



SOWELA
TECHNICAL COMMUNITY COLLEGE

Faculty Handbook: Disability Services

Policy, Procedures & Resources

Disability Services

Computer Technology Building – Student Success Center

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Introduction from the DSS Director

Dear Faculty:

The purpose of this letter is to acquaint you with the Office of Student Support Services (**OSSS**), the services we offer, and to give you some helpful guidelines to assist you with working effectively with students with disabilities.

My office exists not only to provide accommodations and assistance for students with disabilities but also to support those of you who work with our students.

Please understand that the provision of support is not to give an unfair advantage to students with disabilities but rather to give them the support they need to be successful. We hold our students to high attendance, behavior and academic expectations.

Any student who receives an accommodation must first furnish **OSSS** with documentation of their disability from a qualified professional/agency. Accommodations are based on specific disabilities, and must be provided based on the accommodations issued by **OSSS**. My office will work closely with instructors to ensure that students with disabilities are supported and academic integrity protected.

If at any time during the semester you have questions, please feel free to contact my office at (337) 421-6969.

Sincerely,

A handwritten signature in black ink that reads "Christine M. Collins". The signature is written in a cursive style with a large, sweeping initial "C".

Christine M. Collins
Director of Student Support Services

Philosophy and Mission

Mission of Disability Services

In support of the college's mission to identify and meet the educational needs of its community through innovative, dynamic programs, Disability Services ensures equal access to all campus programs and activities. The office promotes full participation in campus life for individuals with disabilities. Services are provided collaboratively to empower students to advocate for themselves and assume responsibility for their academic outcomes and personal goals

Role of Disability Services

Disability Services provides intake, assessment of needs on campus, and facilitation of academic and other accommodations for students with disabilities attending SOWELA Technical Community College (SOWELA). DS acts as a liaison between students and faculty, as well as with community agencies. Disability Services also provides training for faculty and staff to increase greater understanding of the needs and the advantages of a team approach to serving students with disabilities within the SOWELA Community.

Any student with a learning, physical, psychological, or other disability that significantly impacts his or her academic pursuits is potentially eligible to receive services from DS. The office interacts with students with disabilities in the determination and facilitation of auxiliary aids and services on an individual basis

Eligibility for Services

A student is eligible for accommodations if he/she:

- is qualified for the program(s)
- is a person with a disability
- has identified himself/herself to the institution through DS, and
- has presented appropriate documentation regarding the disability to the institution as required by DS (see documentation requirements) and requires accommodation(s).

Note: Accommodations are effective after the student submits appropriate and complete documentation in accordance with DS documentation policies, completes the DS registration, and has presented and discussed the accommodation letter with his/her instructor (for testing accommodations, the accommodation letter must be presented to the instructor at least three business days prior to the examination date)

Disability Laws in Postsecondary Education

If you have a disability, you are entitled by law to equal access to college programs. There are two laws that protect persons with disabilities in postsecondary education: The Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act.

The Rehabilitation Act

Title V of The Rehabilitation Act of 1973 is generally regarded as the first civil rights legislation for people with disabilities on the national level. Section 504 of The Rehabilitation Act is a program access statute. It prohibits discrimination on the basis of disability in any program or activity offered by an entity or institution receiving federal funds.

Section 504 states (as amended):

No otherwise qualified person with a disability in the United States . . . shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.

Under Section 504, institutions were required to appoint and maintain at least one person to coordinate its efforts to comply with the requirements of Section 504 (Section 504 Coordinator). This individual or office has the ongoing responsibility of assuring that the institution/agency/organization practices nondiscrimination on the basis of disability and should be included in any grievance procedures developed to address possible instances of discrimination brought against the institution. At SOWELA Technical Community College (SOWELA), the established office is the Disability Services (DS).

The Americans with Disabilities Act (ADA)

The ADA is a federal civil rights statute that prohibits discrimination against people with disabilities. There are four sections in the law: employment, government, public accommodations, and telecommunications. The ADA adds more protection for disabled persons to the Rehabilitation Act of 1973. The ADA is designed to remove barriers that prevent qualified individuals with disabilities from enjoying the same opportunities that are available to persons without disabilities.

