

# Handbook for Note Takers

INSTITUTION

OFFICE  
[Contact Information]

[Academic Year]

**DISCLAIMER**

This template was developed for colleges and universities to use as a starting point for creating a handbook for faculty at their institutions. It is not meant to be used "as is," but rather should be viewed as a tool to use when developing policies, procedures, and guidelines within Disability Services. The National Deaf Center on Postsecondary Outcomes (NDC) offers this tool for use, but is not responsible for any changes made to this template by persons outside of NDC.

NDC is funded by the U.S. Department of Education, OSEP #HD326D160001. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

In this template, we use the term *deaf* in an all-encompassing manner to include individuals who identify as Deaf, hard of hearing, hearing impaired, late deafened, and deafdisabled.

**ACKNOWLEDGMENTS**

These materials were originally developed in 2001 and revised in 2011 in the course of agreement between the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education and the PEPNet-South Regional Center at University of Tennessee at Knoxville under grant #H326D060003.

In 2017, NDC has made further revisions to update certain terminology used within the document to reflect current practice. To learn more about additional resources offered through NDC visit [www.nationaldeafcenter.org](http://www.nationaldeafcenter.org).

**CONTRIBUTORS**

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**INSTRUCTIONS FOR USE**

This handbook template was set up for any postsecondary institution to download and use. The information in this handbook has been modeled after relevant policies and has been compiled from a variety of Disability Services offices with extensive experience in providing access services to deaf students. Users' instructions are shown in *blue italics* and should not be included in the handbook.

To use this handbook template, consider your institution's existing policies and procedures and compare them to what is included in this document. Modify or delete what doesn't apply to your college or university. Please substitute words in ALL CAPS (see list below) with the information for your school (i.e. replace OFFICE with Disability Support Services, etc.). After making all the necessary content additions, deletions, and adjustments to the handbook, check it for final formatting before using.

"Find and Replace" words:

- INSTITUTION
- OFFICE
- SUPERVISOR

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## INTRODUCTION

The OFFICE at INSTITUTION is committed to providing services that facilitate the academic and personal goals of the students it serves. Students with documented disabilities enrolled at INSTITUTION are entitled to reasonable and appropriate academic accommodations in accordance with Federal laws including Section 504 of the 1973 Rehabilitation Act and the 1990 Americans with Disabilities Act, as amended in 2008. INSTITUTION is committed to equal opportunity in the recruitment of, admission to, participation in, treatment in, or employment in the programs and activities operated and sponsored by INSTITUTION.

This handbook is designed to provide an overview of how OFFICE expects note taking services to be provided at INSTITUTION. This handbook includes the qualifications note takers must possess to provide services for INSTITUTION, their responsibilities/duties, compensation, ethics, and other practical information for note takers.

For more information about the services provided at INSTITUTION, please contact:

Supervisor:

Email:

Phone:

Text:

Office location:

Mailing address:

## DISABILITY LAWS IN POSTSECONDARY EDUCATION

Individuals with disabilities are entitled by law to equal access to postsecondary programs. There are two laws that protect persons with disabilities in postsecondary education: The Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended) and the 1990 Americans with Disabilities Act (Pub. L. No. 1001-336). According to the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA, 1990), a student with a disability is someone who has a physical or mental impairment, has a history of impairment, or is believed to have a disability that substantially limits a major life activity such as learning, speaking, seeing, hearing, breathing, walking, caring for oneself, or performing manual tasks.

### The Rehabilitation Act

Title V of The Rehabilitation Act of 1973 is generally regarded as the first civil rights legislation on the national level for people with disabilities. 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. Individuals working in this office have 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 INSTITUTION, the established office is OFFICE.

### The Americans with Disability Act (ADA)

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

Postsecondary institutions are covered in many ways under the ADA. Employment is addressed by Title I, and Title II addresses accessibility provided by public entities. Accessibility provided by private entities is addressed in Title III, and Title IV addresses telecommunications. Miscellaneous items are included in Title V.

Amendments to the ADA, which took effect January 1, 2009, clarify who is covered by the law's protection. The ADAAA revises the definition of "disability" to more broadly include impairments that substantially limit a major life activity. The amendment also states that mitigating measures, including

assistive devices, auxiliary aids, accommodations, medical therapies, and supplies have no bearing in determining whether a disability qualifies under the law.

### **The ADA in Relation to Section 504 of the Rehabilitation Act**

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

### **Documentation of Disability**

INSTITUTION requests that students notify OFFICE of any special accommodation needs. This notification will help ensure the quality and availability of services needed. Students are responsible for supplying the appropriate documentation to OFFICE prior to arrangements for special accommodations. A letter, written report, or medical record from a professional (such as a physician or an audiologist) stating the student's disability and recommended accommodations is acceptable. This information is confidential. All accommodations are discussed with OFFICE disability specialist and the student. Prior to the start of the term, faculty members are notified that access services will be provided in a specific class to a student with a disability.

## OVERVIEW OF NOTE TAKING SERVICES

Note taking services provide equal access and can contribute to the success of deaf students or students who have other disabilities. Watching an interpreter or speechreading an instructor does not allow the student time to take notes. By using a note taker, deaf students can devote their full attention to the lecture, class discussions or demonstrations, or other learning activities.

Some instructors may choose to offer complete notes to all students in their classes, thus following a Universal Design approach. These may be instructor notes (or those prepared by a teaching assistant) that are posted online. One strategy for reducing the need for note taking as an accommodation for students with disabilities is for instructors to post their own notes on an accessible course website. Increasing numbers of instructors recognize that making complete notes for each class available on-line is a valuable teaching tool for a variety of students.

Instructors can:

- Post their own complete notes;
- Post the complete notes of a course teaching assistant; or
- Assign students to teams and rotate responsibility for each team to create a complete set of notes for posting each week. This approach has the added benefit of having students work in teams and share responsibility for each other's learning.

