



STUDENT LEARNING ACCOMMODATIONS HANDBOOK

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Labouré College

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General Information

Americans with Disabilities Act

The **Americans with Disabilities Act** (ADA) prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress.

The ADA defines a person with a disability as someone who has a documented physical or mental impairment that substantially limits one or more of their major life activities, such as walking, hearing, or maintaining sustained concentration; a person who has a history or record of such an impairment; or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered because there is no exhaustive list. Disabilities can be permanent, such as a first-year student who has been blind since birth, or temporary, as in the case of a sophomore undergoing cancer treatment whose chemotherapy is causing debilitating but short-term side effects. Under the ADA, a college must provide "reasonable accommodation" to students with disabilities so that they have the same access to education and the same opportunities for lifelong inquiry, transformative learning, and meaningful service as the rest of the student body.

The Americans with Disabilities Act Amendments Act (ADAAA) of 2008

The changes in the definition of disability in the ADAAA apply to all titles of the ADA, including title I (employment practices of private employers with 15 or more employees, state and local governments, employment agencies, labor unions, agents of the employer and joint management labor committees); title II (programs and activities of state and local government entities); and title III (private entities that are considered places of public accommodation).

Under the laws, learning, reading, thinking and concentrating are all considered major life activities among others listed in the law. If a student is eligible for services under Individuals with Disabilities Education Act of 2004 (IDEA), he/she qualifies for protection under the ADAAA.

Section 504 (of the Rehabilitations Act of 1973)

The focus of Section 504 is on non-discrimination. For that to happen, a student must receive services that level the playing field in order to learn and be evaluated.

Section 504 states that "no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination from" any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service.

The Rehabilitation Act prohibits discrimination on the basis of disability in programs conducted by Federal agencies, in programs receiving Federal financial assistance, in Federal employment, and in the employment practices of Federal contractors. The standards for

determining employment discrimination under the Rehabilitation Act are the same as those used in Title I of the Americans with Disabilities Act.

Each Federal agency has its own set of section 504 regulations that apply to its own programs. Agencies that provide Federal financial assistance also have section 504 regulations covering entities that receive Federal aid. Requirements common to these regulations include reasonable accommodation for employees (and students) with disabilities; program accessibility; effective communication with people who have hearing or vision disabilities; and accessible new construction and alterations.

Section 508

Section 508 establishes requirements for electronic and information technology developed, maintained, procured, or used by the Federal government. Section 508 requires Federal electronic and information technology to be accessible to people with disabilities, including employees and members of the public.

An accessible information technology system is one that can be operated in a variety of ways and does not rely on a single sense or ability of the user. Some individuals with disabilities may need accessibility-related software or peripheral devices in order to use systems that comply with Section 508.

What are “Reasonable Accommodations”?

ADAAA mandates that reasonable accommodations must be provided to students with disabilities to help him or her learn most effectively.

The Americans with Disabilities Act (1990) stipulates that postsecondary institutions are responsible for providing necessary accommodations when a student discloses a disability, unless to do so would "fundamentally alter" the nature of the programs or result in an "undue burden." Providing accommodations do not compromise the essential elements of a course or curriculum; nor do they weaken the academic standards or integrity of a course.

Accommodations simply provide an alternative way to accomplish the course requirements by eliminating or reducing disability-related barriers. In the context of higher education, it is easier to define what is not reasonable and assume that if the accommodation needed does not clearly fall under those guidelines, it is probably reasonable. There are three kinds of accommodations that are not considered reasonable: (1) It is not a reasonable accommodation if making the accommodation or allowing participation poses a direct threat to the health or safety of others; (2) It is not a reasonable accommodation if making the accommodation means making a substantial change in an essential element of the curriculum (educational viewpoint) or a substantial alteration in the manner in which you provide your services; and (3) It is not a reasonable accommodation if it poses an undue financial or administrative burden.

Colleges are not required to provide the most sophisticated accommodations available; however, the accommodations provided must effectively meet the needs of a student with a disability.

