



## Reasonable Accommodation Plan (RAP)

NAME SAMPLE of Potential Classroom Accommodation SEMESTER \_\_\_\_\_

PROGRAM \_\_\_\_\_ ADVISOR \_\_\_\_\_

The **CLASSROOM ACCOMMODATIONS** listed below are meant to **EQUALIZE** my chances of success in the classroom and I may benefit from choosing to request and utilize these recommendations.

- ✓ 50% extended time on tests (quiz, test, exam). Student may test in Room 100 for extra time and reduced distractions. Student is required to make testing arrangements with instructor several days before the test date, so instructor can file the Testing Cover Sheet with the ASC Testing Center | Room 100.
- ✓ For lecture notes, student will utilize Blackboard (BB) to access notes/presentations posted by instructor. If not available on BB, the student can request copies of lecture notes from the instructor.
- ✓ No penalty for spelling errors for in-class work
- ✓ Student may use audio and/or PDF textbooks (*if available*).
- ✓ Student may use of laptop or tablet for note-taking, written assignments, etc.
- ✓ Student may use of a four-function calculator in courses requiring math.
- ✓ Student may digitally record (audio only) classroom lectures *after* speaking with instructor. Audio Recording Guidelines & Permission Form is on file with the DSC:\_\_\_\_\_.
- ✓ Student may have preferential seating.
- ✓ Student may take *short*, physical breaks from class.
- ✓ Student may request an appointment with instructor outside of class to clarify directions, questions, assignments & lecture material.
- ✓ Student will utilize tutoring, disability services and the Writing Center in Room 100 as needed.
- ✓ Student will meet with the Disability Coordinator as needed.
- I understand it is *my responsibility* to provide my instructor(s) with a copy of this RAP when I request accommodations **AND** to discuss how accommodations will be met.
- I understand that these accommodations are not retroactive (*starts date RAP provided to instructor*).
- I understand that I must follow college conduct/judicial policies, follow classroom protocol, and meet behavioral standards required for all NCC students.
- I understand that I must meet all course and program objectives/requirements required for all NCC students.
- I understand it is *my responsibility* to review, update, and **renew this RAP each semester**.
- I give permission for the disabilities support coordinator (DSC) to discuss these accommodations with my instructor/college advisors, and other NCC personnel as needed in relation to my academic success.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

DSC's Signature \_\_\_\_\_ Date \_\_\_\_\_

**STUDENT LEARNING PROFILE**

Below is helpful information for the instructor about the student based on student feedback as well as additional educational documentation. These are NOT accommodations, but suggestions to assist learning.

The student identifies that he/she learns best in a class where Visual\_\_\_ Auditory\_\_\_ or Hands-on \_\_\_ learning is prevalent. Below the student has identifies the following skills as:

<b>STRENGTH</b>	<b>CHALLENGE</b>
Attention/Concentration	Attention/Concentration
Taking notes	Taking notes
Starting, organizing, completing tasks	Starting, organizing, completing tasks
Interacting with others	Interacting with others
Understanding social cues	Understanding social cues
Oral Expression/talking	Oral Expression/talking
Following directions	Following directions
Self-advocacy (asking for what I need)	Self-advocacy (asking for what I need)
Seeing	Seeing
Understanding information I hear	Understanding information I hear
Understanding information I see	Understanding information I see
Memorizing information	Memorizing information
Hearing	Hearing
Putting thoughts into writing	Putting thoughts into writing
Using my hands/ Fine motor coordination	Using my hands/ Fine motor coordination
Processing speed	Processing speed
Sitting for long periods	Sitting for long periods
Moving around (standing/walking)	Moving around (standing/walking)
Tolerating stress	Tolerating stress
Being motivated	Being motivated
Being Responsible	Being Responsible
Finishing tests on time	Finishing tests on time
Spelling	Spelling
Word recognition/decoding	Word recognition/decoding
Understanding what I read	Understanding what I read
Reading at a normal rate/speed	Reading at a normal rate/speed
Doing math calculations	Doing math calculations
Doing math word problems	Doing math word problems
Managing time	Managing time
Studying	Studying
Giving presentations to the class	Giving presentations to the class
Spatial visualization	Spatial visualization
Other (Please list):	Other (Please list):

**Additional Suggestions of Support for Instructors:**

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 4/17*

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 best meet these recommended accommodation requests in a reasonable and timely manner for your course. If you have any questions or would like assistance, please contact the DSC in the Academic Support Center | Room 100 (603) 578-8900 ext. 1451.

**INSTRUCTOR, fill in information below:**

**Course:** \_\_\_\_\_ **Instructor:** \_\_\_\_\_ **Date Received:** \_\_\_\_\_