Colleges and Universities are covered in many ways under the ADA. Employment is addressed by Title I, accessibility provided by public and private entities Title II and III, and miscellaneous items are covered under Title V.

The ADA in Relation to Section 504 of the Rehabilitation Act

Institutions that receive federal funds (such as the SOWELA Technical Community College) are covered under Section 504. The ADA does not supplant Section 504, but in those situations where the ADA provides greater protection, the ADA standards apply. Therefore, colleges and universities must adhere to both the Rehabilitation Act and The Americans with Disabilities Act.

Definition of a Disability

Section 504 defines a person with a disability as a person:

- with a physical or mental impairment that substantially limits one or more major life activities,
- who has a record of the disability, OR
- who is regarded as having the disability.

Physical Impairment

Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems:

Neurological
Special Sense Organs
Cardiovascular
Digestive
Hemic and Lymphatic

Musculoskeletal
Respiratory (including speech organs)
Reproductive
Genitourinary
Skin and Endocrine

Mental Impairment

A mental impairment is defined as any psychological disorder such as a neurological psychological disability, organic brain syndrome, emotional or mental illness and specific learning disabilities.

Major Life Activity

A major life activity is defined as any function such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

Admittance to SOWELA

Qualified disabled applicants will not be denied admission solely on the basis of disability. **It is not necessary, nor recommended, that students disclose their disability in the application process.**

Once admitted to the College, students with disabilities requiring accommodation(s) **must** contact DS to request the specific accommodation(s) desired and provide necessary documentation.

SOWELA Technical Community College does not discriminate on the basis of race, color, national origin, gender, disability, or age in its programs and activities. The following persons have been designated to handle inquiries regarding non-discrimination policies:

EEO/Title IX Officer: Dr. Fitzpatrick Anyanwu, 3820 Sen. J. Bennett Johnston Ave., Lake Charles, LA 70615, (337) 421-6905 or (800) 256-0483, fitzpatrick.anyanwu@sowela.edu

ADA Officer: Christine Collins, 3850 Sen. J. Bennett Johnston Ave., Lake Charles, LA 70615, (337) 421-6969 or (800) 256-0483, christine.collins@sowela.edu

Confidentiality

Disability-related documentation is defined as any documentation provided to substantiate the student's disability status and need for accommodations (e.g., psychological, psychoeducational, neuropsychological, or medical evaluations; letters; or other information from physicians or medical records.) Disability-related information is kept confidential, and is not released to anyone outside the accommodations process or the direct chain of command, with the following exceptions: the student gives DS a signed release to share disability-related information with the person(s) named on the release; as DS is required and/or permitted by the law and/or a court order; the student is a direct threat to themselves or others; or a student makes a disability-related allegation, claim, grievance, appeal or disclosure to College attorneys for legal advice to or representation of the College.

Note: Students with disabilities have the right to review their files. This can be arranged by scheduling an appointment with a DS staff member. **DS does not provide copies of documentation.** Upon receipt of student documentation, DS will create a student file. Upon registration, students will be encouraged to maintain a copy of the documentation. Original copies of documentation should be obtained from the originator of the documentation. DS will retain a copy of all information within a student's file for **five (5) years**. Once the student is considered inactive for five years, the file may be destroyed. When a student with a disability requests accommodations, he/she should understand that some disability-related information may be provided on a need-to-know basis to College personnel in order to ensure that the student will receive appropriate accommodations. In most instances, College personnel need to know only what accommodations the student must be provided and that the student has been through the disability documentation review process with DS. Otherwise, College personnel do not have access to information regarding a student's disability.

Educational Access for Students with Disabilities

Faculty Rights and Responsibilities

Please Note: For those students with documented disabilities, faculty does NOT have the right to ask the nature of the disability. However, if students choose to disclose their disability, this information should be treated confidentially.