Temporary vs Permanent Accommodations

The Office of Learning Differences recognizes that individuals with temporarily disabling conditions that are a result of injuries, surgery, or short-term medical conditions may need access to services and resources similar to individuals with permanent disabilities. Examples of temporary disabilities may include, but are not limited to, broken limbs, hand injuries, or short term impairments following surgery or medical treatments.

The Office of Learning Differences recognizes that temporary medical conditions that occur during the school year may adversely affect a student's ability to fully participate in class and student life.

Conditions that are episodic or in remission are covered by ADA when they are active.

Classroom vs Testing Accommodations

Classroom: audio books, record lectures, note taker, PowerPoint/Outline given before class, calculator

Testing: separate room, extended time*, calculator, scribe, reader

Assistive technology: devices and/or programs that aide a student in learning and managing content, time management (ie: iPad apps, speech-to-text software, audio books, etc)

*Extended time typically applies to tests, exams and quizzes, but could also apply to other class assessments (ie: papers, projects, etc) depending on the student's needs. Extended time on one type of assessment does not automatically mean that the student receives extended time on all assessments in the class.

Role of the Learning Differences Specialist

The fundamental role of the Learning Differences Specialist (LDS) is to ensure compliance with Federal Educational regulations. While this handbook provides an overview of the policies and procedures at Labouré College, it is by no means exhaustive.

Responsibilities of the LDS include:

- Approve documentation of accommodations
- Coordinate classroom and testing accommodations with students, Course Professors, and proctors
- Provide students and course professors with accommodation letters and arrangements

- Academic Coaching: workshops, small groups, and 1:1 tutoring on topics including: time management, study skills, test taking strategies

Reconsiderations

The question of whether an accommodation is necessary for an institution of higher education (i.e., should be provided) may not hinge on whether or not the person has a disability, but rather on whether or not the accommodation needed is reasonable. Saying “no” to a request that is not considered reasonable should not be viewed as the end of a discussion of accommodation options. If the student feels that his/her request should be reconsidered, the student must make an appointment with the Learning Differences Specialist to discuss the nature of the disability and accommodations being requested. If there continues to be disagreement, the student will be required to meet with the Vice President of Academic Affairs to assess learning needs.

Student Responsibilities and Information

Self-Identification

In order to be eligible for appropriate accommodations, students must identify themselves to Labouré College and provide documentation of a disability. A student may register with a disability on a voluntary, confidential basis at any time. However, the College is not responsible for providing any accommodations for students who have not registered with a disability and requested a specific accommodation. The student is advised to initiate the accommodation process with the Learning Differences Specialist and the Office of Learning Differences. This Office then determines whether the student is eligible for services and, if so, coordinates appropriate accommodations and services based on the documentation provided and in consultation with the student and other professionals, as appropriate. It is the responsibility of students who seek disability-related accommodations and services to provide written documentation of their disabilities, as discussed below. Students may also opt to obtain their own professional determination of whether specific requested accommodations are necessary.

Self-Advocacy

Self-Advocacy is an important part of the process to ensure that students are receiving the help and accommodations that students require to be a successful student here at Labouré College. Self-Advocacy refers to “an individual’s ability to effectively communicate, convey, negotiate or assert his or her own interests, desires, needs, and rights. It involves making informed decisions and taking responsibility for those decisions.” (VanReusen et al., 1994)

Important tips for Self-Advocacy are:

- To learn about your learning needs, strengths, and weaknesses
- To know which accommodations you need, as well as why you need them and how they help you

- To know how to effectively communicate your needs and preferences to your professors and the LDS
- To be willing to ask questions when something is unclear or you need clarification

You are your best advocate through this process. The LDS and your professors are here to help you be successful, however, it is your responsibility to keep your professors and the LDS informed of your needs throughout your time as a student at Labouré College.

Steps to Apply for Accommodations (The LDS requires a minimum of two (2) weeks after receiving documentation before accommodations can be approved/implemented.)