If an instructor chooses not to post open notes for all students, note taking services can be provided.

## OVERVIEW OF ROLES AND RESPONSIBILITIES

### Note Taker Coordinator

The Note Taker Coordinator is a staff member in the OFFICE. This staff member serves as the contact person for the note takers, students, faculty, and administrators. The main duties of the note taker Coordinator include:

- Recruiting, hiring, and training student note takers;
- Scheduling note Takers in classes where they are needed;
- Managing the day-to-day operations and trouble-shooting, when necessary; and
- Evaluating the quality of notes provided to students.

## OFFICE Responsibilities

1. Determine eligibility for note taking services.
2. Provide student with class announcement for instructor, note taking agreement for note taker, and carbonless note taking paper or access to a copy machine.
3. Orient student to note taking process and note taking options.
4. Troubleshoot problems with note taking reported by students or instructor.
5. Conduct outreach to instructors who have a large enrollment of students who have note taking approved as an accommodation.
6. Assist instructors in locating a volunteer classmate to take notes or identifying options for making notes available via other channels, for example:
  - a. Post notes on course websites,
  - b. Share copies of instructor's or teaching assistant's notes.
  - c. Identify one note taker for all students who require that accommodation and copying notes at department office.
7. For volunteer note taker programs, prepare letters of volunteer service for student volunteer Note Takers by the end of each semester.
8. Hiring a paid note taker, if appropriate.

## Note Taker

Note takers may be volunteers who are already enrolled in the same class as the deaf student. In some situations, OFFICE may determine that it would be effective to provide a note taker who is not a member of the class.

In general, the note taker's duties include:

- Attending all the classes for which s/he is assigned;
- Producing clear, thorough, and legible notes by the specified deadline; and
- Sharing the notes with the student and/or OFFICE according to guidelines.

Additional information about the note taking process and expectations is described in other sections of this handbook.

## Note Taker Responsibilities

1. Attend class on a regular basis and take comprehensive, legible notes. Note takers should convey the information accurately, giving the content and the spirit of the speaker, to the best of their ability.
2. Arrange a system of exchanging notes with the student with a disability:
  - a. Use carbonless copy paper (provided by the student) and exchange notes after class;
  - b. Email notes to the student;
  - c. Make copies at Disability Resource Center; or
  - d. Suggest another system to the student to see if it works for both of you.
3. Exchange notes with student on a regular basis. Get feedback on the notes from the instructor and the student, if possible.

4. Turn in the Volunteer Note Taker Services Agreement to OFFICE at the start of the semester. Doing this will ensure that you receive a letter acknowledging your volunteer service contributions.
4. Make an effort to arrange for notes to be available to the student when you are unable to attend class. Finding someone in the class may be helpful since he or she will be familiar with the subject matter and available without notice. Discuss arrangements for substitute notes with the student for whom you're taking notes.
5. Note takers should not take notes in the absence of students, unless they are asked to do so by OFFICE.
6. Note taking is a confidential service. You may or may not know who will be receiving the notes. If you are aware of the student for whom you are providing notes, do not disclose to anyone the name of the student or any information about that student.
7. If you know who the students are who are receiving the notes, talk with them about the notes, your role, or any questions you might have. Concerns that cannot be addressed by the student should be brought to the attention of OFFICE.
8. Follow ethical guidelines as established by INSTITUTION. Note takers only take notes. They are not expected to act as tutors, explain course information, share personal opinions, or advise students.

## Student

Students are responsible for requesting note taking services in a timely manner for classes or other activities. In general, students are expected to attend all of their classes and arrive on time. If it's necessary to miss a class session, students are advised to notify the OFFICE as soon as possible. For note taker requests outside of the regularly scheduled class times, students should complete the *Note Taker Request Form* at least one week before the event (or as soon as they are aware of the need). Whenever possible, students should take their own notes to supplement the notes provided by the note taker.

## Student Responsibilities

1. Request note taking as a reasonable accommodation during meeting with OFFICE.
2. Independently locate a classmate who is willing to serve as a volunteer note taker, or bring a class announcement to the instructor and request that he or she read it at the beginning of the first two class periods.
3. Meet with the classmate who volunteers to serve as a note taker to discuss arrangements to share notes on a regular basis:
  - a. Receive notes on carbonless copy paper at end of class;
  - b. Receive notes via e-mail from the note taker; or
  - c. Make a copy of the notes at OFFICE or another location on campus. Go with note taker or pick up notes before next class.
4. Give note taker the Volunteer Note Taker Services Agreement form.
5. If there are no student volunteers, contact OFFICE and discuss options with instructor.
6. Provide feedback about the quality and consistency of the notes to the note taker. Consult with the instructor for additional feedback if there is a problem with the notes. If a resolution is not found, discuss options for recruiting a new student volunteer note taker with OFFICE.
7. Attend class on regular basis. Notes are not a substitute for attending class.

8. Report any difficulties to OFFICE.

## **Faculty**

Faculty members may be asked to assist in recruiting note takers for a particular class or recommend students who might be effective note takers. Throughout the term, faculty may be asked for assistance in reviewing notes to ensure that they are of high quality and accurately reflect the lecture content. If the note taker is not a member of the class, handouts and other materials should be shared with the note taker.

## **Faculty Responsibilities**

1. Receive notification (either via email or campus mail) that note taking is a reasonable accommodation for a student with a disability who is enrolled in a particular section of a class being taught this term.
2. Accept a class announcement directly from a student who is requesting assistance in locating a classmate volunteer to serve as a note taker.
3. Read the class announcement during two consecutive class periods to assist in recruiting a volunteer note taker, or ask a specific student or teaching assistant to take notes for the student, or provide a hard copy of the instructor's notes.
4. Note taking is a confidential service. Do not disclose to anyone the names of students receiving any access services, or any information about them.
5. Promote linkage between note taker and student with a disability.
6. Notify OFFICE of any difficulties in locating a note taking volunteer or with any other concerns.
7. Provide feedback about the quality and consistency of the notes to the note taker.

