use electronic and information technology, to ensure that the electronic and information technology is accessible. Section 508 requires that individuals with disabilities seeking information or services from a Federal department or agency, have access to, and use of, information and data comparable to that provided to individuals without disabilities.

For example, the U.S. Department of Education, the IRS, and other government Web sites must provide access for blind users who use speech output systems. If any video clips are used they must have captions and descriptions. Visual images should also be audio-described so that people who are blind or deaf have equal access.

Section 508 became effective June 2001. Although Section 508 specifically covers federal agencies, Ralph Black, General Counsel in the State Chancellor’s Office, provided to the colleges Legal

Opinion M 01-17 on June 11, 2001. It states that Section 508 also applies to California Community Colleges. In 2002 SB 105 (Burton) was signed into law; it requires that all state agencies comply with Section 508. Thus, districts are required to adopt policies and procedures to ensure that all electronic and information technologies are accessible to persons with disabilities.

To sum up, federal legislation requires that colleges and universities accept otherwise qualified students with disabilities into academic programs. Colleges should work with students to identify and implement accommodations that will grant them access to educational opportunities. With cooperation from the student, faculty, SAS, and the college, accommodation strategies can be determined and implemented successfully.

Sources:

L. Scott Lissner, "Legal Issues Concerning All Faculty in Higher Education," in Accommodations- or Just Good Teaching? p. 10.

San Diego Mesa College Instructor Handbook, p. 1.

Appendix D: Community Resources

Department of Rehabilitation (DOR)

Berkeley Office

1936 University Ave., Suite 150
Berkeley, CA 94704
(510) 883-6000

Hayward Office

1253 A Street
Hayward, CA
(510) 881-308

Oakland District Office

1515 Clay Street
Oakland, CA 94612
(510) 622-2764

Oakland Edgewater Office

7700 Edgewater Dr., Suite 120
Oakland, CA
(510) 577-6829

Richmond Office

1003 W. Cutting Blvd, Suite 100
Richmond, CA
(510) 231-7622
(510) 231-8707, TDD

Students with disabilities may be eligible for vocational resources through DOR. To determine your eligibility, contact your DOR office.

Other Community Resources

- A Safe Place (Oakland): (510) 536-7233
- Adult Mental Health Center: (510) 465-1800
- Alcoholics Anonymous (Oakland): (510) 839-8900, www.eastbayaa.org
AIDS Hotline: (800) 342-2437
- Asian Health Services: 818 Webster St., Oakland, CA; (510) 986-6800
- Battered Women's Alternative: (510) 930-8300
- Child Protective Services: (510) 372-8000, (510)259-1800
- Children's Hospital (Oakland): (510) 428-3000
- East Oakland Health Center: (510) 430-9401
- Family Violence Law Center: (800) 947-8301
- Lifelong Medical Care: (510) 981-4100
- Narcotics Anonymous: www.na.org
- Rape Crisis: (510) 798-7273
- San Leandro Shelter for Women & Children: (510) 357-0390
- U.C. Optometry Eye Clinic - UC Berkeley, Berkeley, CA:
- Victim/Witness Assistance Center: (510) 272-6180
- West Oakland Health Center: (510) 835-9610

Appendix E: Useful Websites

- Laney College: www.laney.edu
- Peralta Colleges: www.peralta.edu
- ADA Home Page: <https://www.ada.gov/>
- AHEAD (Association on Higher Education and Disability): www.ahead.org
- Center for Independent Living – Deaf Services: <http://cilberkeley.org/>
- Department of Rehabilitation: www.dor.ca.gov
- Deaf Community Counseling Services <https://felton.org/social-services/adult/dccs/>
- Regional Center of the East Bay rceb.org
- Interpreter Referral Agency <https://www.linguabee.com/>
- Interpreter Referral Agency <https://partnersincommunicationllc.com/>
- Deaf Hope (DV & SA Peer Counseling & Support Groups) <https://www.deaf-hope.org/>
- Gallaudet University: www.gallaudet.edu
- Interpreter Referral Service: www.handsonsvs.com
- Deaf Disabled Telephone Access Program: www.ddtp.org
- Deaf Counseling Advocacy Referral Agency: www.dcara.org
- Microsoft Accessibility Page: www.microsoft.com/enable/microsoft
- Mid-America Association of Educational Opportunity Program Personnel (MAEOPP): www.maeopp.org
- National Attention Deficit Disorder Association: www.add.org
- National Center for Stuttering: www.stuttering.com
- National Institute of Mental Health: www.nimh.nih.gov
- National Institute on Deafness and Other Communication Disorders: www.nidcd.nih.gov
- National Mental Health Association: www.nmha.org
- Recording for the Blind and Dyslexic: www.rfbd.org
- Student Financial Aid Application FAFSA on the Web: <https://studentaid.gov/>
- US. Department of Education, Office for Civil Rights: <http://www2.ed.gov/about/offices/list/ocr/know.html>

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Dr. Judit Trinidad Lopez, SAS Counselor

Laney College Statement of Non-Discrimination

Laney College does not discriminate on the basis of age, race, religion, color, gender identity, gender expression, sexual orientation, ancestry, citizenship, national origin, military or veteran status, disability, marital status, pregnancy, medical condition, and immigration status.