



Nashua
Community
College

Disability Services
Reasonable Accommodation Plan (RAP)

NAME _____ **SEMESTER** _____

PROGRAM Automotive **ADVISOR** _____

ACCOMMODATIONS: To EQUALIZE my chances of success in the classroom, I may benefit from the following recommendations (*INSTRUCTORS – Please *NOTE* at end of plan*)

*50% extended time on tests and quizzes. Student may take exam in room 100 to allow for extra time and reduced distractions but must make testing arrangements with instructor several days before the exam and forms must be filed with the LC.

* Copies of instructor notes or class peer notes if requested.

* Student will be allowed to digitally record classroom lectures.

* Student will be allowed to have preferential seating.

*Due to student's disability, he may take occasional breaks from class.

*Instructor will provide an opportunity outside of class to clarify directions, questions, assignments & lecture material with student. Student and instructor will determine the best time to meet for this accommodation.

* Student will meet with the Disability Coordinator as needed.

*Student will meet with tutors as needed and the Writing Center as needed.

- I understand that it is my responsibility to meet with and provide my instructor(s) with a copy of this RAP when I request these accommodations and to discuss how accommodations will be met.
- I understand that these accommodations are not retroactive.
- I understand that I must follow college conduct/judicial policies, follow classroom protocol and meet behavioral standards.
- I realize it is my responsibility to review, update, and renew this RAP each semester.
- I give permission to have this RAP sent to _____
- I give permission for the disability coordinator to discuss these accommodations with my instructor/advisor.

Student's Signature _____ Date _____

Coordinator's Signature _____ Date _____

Please see other side for Student Learning Profile...

STUDENT LEARNING PROFILE

This section of the RAP is to give instructors helpful information about the student based on a profile that the student filled out as well as documentation provided to us. These are not accommodations.

The student wishes to identify that they learn best in a class where Visual X Auditory or Hands-on X learning is prevalent.

STRENGTHS

*Attention/Concentration
Interacting with others
Understanding social cues
Oral Expression/talking
Following directions
Seeing
Understanding information that I see
Using my hands/ Fine motor coordination
Speaking clearly
Sitting for long periods
Moving around (standing/walking)
Tolerating stress
Being motivated
Being Responsible
Doing math calculations
Spatial visualization
Other (Please list):
Patience
Driven when passionate about something*

CHALLENGES

*Taking notes
Understanding information that I hear
Memorizing information (specifically auditory)
Putting thoughts into writing
Spelling
Word recognition/decoding
Understanding what I read
Doing math word problems
Giving presentations to the class
Other (Please list):*

Other Student Comments or Concerns for instructors:

Due to Jared's Crohn's, he may miss some classes but is aware of attendance policies and will be in communication with instructors if he is going to miss class. Jared is advised to visit the writing center as well as use a graphic organizer for writing assignments. Jared is much better at expressing his knowledge verbally as compared to written. If given the opportunity when/if struggling with written exams, having the opportunity to express himself verbally will be a better determinant of his knowledge.

The use of visual aids including diagrams, concept maps, study guides, summaries and formula sheets (when appropriate to course objectives) will be very beneficial.

****NOTE TO INSTRUCTOR** from Disability Services Coordinator** *Revised 9/11*

*This PLAN has been prepared for this student's specific needs and is to be kept **CONFIDENTIAL**. The Accommodations listed above are among those identified in section 504 of the National Rehabilitation Act of 1973, which deals with non-discrimination of students with disabilities in post-secondary settings. You and the student may negotiate the options which will be best for both of you to meet these recommended accommodation requests in a reasonable and timely manner. If you have any questions or would like assistance, please contact the Disability Services Coordinator in the Academic Support Center (603)578-8900 ext 1451. Thank you for your consideration of this student's special needs.*



Disability Services Reasonable Accommodation Plan (RAP)

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PROGRAM Automotive **ADVISOR** _____

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*50% extended time on tests and quizzes. Student may take exam in room 100 to allow for extra time and reduced distractions but must make testing arrangements with instructor several days before the exam and forms must be filed with the LC.

*Copies of instructor lecture notes or peer notes if requested.

* Student will be allowed to digitally record classroom lectures.

* Student will be allowed to have preferential seating.

*Student may take short, physical breaks from class.

*Instructor will provide an opportunity outside of class to clarify directions, questions, assignments & lecture material with student. Student and instructor will determine the best time to meet for this accommodation.

*Student will meet with tutors, disability services and the Writing Center as needed.

*Student may use audio books when needed. Forms must be filled out with DSC.

- I understand that it is my responsibility to meet with and provide my instructor(s) with a copy of this RAP when I request these accommodations and to discuss how accommodations will be met.
- I understand that these accommodations are not retroactive.
- I understand that I must follow college conduct/judicial policies, follow classroom protocol and meet behavioral standards.
- I realize it is my responsibility to review, update, and renew this RAP each semester.
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Student's Signature _____ **Date** _____

Coordinator's Signature _____ **Date** _____

STUDENT LEARNING PROFILE

This section of the RAP is to give instructors helpful information about the student based on a profile that the student filled out as well as documentation provided to us. These are not accommodations.

The student wishes to identify that they learn best in a class where Visual X Auditory X or Hands-on X learning is prevalent.

STRENGTHS

*Interacting with others
Understanding social cues
Understanding information that I hear
Hearing
Using my hands/ Fine motor coordination
Moving around (standing/walking)
Doing math calculations
Other (Please list): very helpful
Sense of humor*

CHALLENGES

*Taking notes
Starting, organizing, and completing tasks
Self-advocacy (speaking up for what I need)
Understanding information that I see
Putting thoughts into writing
Sitting for long periods
Tolerating stress
Being motivated
Finishing tests on time
Spelling
Understanding what I read
Reading at a normal rate/speed
Doing math word problems
Managing time
Studying
Other (Please list):*

Other Student Comments or Concerns for instructors:

Arnold learns best when auditory directions are given with visual cues. He is encouraged to use graphic organizers and the Writing Center for writing. It may benefit both Arnold and instructors to let Arnold expand on some of his test/quiz answers orally—this will better show the depth of his knowledge.

The use of visual aids including diagrams, concept maps, study guides, summaries and formula sheets (when appropriate to course objectives) will be very beneficial.

****NOTE TO INSTRUCTOR** from Disability Services Coordinator** *Revised 9/11*

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