## **Equal Access**

All deaf students have the right to equal access of information that is presented to them. Equal access also includes the student's right to not pay attention in class, forget assignments, forget test dates, fail courses, and miss classes. Deaf students should not have any advantages given to them that hearing students in the classroom do not have.

*(Use this section if your note taking services are provided by student volunteers.)*

## **PROVIDING NOTE TAKING SERVICES THROUGH STUDENT VOLUNTEERS**

In-class volunteer note takers can be effective in many classroom settings. It is the most common arrangement for providing note taking support. Some students identify their own note takers, and others request assistance from their instructors. Sharing responsibility for establishing note taking helps assure effective accommodations.

### **Recruiting Procedures**

In-class volunteer note takers are most often student peers, usually classmates who serve without compensation or for a small stipend or campus privilege. They may be identified prior to the start of the term by OFFICE if they have provided this service successfully in the past.

In-class volunteer note takers may also be recruited during the first class session by the instructor or the deaf student. Either the instructor or the student may make an announcement indicating that there is a need for volunteer note takers for this class. The student may also ask a fellow classmate if s/he would be willing to share their notes on a regular basis.

Instructors may be able to identify specific students who perform more successfully than others or those who appear to take productive notes. Students are encouraged to explore this method of recruitment to help in identifying potential support for studying course material.

### **Qualification Criteria for Student Volunteer Note Takers**

In order to provide services at INSTITUTION, student volunteer note takers should have the following qualifications:

- Willing to participate in note taker training
- Good English skills
- Good organizational skills
- Legible handwriting or good typing skills
- Ability to listen and store information while writing or typing with speed and accuracy
- Familiarity with course content, which may include majoring in this class subject
- Demonstrated dependability
- GPA or 3.0 or above (“B” average student)

In addition, student volunteer note takers must:

- Adhere to the confidentiality guidelines and code of ethics
- Agree to abide by the conditions outlined in this handbook
- Abide by state and federal laws, rules, and regulations

## Compensation

Volunteer note takers are generally not compensated for their work. However, the service provided is valuable, and INSTITUTION may recognize these contributions in a variety of ways.

- Community service recognition
- Awards and certificates
- Letters of recommendation
- Service learning credit
- Gift certificates to campus bookstore
- Stipend at the end of the semester

*Provide information related to documenting service at your institution.*

## Feedback and Evaluation

*The following information regarding evaluations is provided as an example only.*

Asking for feedback from the instructor can be a valuable tool in ensuring that the notes are an accurate reflection of the course content. The instructor and the student may participate in a mid-term and final evaluation of the note taking services. Student and faculty evaluations will assist the note taker in identifying strengths and areas for improvement. OFFICE will provide evaluation summaries in a timely manner.

In addition, the note taker will be asked to participate in an evaluation at the end of each semester. This provides the note taker an opportunity to give OFFICE feedback about the semester.

*(Use this section if your note taking services are provided by student volunteers.)*

## **PROCEDURES FOR WORKING WITH STUDENT VOLUNTEER NOTE TAKERS**

### **Prior to the Beginning of the Semester**

Student volunteer note takers who have previous experience in this role may share their schedules with OFFICE prior to the start of a new semester.

Student volunteer note takers are expected to have the required textbooks and related materials for their courses.

### **Professional Development**

The OFFICE at INSTITUTION promotes higher learning opportunities not only for their students, but for their staff as well. All note takers are encouraged to pursue professional development. OFFICE will maintain and make available training information and professional development workshops to every note taker as often as it becomes available. Note takers are encouraged to participate in note taker training, such as the NDC Online Note Taker Training at [www.nationaldeafcenter.org](http://www.nationaldeafcenter.org).

### **Performing the Assignment**

The OFFICE at INSTITUTION will notify all instructors prior to the first day of each semester that a deaf student will be enrolled in their course. OFFICE will outline the procedures for communication and accommodations.

The student volunteer Note Taker should introduce him/herself to the instructor to make the note taking assignment proceed smoothly. Discuss with the instructor the importance of faculty reviewing the notes for content, accuracy, and completeness.

To provide the best possible note taking services for students, the following should be considered:

- Communication preference of the student
- Effective seating arrangement
- Effective viewing of blackboard and visual aids
- Placement away from windows and/or glare

As is appropriate for any student in the class, the student volunteer note taker should make sure that she/he has a copy of the course syllabus. In addition to regular class assignments and expectations, note any scheduled class cancellations, videos, and tours for the semester. The note taker should make a note of the final exam time and location.

The student volunteer note taker will notify SUPERVISOR if any problems arise during the semester. This might include difficulty understanding the instructor, a strained working relationship between the note taker and the student, or other similar issues.

If the student for whom the notes are being taken does not show up for class, the student volunteer note taker is not obligated to share notes from this class session. When a student does not attend a scheduled class, the student volunteer note taker shall document this by writing “NO SHOW” in the appropriate box on the appropriate forms, if records are maintained for this volunteer service.

If the student volunteer note taker is unable to be in class, a substitute should be provided. If the note taker is aware of the absence prior to the class session, he/she may seek out another classmate as a substitute. For unplanned absences, the student receiving the service should either ask the instructor for assistance in locating a substitute or ask a classmate to share notes.

### **Note Taker Supplies**

For handwritten notes, the note taker will follow the above information when applicable as well as the following:

- The note taker will need to obtain the note takers’ paper from the OFFICE.
- The note taker will need to ensure legibility of the notes as well as a complete set of notes.

The note taker will follow the policies concerning making copies and giving them to the supported student(s) according to the guidelines for turn-around time for notes.

*(Use this section if your note taking services are provided by paid personnel.)*

## **PROVIDING NOTE TAKING SERVICES THROUGH PAID PART-TIME STAFF MEMBERS**

Depending upon the class and/or the needs of a student, an in-class volunteer note taker may not prove to be effective. In that case, a paid note taker may be provided. Paid note takers may be full or part-time staff members, often with high levels of education or training. Occasionally, students who did particularly well in the course in a previous semester and who have necessary organizational skills may be employed.