1. Complete the “Student Disclosure Form” (Appendix C) and return it to the LDS.
2. Complete the “Release of Information Form” (Appendix A) and give that, along with the “Disability Disclosure Form” (Appendix B) to your provider (doctor, therapist, etc.) and have your provider return it to the LDS.
3. Set up a meeting with the LDS to discuss your learning history and determination of accommodations.
4. Complete appeals process if you disagree with the outcome. (see “Appeals” in the General Information section)

Appropriate Documentation

Disability documentation should be current and relevant but not necessarily “recent.” Disabilities are typically stable lifelong conditions. Therefore, historic information, supplemented by interview or self-report, is often sufficient to describe how the condition impacts the student at the current time and in the current circumstances. Determining accommodations in distinctly new contexts may require more focused information to illustrate a connection between the impact of the disability, the described barrier, and the requested accommodation.

All disability/accommodation documentation must follow the following standards:

- Be from an approved provider (ie: psychologist/therapist for mental health concerns; NP/MD/neuropsychologist for AD(H)D; IEP/504 Plan for educational concerns; MD for medical concerns; etc.)
- State a diagnosable disability (must include an ICD-10 or DSM-IV-TR or DSM-5 code)
- State how the disability effects learning (at school and/or at clinicals)
- Recommend specific accommodations

What are the Accommodations?

It is the student’s responsibility to inform the Learning Differences Specialist whether or not he/she intends to use accommodations throughout each semester.

Extended Time: Typically, students receive 1.5 time, however, this can be longer based on documentation. Students will test in the same (if possible) larger room/group of students as the

rest of the class. This accommodation is not only for quizzes/tests/exams but, depending on the student's needs, can also be for other class assessments such as papers and projects.

Separate Room: Students will test in a separate, smaller setting with a proctor. This accommodation can be provided with or without extended time as determined by the Learning Differences Specialist.

Recording Lectures: The student will be able to record all course lectures, labs, and clinical instruction time. The student agrees to stop recording if confidential information is being discussed. The student must provide his/her own recording device. The student must sign an Agreement, which will be co-signed by the Course Professor and Learning Differences Specialist. (See Appendix D)

Note Taker: The student receiving accommodations will continue to take his/her own notes during all course lectures. An identified "Note Taker" will take notes on NCR paper (provided by the LDS) and give the yellow copy to the student receiving accommodations at the end of each course lecture period. If the student receiving accommodations does not find these supplemental notes to be satisfactory, he/she should contact the LDS immediately. (See Appendix E)

PowerPoint/Outlines: The Course Professor will provide the student with the lecture notes or PowerPoint slides before the class, preferably at least 24 hours in advance, to aid the student in classroom focus/attention.

Reader: An individual proctor will be assigned to the student during testing assessments. The proctor will be present to read the testing materials to the student (i.e.: instructions, questions, and answer choices). The proctor will not provide additional content to the student during the testing session. This accommodation might also be provided through specific text-to-speech computer software, such as Kurzweil 3000.

Audio Texts: Labouré College will provide resources to students to access textbooks and other class materials in an audio format. These resources are commonly computer-based and can be accessed at the student's convenience (i.e.: Learning Ally, Bookshare).

Scribe: An individual proctor will be assigned to the student during testing assessments. The proctor will be present to write the student's responses verbatim to the testing questions. The proctor may not alter the grammar or content of the student's responses. This accommodation might also be provided through specific speech-to-text computer software, such as Dragon Naturally Speaking.

Preferential Seating: The student will be provided a seat near the instructional center to best aide in comprehension of class content.

Other Supportive Interventions

Assistive Technology: While this is not a specific classroom or testing accommodation, the student can arrange a meeting with the LDS to discuss technologies that will assist in the student's learning. (i.e.: iPad apps, audio books, Ebooks, Speech-to-Text software, etc.)

Academic Coaching: Academic coaching is a working partnership that focuses on the process of learning. The student will work with an academic coach to examine his/her specific learning style, habits of working, and current difficulties or barriers to academic success. The student and academic coach then work together to learn and implement new, more beneficial, learning strategies for academic success.

Tutoring: Both peer and professional academic tutors are available throughout the semester for a variety of content areas and courses. Please see the current schedule posted in the library and the CSSTE for details.