FACULTY HAS THE RIGHT TO:

Documentation

Request verification of a student's eligibility for any requested accommodations. Such verification will be in the form of a letter written by DS and delivered by the student. *DS is the only office designated to review disability documentation and determine eligibility for appropriate accommodations for students with disabilities. Faculty will not view this documentation.*

Accommodations

Expect the student to initiate accommodation requests. If the student is taking their examinations with DS, expect DS to administer examinations in a secure and monitored environment.

FACULTY HAVE THE RESPONSIBILITY TO:

Accommodations

Identify and establish essential functions, abilities, skills, and knowledge of their courses and evaluate students on this basis. Students with disabilities should meet the same essential course expectations with appropriate accommodations as their peers. DS strongly recommends the essential functions and course expectation information be addressed on the syllabus.

Provide accommodations only to students who are registered with DS. It is NOT your responsibility to provide accommodations to students who are not registered with DS.

Use a syllabus statement and class announcements to invite students to disclose their needs to Disability Services.

Act immediately upon getting a student's request for accommodations by contacting DS (if unsure about a request) or submitting emails sent for student testing accommodations.

Work to ensure that all audio-visual materials used in class are accessible (e.g., that videos shown are captioned for students with hearing impairments and that the equipment used has captioning capabilities, that videos shown will be made with auditory description in some way or that written transcripts will be provided, etc.)

Consider incorporating principles of *Universal Design for Learning* in your teaching.

Confidentiality

Treat and protect all disability-related information as confidential medical information. For example, keep printed items, such as Note Taker Forms, Accommodation Letters from DS or emails regarding student disability-related information in a protected location.

Communication

Clearly communicate your testing procedures with the student and with DS by submitting the Testing Form when requested.

Consult with students with disabilities and DS in providing appropriate accommodations.

Student Rights and Responsibilities

STUDENTS HAVE THE RIGHT TO:

Confidentiality

Expect all disability-related information to be treated confidentially.

Accommodations

Receive appropriate accommodations in a timely manner from faculty and DS. Students should have the opportunity to meet privately with faculty to discuss needed accommodations and any other concerns. **Please keep in mind that DS is the only office designated to review disability-related documentation and determine eligibility for appropriate accommodations for students with disabilities.**

STUDENTS HAVE THE RESPONSIBILITY TO:

Documentation

Provide DS with appropriate documentation of the disability.

Confidentiality

Go to the instructor's office hours or make an appointment with the instructor to facilitate privacy when requesting accommodations.

Accommodations

Initiate request for specific accommodations in a timely manner, preferably earlier in the semester if possible.

Follow procedures with faculty and DS in order to get the appropriate accommodation. A Testing Form must be submitted for every examination to be taken with DS.

Notify faculty/DS immediately when an accommodation is not being provided completely or correctly.

Notify faculty/DS immediately when a decision has been made to *not* use an accommodation or the accommodation is no longer needed.

Provide for own personal living needs or other personal disability-related needs. For example, coordinating services of personal care attendants, transportation or requiring homework assistance are a student's responsibilities and not the responsibility of DS.

Communication

Act as own advocate.

Work with counselors on developing advocacy skills and communicating their specific needs and accommodations to faculty.

Office of Disability Services Rights and Responsibilities

DS HAS THE RIGHT TO:

Documentation

Receive the appropriate documentation from the student prior to the accommodations being initiated.

Accommodations

Expect students and faculty to work cooperatively with DS to facilitate academic accommodations.

Deny unreasonable or inappropriate academic accommodations, adjustments, and/or auxiliary services. Accommodations cannot impose undue hardship to, or fundamentally alter, a program or activity of the College.

Deny academic accommodations/services if appropriate documentation has not been provided.

DS HAS THE RESPONSIBILITY TO:

Documentation

Collect, evaluate, securely store disability documentation and determine eligibility for services in a timely manner.

Confidentiality

Treat and protect all disability-related information as confidential medical information.

Meet with the student privately in an accessible location to discuss disability-related needs.