In some cases paid note takers may take on additional responsibilities as note taker/tutors.

- Paid Note Taker: An individual who attends each class, takes extensive notes during class, and clarifies notes for the student when necessary.
- Note Taker/Tutor: An individual who attends class, takes extensive notes, and is scheduled to spend additional time tutoring the student.

### **Recruitment and Hiring**

Note takers and note taker/tutors are identified through a variety of means. Although students do not initiate the process of recruiting paid note takers, students may be asked for suggestions of potential note takers. Professors may also provide information concerning previous students as potential note takers. In addition, OFFICE may recommend a person as a note taker based upon previous contacts and/or employment with OFFICE.

*Provide information related to hiring procedure at your institution.*

### **Qualification Criteria for Paid Note Takers**

In order to provide services at INSTITUTION, paid note takers should have the following qualifications:

- Willing to participate in note taker training
- Familiarity with course content, which may include majoring in this class subject
- Legible handwriting or good typing skills
- Ability to listen and store information while writing or typing with speed and accuracy
- Strong organizational skills
- Strong English language skills
- Demonstrated dependability
- College degree preferred, but not required

In addition, paid note takers must:

- Adhere to the confidentiality guidelines and code of ethics
- Agree to abide by the conditions outlined in this handbook
- Abide by state and federal laws, rules, and regulations

## Compensation

Paid note takers and note taker/tutors are considered employees of INSTITUTION; they are not the student's employee. They are paid an hourly wage for their services. Paid note takers are required to submit appropriate employee paperwork to OFFICE prior to working any hours in order to be paid.

*Provide information related to documenting time and processing timesheets at your institution.*

Time devoted to note taking or note taking/tutoring is to be recorded on appropriate timesheets. Note takers and note taker/tutors will be paid once their timesheets are processed. Timesheets should indicate:

- Note taker's name and pertinent personnel information
- Course number and name
- Dates and time that the service was provided
- Total amount of time worked

The timesheet must be verified per INSTITUTION's guidelines.

## Feedback and Evaluation

*The following information regarding evaluations is provided as an example only.*

Asking for feedback from the instructor can be a valuable tool in ensuring that the notes are an accurate reflection of the course content. The instructor and the student may participate in a mid-term and final evaluation of the note taking services. Student and faculty evaluations will assist the note taker in identifying strengths and areas for improvement. OFFICE will provide evaluation summaries in a timely manner.

In addition, the note taker will be asked to participate in an evaluation at the end of each semester. This provides the note taker an opportunity to give OFFICE feedback about the semester.

*(Use this section if your note taking services are provided by paid personnel.)*

## **PROCEDURES FOR WORKING WITH PAID NOTE TAKERS**

### **Prior to the Beginning of the Semester**

Note takers are encouraged to participate in note taker training, such as the NDC Online Note Taker Training at [www.nationaldeafcenter.org](http://www.nationaldeafcenter.org).

Note takers may request the textbooks for their courses on loan by requesting specific textbooks in writing to SUPERVISOR.

At the end of each semester, it is the note taker's responsibility to promptly return all textbooks to SUPERVISOR. In the event a textbook is lost during the course of the semester, the note taker will be responsible to pay for the textbook.

Note takers will be provided with a copy of their tentative schedules for the upcoming semester, as soon as they are available, with the understanding that all schedules are subject to change.

### **Professional Development**

The OFFICE at INSTITUTION promotes higher learning opportunities not only for their students, but for their staff as well. All note takers are encouraged to pursue professional development. OFFICE will maintain and make available training information and professional development workshops to every note taker as often as it becomes available. Note takers are encouraged to participate in note taker training, such as the NDC Online Note Taker Training at [www.nationaldeafcenter.org](http://www.nationaldeafcenter.org).

### **Performing the Assignment**

The OFFICE at INSTITUTION will notify all instructors prior to the first day of each semester that a deaf student will be enrolled in their course, OFFICE will outline the procedures for communication and accommodations.

The assigned note taker should introduce him/herself to the instructor to make the note taking assignment proceed smoothly. For example, one can say:

“Hello, I am \_\_\_\_\_. I have been assigned to be the note taker in this class for a student with a disability. I will do my best to provide complete and accurate notes, but I may ask you for clarification, if needed.”

Discuss with the instructor about the importance of faculty reviewing the notes for content, accuracy, and completeness.

To provide the best possible note taking services for students, the following should be considered:

- Communication preference of the student
- Effective seating arrangement
- Effective viewing of blackboard and visual aids
- Placement away from windows and/or glare

The note taker should obtain a copy of the course syllabus from the instructor and note any scheduled class cancellations, videos, and out-of class assignments for the semester. In addition, the note taker should make a note of the final exam time and location.

Paid note takers may be asked to "clean up" notes after class by rearranging them in outline form, highlighting important items, and checking spelling and facts. Occasionally, a paid note taker may need to consult with an instructor for clarification.

The note taker will notify SUPERVISOR if any problems arise during the semester. This might include difficulty understanding the instructor, a strained working relationship between the note taker and the student, or other similar issues.

If it appears a student will not show up for a class, the note taker is required to wait 15 minutes for classes up to 90 minutes long and 30 minutes for classes longer than 90 minutes. After waiting the allotted time, the Note Taker should report to OFFICE by phone or in person and inform them of his or her availability. If OFFICE does not have a note taker in another class at that time, the note taker will be reassigned. If not, the note taker can bill for the class. When a student does not attend a scheduled class the note taker shall document this by writing "NO SHOW" in the appropriate box on the appropriate forms.

When a note taker substitutes for another note taker and the substitute is not familiar with the student, please verify with the instructor that it is the correct classroom.