After You Receive Accommodations

- The LDS will notify your course professors
- Arrange a meeting between you and your Course Professor to discuss your specific learning needs
- The LDS will notify you at least 48 hours prior to your assessment with the details of time, location, and the name of the proctor

Course Professor Information

It is important for a Course Professor to be in communication with students receiving accommodations in his/her class. The best resource Labouré College can provide a student with learning differences is open communication about his/her learning needs.

General Information

The Course Professor must email the LDS prior to or at the beginning of each semester with all assessment dates and times throughout the semester. In addition, the Course Professor must update the LDS throughout the semester with any date/time changes.

How to Implement Accommodations

Classroom Accommodations:

Record Lectures: The student will provide you with a letter from the LDS stating that he/she has the accommodation of recording class lectures. The Course Professor must comply with this letter. The Course Professor, student, and Learning Differences Specialist will sign an agreement each semester.

Note Taker: If there are students in the class with this accommodation, the course professor will read the following statement to the class upon notification by the Learning Differences Specialist: “The Learning Differences Specialist is currently seeking a Note Taker in this class to provide supplemental notes to a student with learning accommodations. If you are interested in being a Note Taker for this class, please contact me at the end of this class.” The Course

Professor will then provide the LDS with the names of interested students. The LDS will then coordinate this accommodation.

PowerPoint/Outlines: The Course Professor will either upload to ELearning or email the student an outline of the lecture notes or the PowerPoint of the lecture prior to the class lecture to help the student with in-class focus and note-taking.

Testing Accommodations:

Extended Time: Professors are to make arrangements with the student for extended time. Students have a right to take assessments in their regular classroom with their peers. This is typically done by the Professor beginning the test/quiz before the start of the regular class time to account for the extra time. (i.e.: the standard testing students will test 3:30-5:30pm, the extended time student will begin the test at 2:30pm with the Course Professor proctoring the extended time.) Because these students do not require additional spaces, this accommodation is managed by the Course Professor with the assistance of the Learning Differences Specialist and the Department Chair. Students may opt to be tested in a separate space. This accommodation may apply to class quizzes, tests, exams, labs, papers, projects, or other class assessments, depending on the student's needs.

Separate Room: The LDS will manage this accommodation. The Course Professor must provide the LDS with the standard amount of time given to the class for the assessment. The LDS will email the student, course professor, and proctor at least 48 hours prior to the assessment with the details of time, location, and the name of the proctor. The Course Professor must provide the LDS with paper copies (or log-in information) of the assessments at least 24 hours prior to the assessment. The LDS will coordinate returning the completed assessments to the Course Professor.

Academic Dishonesty

If a Course Professor suspects Academic Dishonesty by a student who is receiving accommodations, the professor is to handle the incident as he/she would with any student in the class. (Please refer to page 27 of the "Catalogue and Student Handbook")

Proctor Information

General Information

- Proctors will pick up the testing envelope from the LDS prior to the exam
- The envelope will contain:
 - Sign In/Sign Out sheet
 - Do Not Disturb sign for the door
 - White board marker
 - Any specific instructions provided by the course professor

- Statement to read to students
- 1 exam for each student
- Proctors will return all contents of the testing envelope (envelope MUST be sealed) to the LDS immediately following the exam, unless other arrangements have been made with the course Professor

Responsibilities During a Paper Exam

- Arrive to the testing room at least 10 minutes prior to the start of the assessment
- Write the start time and the end time of the assessment on the board for all students to see
- Sign in/out all students: check the student ID, students must sign in & sign out each time entering/leaving the room (students are NOT allowed to take anything with them if they leave the testing room during the assessment)
- Ensure that all student belongings (bags, cell phones, electronics, etc.) are placed along the wall at the front of the room
- Bathroom breaks are not permitted unless specified by the Course Professor
- Space students according to the Classroom seating charts provided
- Walk around the room throughout the assessment time to ensure that students are not cheating

Responsibilities During a Computer Exam

- Arrive to the testing room at least 10 minutes prior to the start of the assessment
- Sign in/out all students: check the student ID, students must sign in & sign out each time entering/leaving the room (students are NOT allowed to take anything with them if they leave the testing room during the assessment)
- Ensure that all student belongings (bags, cell phones, electronics, etc.) are placed along the wall at the front of the room
- Bathroom breaks are not permitted unless specified
- Space students according to the Classroom seating charts provided
- Walk around the room throughout the assessment time to ensure that students are only on the website of the exam and no other internet website.