Accommodations

Administer examinations as directed by faculty through the Testing Form in a secure and monitored environment.

Provide appropriate accommodations in collaboration with faculty and student.

Communication

Communicate procedures clearly to the student and faculty.

Advocacy

Assist student with disabilities in understanding their strengths and functional limitations.

Provide students with self-advocacy training.

Disclaimer: Accommodations are specifically individualized to each qualifying student's disability as determined by the Disability Services office. No accommodations can fundamentally alter the essential requirements of any course.

ACCOMMODATIONS

Accommodations/Auxiliary Aids and Services

The accommodations/services available to students are based on the individual student's disability-related needs. Accommodations/services include, but are not limited to, the following:

Alternative Format (AF)

AF changes the format of the material to one that allows the student to have access to the material, such as enlarged print etc.

Communication Facilitators (CF)

All captionists and interpreters that provide services at SOWELA are referred to as Communication Facilitators. Communication Facilitators must abide by the appropriate Code of Ethics/Conduct and agree to abide by the conditions outlined in the *SOWELA Communication Facilitator Handbook*.

- A. Sign Language Interpreters** – Students are able to choose one or a combination of the following modes of communication: ASL, PSE, Signed English, and SEE II. If interpreting services are needed for any college-related events (i.e., instructor meetings, study sessions, tutoring sessions, etc.) other than the regular class schedule, contact Disability Services and submit an Interpreter Request Form at least **24 hours in advance**.
- B. Captionist** – Captionists are trained text-to-speech providers (C-Print Software) who type all verbal information from classes on a laptop computer. All verbal communication between the instructor and the student, including lectures and class discussions, are captioned and will appear on the laptop computer screen. Students who use captioning services may have a copy of the class transcript e-mailed to them. These transcripts cannot be sold, lent or given to any other student. Any violation of the above is grounds for termination of services at the discretion of the Director of Disability Services.

If upon the basis of your disability documentation you are entitled to captioning services, this accommodation does not, and should not replace or substitute for class attendance. Captionists will not be responsible for providing transcripts to you for missed class periods, unless your accommodation is "Consideration for Absences." This should be discussed with the captionist at the beginning of the semester and is subject to review for approval by the Director of Disability Services.

Consideration for Absences

This is an accommodation that may be given to students who have a disability that may cause them to occasionally miss class. All the essential components of the class must be met regardless of the accommodation. This accommodation is only applicable if class is missed due to a disability-related problem. If students miss class, they are responsible for contacting their faculty member and Disability Services office immediately and making up any missed work as soon as possible. Class attendance is extremely important and while a student may have consideration for absences, too many missed classes will make it difficult to complete course requirements.

Consideration for Spelling

This is an accommodation that allows students not to be penalized for spelling. All essential components of the course must be met regardless of the accommodation. A spell checker may be used in the place of consideration for spelling.

Distraction-reduced Environment

This is an environment in which distractions are minimized while the student is taking his or her examination (i.e., not with the rest of the class.)

Extended Time

In-class Assignments and Examinations – Extended time on in-class assignments and examinations, in most cases, will be equal to time-and-a-half of the usual time allotted for the assignment or examination. Students are required to work out arrangements for extended time on in-class assignments and examinations with their instructors **at least three (3) business days in advance**. If the instructor cannot provide the accommodation, please contact DS.

Out-of-class Assignments – Extended time on out-of assignments will be assessed on a case-by-case basis and for each particular assignment. Students are required to see a DS staff member when there is a need for this accommodation for a specific assignment when the assignment is announced. An additional Semester Accommodation Letter for each specific assignment may be given to the student to give to his/her instructor.

Individualized Registration Counseling

Students with disabilities, registered with DS, are eligible for Individualized Registration Counseling. The purpose of this accommodation is to allow students to select their classes with consideration for medication schedules, other health concerns, or learning styles. **It is the student's responsibility to utilize this option.**

No Scantrons

This accommodation allows the student to write his/her answers directly on the exam.