### **Note Taker Supplies**

For handwritten notes the note taker will follow the above information when applicable as well as the following:

- The note taker will need to obtain the note takers' paper from the OFFICE.
- The note taker will need to ensure legibility of the notes as well as a complete set of notes.

The note taker will follow the policies concerning making copies and giving them to the supported student(s) according to the guidelines for turn-around time for notes.

*(Use this section if your note taking services are provided by paid students.)*

## **PROVIDING NOTE TAKING SERVICES THROUGH PAID STUDENT NOTE TAKERS**

In-class paid note takers can be effective in many classroom settings. Some students identify their own note takers, and others request assistance from their instructors. Sharing responsibility for establishing note taking helps assure effective accommodations.

### **Recruiting Procedures**

In-class paid note takers are most often student peers, usually classmates, who serve willingly for a small stipend such as \$25/per credit hour. They may be identified prior to the start of the term by the student if they have provided this service successfully in the past.

In-class paid note takers may also be recruited during the first class session by the instructor or the student receiving the accommodation. Either the instructor or the deaf student may make an announcement indicating that there is a need for volunteer note takers for this class. The student may also ask a fellow classmate if s/he would be willing to share their notes on a regular basis.

Instructors may be able to identify specific students who perform more successfully than others or those who appear to take productive notes. Students are encouraged to explore this method of recruitment to help in identifying potential support for studying course material.

### **Qualification Criteria for Paid Student Note Takers**

In order to provide services at INSTITUTION, paid student note takers should have the following qualifications:

- Willing to participate in note taker training
- Good English skills
- Good organizational skills
- Legible handwriting or good typing skills
- Ability to listen and store information while writing or typing with speed and accuracy
- Familiarity with course content, which may include majoring in this class subject
- Demonstrated dependability
- GPA or 3.0 or above (“B” average student)

In addition, paid student note takers must:

- Adhere to the confidentiality guidelines and code of ethics
- Agree to abide by the conditions outlined in this handbook
- Abide by state and federal laws, rules, and regulations

## **Compensation**

Paid student note takers are generally given a small stipend following the completion of the semester. This money is considered taxable income by the federal government.

*Provide information related to hiring procedures at your institution.*

## **Feedback and Evaluation**

*The following information regarding evaluations is provided as an example only.*

Asking for feedback from the instructor can be a valuable tool in ensuring that the notes are an accurate reflection of the course content. In addition, the instructor and the student may participate in a mid-term and final evaluation of the note taking services. Student and faculty evaluations will assist the Note Taker in identifying strengths and areas for improvement. OFFICE will provide evaluation summaries in a timely manner.

In addition, the note taker will be asked to participate in an evaluation at the end of each semester. This provides the note taker an opportunity to give OFFICE feedback about the semester.

## **PROCEDURES FOR WORKING WITH PAID STUDENT NOTE TAKERS**

### **Prior to the Beginning of the Semester**

Paid student note takers are expected to have the required textbooks and related materials for their courses.

### **Professional Development**

The OFFICE at INSTITUTION promotes higher learning opportunities not only for their students, but for their staff as well. All note takers are encouraged to pursue professional development. OFFICE will maintain and make available training information and professional development workshops to every note taker as often as it becomes available. Note takers are encouraged to participate in note taker training, such as the NDC Online Note Taker Training at [www.nationaldeafcenter.org](http://www.nationaldeafcenter.org).

### **Performing the Assignment**

The OFFICE at INSTITUTION will notify all instructors prior to the first day of each semester that a deaf student will be enrolled in their course, OFFICE will outline the procedures for communication and accommodations.

On the first day of class, the student should bring a form to the instructor from OFFICE announcing the need for note taking services. For example, the announcement may read:

“OFFICE is recruiting note taking services for a student that receives this accommodation. No extra time outside of class is required. Notes are either written on special paper that makes copies as you write, copied at OFFICE, or emailed to the student. If you take clear, concise notes and attend class on a regular basis, this is an opportunity to assist a fellow student and earn extra money. Any interested student should remain after class today.”

To provide the best possible note taking services for students, the following should be considered:

- Communication preference of the student
- Effective seating arrangement
- Effective viewing of blackboard and visual aids
- Placement away from windows and/or glare

As is appropriate for any student in the class, the paid student note taker should make sure that she/he has a copy of the course syllabus. In addition to regular class assignments and expectations, note any scheduled class cancellations, videotapes, and tours for the semester. The note taker should make a note of the final exam time and location.

The paid student note taker will notify SUPERVISOR if any problems arise during the semester. This might include difficulty understanding the instructor, a strained working relationship between the note taker and the student, or other similar issues.

If the student for whom the notes are being taken does not show up for class, the paid student note taker is not obligated to share notes from this class session. When a student does not attend a scheduled class, the student volunteer note taker shall document this by writing “NO SHOW” in the appropriate box on the appropriate forms, if records are maintained for this service.

If the paid student note taker is unable to be in class, a substitute should be provided. If the note taker is aware of the absence prior to the class session, he/she may seek out another classmate as a substitute. For unplanned absences, the student receiving the service should either ask the instructor for assistance in locating a substitute or ask a classmate to share notes.

### **Note Taker Supplies**

For handwritten notes the note taker will follow the above information when applicable as well as the following:

- The note taker will need to obtain the note takers’ paper from the OFFICE.
- The note taker will need to ensure legibility of the notes as well as a complete set of notes.

The note taker will follow the policies concerning making copies and giving them to the supported student(s) according to the guidelines for turn-around time for notes.

## **GENERAL INFORMATION**

### **Qualities of a Good Note Taker**

- Be interested
- Ignore speakers' faults in delivery
- Listen for concepts
- Pay attention
- Discourage distractions
- Regard difficult material as a challenge
- Listen for clues as to importance

## PROVIDING EFFECTIVE NOTES

### Appearance of Notes

- Main topics should be clearly defined.
- Use wide margins and indentations to separate information.
- Use effective formatting cues such as capitalization, underlining, and asterisks.