Academic Dishonesty

If a proctor suspects a student of academic dishonesty, the proctor must immediately stop the student and take the assessment from the student. The proctor must then immediately notify the LDS or other identified administrator of the situation. The administrator will go to the testing room to assess the situation and make a determination. The administrator will also notify the course professor of the situation.



**Labouré
College**



Learning Differences Office

Release of Information

Dear (Clinician Name): _____:

I am requesting services from the Learning Differences Office at Labouré College. In order to receive services, the Office requires documentation of my disability. Services are solely based on diagnostic documentation. Once this information is in place, it will be used to provide accommodations to me.

I hereby authorize you to complete the enclosed Disclosure Form and release it to the Office.

I also authorize you to speak with the Learning Differences Specialist in consultation to provide future services.

Please submit the completed form to:

Jessica Dzyak, Learning Differences Specialist
Labouré College
303 Adams Street
Milton, MA 02186
Fax: 617-296-7947

You may contact Ms. Dzyak with any questions (phone: 617-322-3542 or email: jessica_dzyak@laboure.edu).

Thank you for your timely assistance with this matter.

Sincerely,

Student Signature: _____ Date: _____

Print Name: _____



Disability Disclosure Form

This form must be completed by the licensed clinician or provider **who is treating or assessed this student for the diagnosis identified** in this document. *In order to best serve the student, please thoroughly complete all requested information.*

Student's Name: _____

Clinician's Name: _____

Area of Specialty: _____ Phone #: _____

The person named on this form is requesting services from the Learning Differences Office. The Office offers services to students who are considered disabled under the mandates of the Americans with Disabilities Amendments Act of 2008 (ADAAA).

By completing this document, I verify that the person named in this document has a substantially limiting disorder that meets the ADAAA disability criteria noted below. (A letter on Provider's letterhead with the requested information may be substituted for this form.)

Under the ADAAA definition, a person with a disability is one with a physical, mental, emotional or chronic health impairment that substantially limits one or more major life activity such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. Major life activities also include bodily functions relating to the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproduction (*this is not an exhaustive list*).

Please thoroughly complete this form to document the substantial limitations that are linked to this disability. Please attach all relevant documentation including pertinent testing and diagnostic assessments.

1. Diagnosis/Description of Disability: _____
2. Please provide full DSM or ICD-9 code: _____
3. Initial Date of Diagnosis: _____
4. Date of Last Clinical Contact: _____
5. The extent of the disability is: Mild Moderate Severe

**Next page

Please describe the ***substantially*** limiting symptoms which impacts this student's functional abilities in the following areas:

- a. In the classroom or lab. *Please describe the current impact of this student's disability on his/her ability to perform in-class or lab work. Please consider, as relevant, the impact on tasks including, but not limited to: paying attention to lecture, taking notes, responding to oral or written questions, participating in group work, and following instructions.*

- b. During exams/tests/quizzes/timed class work. *Please describe the current impact of this student's disability on his/her ability to perform during testing or on times work. Please consider, as relevant, the impact on tasks including, but not limited to: maintaining concentration, disregarding distractions, organizing responses, and speed of responses.*

Please describe the current treatment and medication regimen (including treating clinicians, frequency of treatment, medications, and side effects):

Clinical Signature: _____ Date: _____



Student Disclosure Form

Student Information:

Student Name (first middle last): _____ LC ID#: _____

Email (LC): _____ (personal): _____

Phone (primary): _____ Birthdate (mm/dd/yyyy): _____

Student Status: Accepted/Incoming Student (starting semester: _____)

Current Student: Program of Study: _____

Disability Information:

So that we may best support you, please indicate the disability area(s) for which you are requesting services/accommodations:

- AD(H)D
- Chronic/Degenerative (specify: _____)
- Psychiatric (specify: _____)
- Asperger's Syndrome & Related Disorders
- Hearing Loss
- Other: _____
- Blind/Visually Impaired
- Learning Disability/Cognitive (specify: _____)
- Brain Injury/Neurological (specify: _____)
- Mobility/Physical

***Documentation must be provided for each disability for which you are requesting services/accommodations. Documentation must (1) state a specific disability, (2) identify its impact on learning, (3) recommend accommodations, (4) be signed by an authorized provider.*

Please describe how your disability affects your daily life and school experiences;

Are you currently under the care of a professional/specialist? (i.e.: physician, counselor, education specialist, etc.)

- Yes (please specify name, specialty): _____
- No

Are you currently taking medications?

- Yes (please specify name, specialty): _____
- No

Services and Accommodations:

Have you been approved for academic services/accommodations in the past? Yes No

When (check all that apply):

Type:

- | | |
|---|-----------------------------------|
| <input type="checkbox"/> Elementary | <input type="checkbox"/> IEP |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> 504 Plan |
| <input type="checkbox"/> High School | <input type="checkbox"/> Unsure |
| <input type="checkbox"/> Other College (specify): _____ | |

What accommodations are you requesting at this time?

- | | | | |
|---|---------------------------------------|---|--|
| <input type="checkbox"/> Extended Time | <input type="checkbox"/> Private Room | <input type="checkbox"/> Note Taker | <input type="checkbox"/> Frequent Breaks |
| <input type="checkbox"/> Electronic Books | <input type="checkbox"/> Calculator | <input type="checkbox"/> Other (specify): _____ | |

Student Signature: _____ Date: _____



Agreement for Recording Lectures

Under Section 504, Subpart E Postsecondary Education, of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Labouré College must provide reasonable accommodations to a student’s known disability and may not deny equal access to the its programs, courses, or activities to persons with disabilities who are otherwise qualified. Audio tape recording of lectures is a reasonable accommodation for students whose documentation calls for this accommodation. The audio tape recordings may be used as accommodations to aid the students in study, not as evidence against anyone in the class.

To support my academic progress, I, _____, will be
(Student Name)
audio tape recording _____ during the Fall/Spring/Summer (circle one) semester of
_____.
(Course) (Year)

In doing so, I agree to:

- Use the audio tape recording for my own study and not share it with other people without the consent of the professor;
- Use the audio tape recording for study purposes only, not as evidence against anyone in the class;
- Refrain from reproducing or uploading the audio tape recording to publicly accessible web environments;
- Refrain from public distribution the audio tape recording as it may constitute copyright infringement in violation of federal or state law; and
- Delete or erase the audio tape recording in all formats within ten calendar days after the course has been completed.

Signature of Student

Signature of Professor

Learning Differences Specialist

Course Title and Number

Date



Note Taker Agreement

Course Number: _____

Student Receiving Notes:

I, _____, agree to:

- attend all classes in their entirety (except in the case of illness or emergency)
- by failing to attend classes on a regular basis, the note taking services that I receive may be revoked
- continue to take my own notes in class to the best of my ability
- should my notetaker be unable to fulfill his/her obligations, I will immediately inform the Learning Differences Specialist

Student Signature

Date

Note Taker:

I, _____, agree to:

- attend all classes (except in the case of illness or emergency). If possible, I will notify the student at least 24 hours in advance and arrange for a substitute notetaker when I am absent
- provide the above student with thorough, legible notes
- provide the notes to the student in a timely manner at a mutually agreed upon time and location within 24 hours of the class
- keep notetaking assignments and the student's name confidential

Student Signature

Date

- Carbonless (NCR) paper is available at the Learning Differences Specialist's office (CSSTE)
- Notes may be copied in the CSSTE only to be given to the Student receiving the accommodation
- This Agreement is VOID if:
 - The notetaker misses more than 2 classes without making arrangements with the student for whom notes are being taken or if note-taking problems cannot be resolved.
 - If the student receiving the notes does not attend 3 consecutive classes and/or drops the course

Administrative Purposes:

Copy Given to: Student Note Taker Course Professor