Note Taker

A note-taker is a person, typically a student in the class, who takes notes and provides them to a student with a disability.

Private Room

Use of a private room provides a testing environment in which the student is the only person in the room except for an exam proctor. Documentation needed to determine private room eligibility.

Readers

A reader is a person who is available to read in-class assignments and exams for students.

Scribes

A person who is available to write for students on in-class assignments and exams is a scribe.

Seizure letters

This letter give the faculty member directions on what to do if the student has a seizure in class.

Tape-recorded textbooks and other alternative formats - DS is not responsible for the acquisition of taped or electronic textbooks for students who have vision, learning and physical disabilities. However, DS will assist students with obtaining these materials if verification is required by the publisher.

REASONABLE ACADEMIC ACCOMMODATIONS

CLASSROOM ACCOMMODATIONS

Adaptive Furniture

Assistive Listening Devices

Captionist

Consideration for Absences

Sign Language Interpreter

Use of Computer or Adaptive Technology

Note Taker

TESTING ACCOMMODATIONS

Enlarged Tests

Consideration for Spellings

Scribe

Distraction-reduced Environment

Extended Time

No Scantrons

Reader

Procedure for Enrolling with Disability Services

Documentation: After completing the SOWELA enrollment process, bring documentation from your doctor/therapist to DS. **Note: An IEP should include an evaluation (see documentation guidelines for further details).** Students should drop off a copy of their documentation for review in the DS office. Students will be contacted within 1 to 2 business days to schedule an appointment with a DS Counselor. At this time students will fill out an application, discuss disability-related needs and complete a Semester Accommodation Request Form. The Counselor will also review all policies and procedures for the office.

Students may request academic accommodation(s), but the College is not required to provide the specific accommodation requested, if another accommodation is reasonable and effective. A student is required to submit "Documentation of Disability" before the initial application for services. **Documentation must specifically support the need for any accommodations requested.** No accommodations will be given without appropriate documentation. If another evaluation is obtained after the initial intake or the disability has changed in some way, specifically worsened and limitations have increased, further documentation must be presented to DS. All accommodations are decided on a case-by-case basis and are subject to change if disability-based needs change. Disability Services is not responsible for reevaluation expenses.

Accommodations are NOT retroactive.

Accommodation Implementation: Students are responsible for deciding how they will use accommodations.

Students must submit a Semester Accommodation Request Form every semester to receive services through Disability Services. Students will receive Accommodation Letters based on the agreed upon accommodation set forth in the intake meeting with a DS Counselor. Students are responsible for distributing their Accommodation Letters to their instructors. DS will not mail letters to Instructors.

Procedure Orientation: DS personnel provide a demonstration of procedures for accessing accommodations to ensure student success.

Retention: All students must fill out a Semester Request Form every semester to remain in the DS program.

For each subsequent semester it is always best to request accommodations at the beginning of the semester. **No Accommodation Letters will be given out the last week of classes or final exam week, unless it is requested by the Instructor. Special circumstances will be taken into consideration.** The instructor must legally give the student a reasonable accommodation, only if the Instructor receives the letter in a reasonable amount of time before the test. This is typically three (3) days prior to the exam date.

Testing Procedures: Students are required to request examinations through DS at least three (3) business days prior to the examination date through email to ods@sowela.edu. Students are also required to provide a **Testing Form** to their instructors for each exam to be taken with DS at least three (3) business days prior to the examination date. The Testing Form is available on SOWELA/Disability Services website.

Note: The three (3) day notice is to ensure that all accommodation needs can be met and all exams have been received.

Confidentiality: Students do not need to disclose the nature of their disability to their Instructor in order to access accommodations.

Specialized Services: Specialized testing services such as reader, captionist, interpreter etc. should be indicated on the accommodation request form. Students must request these services three (3) business days before they are needed.