### Language

- Help facilitate reading by employing simple sentence constructions when needed.
- Define new vocabulary in simple terms.
- Give examples when needed.

### Organization

- Consider reworking the notes to put them in a clear logical sequence of information or outline. This may include checking spelling, adding emphasis, providing organizational strategies, completing words, adding punctuation, etc.

### Assignments and Tests

- It's crucial that all information is recorded in detail concerning classroom expectations including assignments and tests.

### Feedback from Student

- Adapt the notes to meet the student's language and instructional needs.

### Mechanics of Note Taking by Hand

- Record course name and date at top-right corner of the first page and number each page.
- Use plenty of white space.
- Write with black fine-point pen.
- Write legibly.
- Allow blank spaces for missed information.
- Use correct spelling.
- Use a cover page to clearly indicate the course name, date, any homework assignments, and other highly important information.

### TIP

Go through an online training, such as that provided at [www.nationaldeafcenter.org](http://www.nationaldeafcenter.org) to improve your skills.

*(Use this section if your note taking services are provided by paid personnel and paid students.)*

## **PLAN OF WORK FOR PAID NOTE TAKERS**

### **Application Forms**

All note takers should complete an application form, which documents any certificates of proficiency, formal education, and years of experience.

### **Hiring Procedures**

*Provide information related to hiring procedure at your institution.*

### **Timesheets**

*Provide information for submitting documentation of hours worked at your institution.*

### **Payroll Process**

*Provide information regarding payroll at your institution.*

### **Handbook Guidelines**

All note takers will be expected to adhere to the guidelines set forth in this handbook.

### **Attendance and Punctuality**

The note taker will arrive on time for all assignments. Note takers should notify OFFICE as soon as possible in the event he/she will be absent from a class.

### **Random Observations**

Random observations of each note taker will take place a various times throughout the course of the semester. Observations may or may not be announced in advance. The purpose of these observations is to document the note taker's job performance including attendance, promptness, and professionalism, and to note whether the note taker is staying in their role while in the classroom setting.

### **Minimum Hour Agreements**

All note taking assignments can be charged at a minimum of one hour. Classes scheduled for more than one hour should be charged in 15-minute increments.

If a note taker is scheduled for a class and the student does not show up, the note taker will still be paid for the full amount of time scheduled

### **Pagers and Cell Phones**

Note takers should take care of personal business at times other than when on assignment. Because cell phones and pagers interfere or distract from fluency in note taking, the note taker is expected to not use these during an assignment. Cell phones and pagers should have audible rings and beeps turned off. Responding to calls or pages during an assignment is not permitted.

### **Substitutions**

When the note taker accepts classes for the semester, it is expected that the note taker will maintain that schedule of classes throughout the semester. However substitutions may be needed from time to time. Requesting a substitute in order to accept an off-campus assignment is not considered an appropriate request. Exceptions may be approved on a case-by-case basis.

When a substitute is needed, the note taker is responsible for making a formal request by completing a note taker substitution form. The note taker substitution request must be received by OFFICE at least four full working days in advance. At that time, OFFICE will be responsible for finding substitutes.

### **Assignment Cancellations**

SUPERVISOR will make every effort to notify note takers at least 24 hours in advance of the cancellation of an assignment. Note takers will be contacted at the numbers and e-mail address listed in their file. If that is not possible, the note taker will be paid for the assignment. However, if a documented good-faith effort to contact the note taker (i.e., message on the answering machine or e-mail sent) at least 24 hours in advance is made and OFFICE is still unable to contact him/her, the note taker will not be paid for the assignment.

If the student or instructor notifies the note taker 24 hours in advance that their services will not be needed, this is also considered sufficient notice. (*Example:* A student may have a doctor's appointment. If the student lets the note taker know at least 24 hours in advance, then sufficient notice has been given.)

### **Note Taker/Student Interaction**

Note takers should not have social conversations with any students during class time. Visitation should be done before and after the class. If another student from the class asks for information about what

Note takers are doing, the note takers should let the student know that she or he is not able to discuss it during class but could answer before or after the class. When answering questions from faculty and other students about note taking, the note taker should keep in mind confidentiality regarding the deaf student and provide only general information.

### **Confidentiality**

Any information that is obtained through communication facilitation should never be disclosed. Telling a friend that student, John Doe, is failing his classes is an example of breaking confidentiality. In addition, anything that occurs while on the job should NEVER be disclosed to another student or professor, even if the students are friends or know each other.

Note takers should bring problems or concerns to SUPERVISOR and avoid discussing issues among themselves. Discussing these issues within the proper channels is not breaking confidentiality.

See *Appendix J* for Note Taker Code of Ethics

### **Due Process**

If OFFICE receives a complaint about a note taking situation from students, faculty, or staff, the note taker involved will meet with the SUPERVISOR. If a complaint about the same problem is reported more than once, the note taker involved will meet with the SUPERVISOR and the Director of OFFICE. If this specific complaint continues, the decision may be made to terminate the note taker's services.

### **Inclement Weather**

If the weather appears hazardous, please refer to the inclement weather policy for INSTITUTION.

### **Meetings**

Group meetings with note takers will be held at the beginning of each semester. These meetings are mandatory for any note taker who wishes to maintain a schedule of note taking classes. The note taker will be compensated for these meetings at a minimum of 1.5 hours.

There may be times when it is also necessary for the note taker to meet individually with OFFICE staff. Attendance at these meetings is mandatory and part of the note taker's responsibility while working for INSTITUTION. There will be no compensation for these meetings; however, they will usually be brief. Reasons for meetings might include, but are not limited to, discussion of performance; meeting between student, note taker, and OFFICE staff; or discussion of schedules for upcoming semester. OFFICE will attempt to schedule these meetings at a time that is convenient to both OFFICE and the note taker.

### **Other Note Taking Assignments**

During the semester, there may be times you will be asked to take notes for extracurricular events. As these requests come in, the SUPERVISOR will contact note takers to determine who is available. If you accept an assignment for which you have to return to the campus, you are given 1.5 hours minimum for your time.

All note taker requests for anything outside of regularly scheduled classes should go to OFFICE. OFFICE needs to know about scheduled extracurricular activities for several reasons: to gather statistics for funding and to lessen the chance of double-booking of note takers. Students are aware of this procedure.

### **Our Staff**

*Provide information about location of office that coordinates interpreters, hours of operation, names of staff, telephone numbers, fax numbers, and e-mail addresses.*

*(Use this section if your note taking services are provided by paid personnel.)*

## APPENDIX A Position Description for Paid Note Taker

The note taker's primary responsibilities are taking comprehensive notes in the classroom and the rapid provision of the hard copy or electronic text notes to students. The note taker reports to SUPERVISOR.

### Specific Responsibilities

- Provide direct service in the classroom or other setting related to student learning.
- Provide note taking services in classroom.
- Prepare for class by reviewing notes and syllabi, previewing texts; meeting with presenters, faculty, tutors, or students.
- Prepare equipment prior to the start of each class.
- Edit notes, as needed, to ensure quality and increase comprehensiveness.
- Use consumer feedback, assess effectiveness of services provided, and adjust services accordingly.
- Assist with culture-specific information and adapt communication to facilitate understanding between hearing and deaf individuals.
- Communicate with others in support of departmental goals and the provision of services.
- Develop rapport with college employees and students, and facilitate resolution of support service concerns.
- Provide information to faculty, staff, and students regarding note taking services, communication between deaf and hearing people, and support services resources.
- Represent daily the mission of INSTITUTION to members of the INSTITUTION community through work in the mainstream setting.
- Attend staff meetings, document services provided weekly, and network with other staff members to maintain the flow of information critical to quality service.
- Demonstrate professional growth. Areas of growth can include:
  - Enhancement of interpersonal communication skills.
  - Gaining additional content knowledge.
  - Development of sign language skills.
  - Increased knowledge and use of the computer (if computer assisted note taking).
  - Upgrading or maintenance of keyboarding skills (if computer assisted note taking).
- Participate in projects, including committee work and mentoring, as deemed appropriate by SUPERVISOR.

*(Use this section if your note taking services are provided by paid personnel.)*

**APPENDIX B  
Note Taker Application Rating Form**

<b>Applicant's Name:</b>		<b>Email:</b>	
<b>Interview Date:</b>		<b>Phone/text:</b>	
<b>Recommendation:</b>	<input type="checkbox"/> Hire <input type="checkbox"/> Do not hire	<b>Starting Rate:</b>	
<b>Appearance</b>			
	<i>Unprofessional</i>	1	2
		3	4
		5	<i>Professional</i>
<b>Writing Skills</b>			
<b>Legibility</b>	<i>Inappropriate</i>	1	2
		3	4
		5	<i>Appropriate</i>
<b>Spelling</b>	<i>Inaccurate</i>	1	2
		3	4
		5	<i>Accurate</i>
<b>Points of emphasis</b>	<i>Unclear</i>	1	2
		3	4
		5	<i>Clear</i>
<b>Use of illustrations &amp; diagrams</b>	<i>Inappropriate</i>	1	2
		3	4
		5	<i>Appropriate</i>
<b>Completes sentences when possible</b>	<i>Inadequate</i>	1	2
		3	4
		5	<i>Adequate</i>
<b>Clear use of abbreviations</b>	<i>Inappropriate</i>	1	2
		3	4
		5	<i>Appropriate</i>
<b>Organized information</b>	<i>Unclear</i>	1	2
		3	4
		5	<i>Clear</i>
<b>Examples noted</b>	<i>Inaccurate</i>	1	2
		3	4
		5	<i>Accurate</i>
<b>Sufficient margins</b>	<i>Unclear</i>	1	2
		3	4
		5	<i>Clear</i>
<b>Questions &amp; answers noted</b>	<i>Inappropriate</i>	1	2
		3	4
		5	<i>Appropriate</i>
<b>Speaker indicated</b>	<i>Inadequate</i>	1	2
		3	4
		5	<i>Adequate</i>
<b>Page, number title, date, name included</b>	<i>Unclear</i>	1	2
		3	4
		5	<i>Clear</i>
<b>Overall Performance</b>			
<b>Areas to work on:</b>			
<b>Evaluator's Comments &amp; Recommendations:</b>			
<b>Rating:</b>	<input type="checkbox"/> Outstanding	<input type="checkbox"/> Above Average	<input type="checkbox"/> Satisfactory
	<input type="checkbox"/> Unsatisfactory		

**APPENDIX C  
VOLUNTEER NOTE TAKER SERVICES AGREEMENT**

**Example 1**

I, \_\_\_\_\_, agree to share my notes with a student enrolled in  
(Note Taker)      First Name      Last Name

\_\_\_\_\_  
Course Name      Course #      Section #

**Note taker will:**

- Provide the student with an accurate set of notes for each class meeting the student attends
- Keep confidential all information concerning the students served by OFFICE
- Contact OFFICE at [xxx-xxx-xxxx](tel:xxx-xxx-xxxx) if there are questions or concerns
- Notify the Note Taker Coordinator if the note taker’s mailing address changes, or the student or note taker withdraws from the class

**OFFICE will:**

- Give detailed instructions, guidelines, and feedback to the note taker

**NOET TAKER :**

\_\_\_\_\_  
Signature      Date

\_\_\_\_\_  
Mailing Address

\_\_\_\_\_  
City      State      Zip

\_\_\_\_\_  
Email Address      Phone #

**OFFICE:**

\_\_\_\_\_  
Staff Signature      Date

## APPENDIX C Note Taking Services Contract

### *Example 2*

#### General responsibilities include:

- Notify OFFICE in a timely manner if you are unable to attend class to complete note taking service
- Comply with INSTITUTION and OFFICE policies and procedures
- Provide a reliable way to be contacted (phone and email)
- Maintain student confidentiality
- Provide professional-quality services and maintain a professional demeanor
- Contact OFFICE if any problems arise
- Complete paperwork in a timely and accurate manner