Appendix

Testing Services for Students with Disabilities

Faculty Requirements for Submitting and Collecting Tests

To ensure that tests are processed accurately, please take note of the requirements:

- I. **PREPARING TESTS FOR USE**
 - a. **Label all tests with the instructor's name, the course name and section number, and the test name or number.** The Office of Student Support Services will use this information for filing instructor's tests.
 - b. Inform all students they **must** make an appointment for proctored testing.
- II. **SUBMITTING TESTS TO THE OFFICE OF STUDENT SUPPORT SERVICES**
 - a. A completed *Proctored Testing Request* form **must** be paper-clipped to each individual test.
 - b. Submit tests **at least 72 hours** before the starting date of the test if possible. This allows The Office of Student Support Services time to prepare for issuance to students and to ensure strict adherence to faculty testing requirements as indicated on the *Proctored testing Request* form.
 - c. **Any tests that are not submitted with an official Proctored Testing Request form will not be accepted.**
- III. **COLLECTING TESTS FROM THE OFFICE OF STUDENT SUPPORT SERVICES**
 - a. Faculty members are notified by the Office of Student Support Services when tests/quizzes have been completed and ready for pickup.
 - b. Faculty must pick up the completed tests from the Office of Student Support Services. Faculty ID may be required.
- IV. **ACADEMIC INTEGRITY**
 - a. The Office of Student Support Services will accept any *Proctored Testing Request* forms but **will not accept** tests/quizzes from a student. We will not give the student the opportunity to alter the form or test before the proctored exam.

Accommodations Testing Form

This form should be completed and turned in **for each test** scheduled with the Accommodations Coordinator.

PLEASE PRINT ALL INFORMATION:

THE STUDENT SHOULD COMPLETE THIS SECTION

Student Name: _____ Student ID #: _____

Course: _____ Class # _____ Section: _____

Instructor (first initial and last name): _____

I understand that only by submitting this form to the Accommodations Coordinator a **minimum of 2 days** before the test date listed below will I guarantee myself the accommodations specified on the Student Accommodations Contract signed by me and on file in the Disability Services office. I further understand **my failure to appear for testing within 15 minutes of the test time listed will result in forfeiture of my scheduled testing time** and the return of the test to the instructor.

Student's Signature: _____ Date: _____

THE INSTRUCTOR SHOULD COMPLETE THIS SECTION: The Accommodations Coordinator will give the student the test at the scheduled time when possible. On occasion, the test may have to be given at a time other than the one listed on this sheet.

Date test *SHOULD* be administered to student: _____ Time: _____

Special instructions (e.g. open book, calculator or notes allowed, etc.): _____

Instructor's Signature: _____

If you have any questions, you may contact Christine Collins at 421-6969.

THE ACCOMMODATIONS COORDINATOR SHOULD COMPLETE THIS SECTION:

Test received by Acc. Coordinator: Date: _____ Time: _____ Initials: _____

Test administered: Date: _____ Time Started: _____ Time Ended: _____

Total time spent on test: _____ Monitor's Initials: _____

Test returned to department: Date: _____ Time: _____

Disability Services

Note Taker Form

A guide to an easier semester with our Note Taker Program

Faculty Instructions

If a student registered with Disability Services provides this Note Taker Form, please read the announcement below to your class. It is important that the student NOT be identified in front of the class for disability confidentiality reasons.

After reading the announcement, please make sure you give the student who agreed to take notes this Note Taker Form.

If anyone is interested in providing a copy of their notes from this class to a student with a disability, please pick up a Note Taker Packet from me at the end of class for further information. Students who volunteer need to be in good academic standing and will be eligible to receive one of the following two incentives as compensation for this service.

1. Priority registration
2. A letter of recommendation from the Disability Services office

Carbonless paper is available at no cost to the note taker in Disability Services.

Note Taker Instructions

Note Takers must:

- Report to the Disability Services office to sign up as a note taker.

Please contact the student via email to make arrangements for the delivery of the class notes personally with the student, or you may send the class notes to the student via e-mail.

Carbonless paper is available at no cost to the note taker in Disability Services.

A Note Taker Verification Form must be submitted by the student receiving the notes or the Note Taker **will not** receive the type of compensation that was indicated on the Note Taker Information Form. Disability Services will send a reminder to the students receiving notes.

Volunteer Note Taker Information Form

PLEASE SUBMIT THIS FORM TO DISABILITY SERVICES AS SOON AS YOU RECEIVE YOUR NOTE TAKER PACKET (late forms may not be awarded full incentive).

Name: _____

Student ID#: _____

Phone: _____ STCC E-mail: _____

Address: _____

City: _____ State: _____ Zip: _____

Class you are taking notes for:

Course Name: _____ Number: _____ Sec.: _____

I would like to choose the following compensation for taking notes:

___ Priority Registration (**for Spring**) or

___ A letter of recommendation from the Disability Services office

* All note takers must be in good academic standing.

Note: In order to obtain one of the above compensations, a Student Verification form must be completed by the student prior to the end of the **Fall Semester**. A form will be e-mailed to you or you can pick up the form from the Disability Services office in Administration Building.

SOWELA Technical Community College does not discriminate on the basis of race, color, national origin, gender, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: Compliance Officer, 3820 Sen J Bennett Johnston Ave, Lake Charles, LA 70615, ph: 337-421-6565 or 800-256-0483, Email complianceofficer@sowela.edu.





NOTE TAKER INFORMATION SHEET

Important timely information:

1. Turn in the Note Taker Information Form as soon as you receive your Note Taker Packet.
2. Be sure to turn in your completed Student Verification Form.

Responsibilities of a class note taker:

1. Note takers need to be dependable and attend classes each day in a timely manner.
2. Note takers should copy all information from the board and overheads in addition to taking notes from class lectures. Notes should be arranged in an organized manner and must be written legibly.
3. Note takers should always include class announcements such as test dates, review sessions, assignments, and due dates in the notes.
4. Note takers should meet with the student to discuss the note taking format that will be used in the class (see number 3 in next section).

General information about note taking services:

1. Note takers **are not** required to provide notes to students for days the students are absent from class.
2. If a note taker must unavoidably miss a class, it is his/her responsibility to obtain the class notes from someone else for the student.
3. Note takers may either use carbonless paper from Disability Services, photocopy, or type and e-mail their notes.
4. A mutual agreement can be made between the note taker and the student concerning the manner in which the notes will be delivered (i.e., same day, next day).

Incentives for volunteer note takers

1. Opportunity for advanced class registration.
2. A letter of recommendation from Disability Services.



SUGGESTIONS FOR THE NOTE TAKER

1. Write the class title, date and page number in the upper right hand corner of each page of notes to help the student keep the pages in order and know if any pages are missing.
2. If you are not sure of the correct spelling of a word, write “(sp?)” above the word so the student can check the correct spelling in the textbook.
3. Make key points emphasized by using stars, asterisks, underlining, and large letters.
4. If there are no notes to take (i.e. test, group work, etc.) write the date and the reason there were no notes for the student.
5. Write notes in an organized manner, (i.e. outlining, indenting, etc.). Try not to crowd words together.
6. If something is unclear in the notes, ask the instructor after class for clarification.
7. Include all points from the lecture, regardless if the information is common knowledge. The information may be common knowledge to the note taker, but not to the student.
8. If textbook page numbers are referred to during class, make sure to record the page number references in conjunction with the lecture topic.
9. Use either blue or black ink when taking notes. Colored ink is distracting. Also, notes will be easier to read if you only use one side of the paper.
10. Include all meaningful facts and details (i.e. technical facts, names, dates, equations, diagrams and examples).
11. Reading the text and reviewing your notes before class will improve your understanding of the lecture.
12. Try and minimize the use of abbreviations. When abbreviations are used, try to make a note explaining what the abbreviations represent.
13. Try and define difficult vocabulary words when possible.
14. Establish a communication system between you, the student, and the professor/instructor by exchange of phone numbers and e-mail addresses of all parties involved.
15. Approach the student after class to discuss any concerns regarding note taking or call the Disability Services at 421-6969.