#### Handwritten Notes:

- Write legibly, using paper and a pen that reproduces well on a standard copier (e.g. avoid pale colors of ink)
- Label each day's notes with:
  - Note taker's name
  - Title and section of the class
- Label each page of notes with:
  - Date
  - Page number (if more than 1 page for single class period)
- Preferred format: Prepare notes in a format consistent with Cornell System for Note-taking (1 side, 2 columns)
- Make copies of the notes on the OFFICE copier (or other copier as pre-arranged)
- Deliver notes to OFFICE (or other entity as agreed) on the same day they are taken

#### Notes Taken on a Laptop:

- Run spell-check prior to sending the document
- Label each day's notes with:
  - Note taker's name
  - Title and section of the class
- Label each page of notes with:
  - Date
  - Page number (if more than 1 page for single class period)
- Preferred format: In your word processor, format the notes in two columns - consistent with Cornell System for Note-taking (left margin of 3.5")
- Name the file: {class name, date of notes, professor's last name} Example: *BIOL206 10-4-09 Engel*
- Deliver notes promptly via email to OFFICE and the recipient (if known to you) on the same day they are taken

#### Term of Contract:

- Maximum: One Semester
- OFFICE will terminate a service provider for breach of confidentiality, incompetence, negligence, providing unusable notes or copy, or inconsistent performance

**Compensation:**

- Compensation shall be applied to the student’s account, or through a delivery system determined by Student Finance
- For notes that are used by one student, \$100.00 shall be awarded as an honorarium for a completed contract
- For notes used by two or more students in one class, \$150.00 shall be awarded as an honorarium for a completed contract
- For notes that are used by one student \$50.00 shall be awarded as an honorarium for a completed contract
- For notes used by two or more students \$75.00 shall be awarded as an honorarium for a completed contract
- For notes taken for a class and its lab, \$50.00 shall be added to the total.

I, \_\_\_\_\_, ID # \_\_\_\_\_ agree to the above contract.  
Print Name

I can be reached by phone \_\_\_\_\_ or email \_\_\_\_\_

I will provide notes for the class(es) listed.

Class: \_\_\_\_\_ Professor: \_\_\_\_\_ Section: \_\_\_\_\_

Class: \_\_\_\_\_ Professor: \_\_\_\_\_ Section: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**For OFFICE Use:**

Anticipated Honorarium: \$ 50 \$75 \$100 \$150 \$200 Other \$\_\_\_\_\_

Processed by OFFICE staff: \_\_\_\_\_ For: \_\_\_\_\_  
Print Name Print Client’s Name

OFFICE Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature/initials

**Payment Processed**

Date: \_\_\_\_\_ By: \_\_\_\_\_

*(Sample adapted from Note Taking Services Contract from Southern Adventist University in Collegedale, Tennessee)*

**APPENDIX D**  
**Suggested Phrases to Maintain Confidentiality for Note Takers**

- The student could probably answer that better than I could.
- The OFFICE could probably answer that question for you.
- I am sorry, but that information is confidential.
- I don't know.
- I only see the student in class.
- I don't know the student personally.
- I am not able to disclose that information.
- I am not at liberty to say.
- If you have a concern you would like to address regarding the student in your class, you might want to talk to SUPERVISOR in OFFICE.

*(Use this section if your note taking services are provided by paid personnel.)*

**APPENDIX E  
Timesheet for Paid Note Takers**

<b>Name:</b>				
<b>Employee ID:</b>				
<b>Pay Period</b>	<i>From:</i>	<i>To:</i>		
<b>1<sup>st</sup> Week of Pay Period</b>				
<b>Date</b>	<b>Day</b>	<b>Course Number</b>	<b>In – Out</b>	<b>Total Hours</b>
<b>2<sup>nd</sup> Week of Pay Period</b>				
<b>Date</b>	<b>Day</b>	<b>Course Number</b>	<b>In – Out</b>	<b>Total Hours</b>
<b>Total hours worked during this pay period:</b>				
<b>Note Taker Signature:</b>				
<i>I certify that I was present and worked during the hours indicated above.</i>				
<b>Supervisor Signature:</b>				

**APPENDIX F  
Student Verification Form**

<b>Note Taker:</b>							
<b>Student:</b>				<b>Course Number:</b>			
<b>Pay Period</b>		<i>From:</i>		<i>To:</i>			
<b>Date:</b>		<b>Begin Time:</b>		<b>End Time:</b>		<b>Initials:</b>	
<b>Date:</b>		<b>Begin Time:</b>		<b>End Time:</b>		<b>Initials:</b>	
<b>Date:</b>		<b>Begin Time:</b>		<b>End Time:</b>		<b>Initials:</b>	
<b>Date:</b>		<b>Begin Time:</b>		<b>End Time:</b>		<b>Initials:</b>	
<b>Date:</b>		<b>Begin Time:</b>		<b>End Time:</b>		<b>Initials:</b>	
<b>Date:</b>		<b>Begin Time:</b>		<b>End Time:</b>		<b>Initials:</b>	
<b>Date:</b>		<b>Begin Time:</b>		<b>End Time:</b>		<b>Initials:</b>	
<b>Date:</b>		<b>Begin Time:</b>		<b>End Time:</b>		<b>Initials:</b>	
<b>Date:</b>		<b>Begin Time:</b>		<b>End Time:</b>		<b>Initials:</b>	
<b>Date:</b>		<b>Begin Time:</b>		<b>End Time:</b>		<b>Initials:</b>	
<b>Date:</b>		<b>Begin Time:</b>		<b>End Time:</b>		<b>Initials:</b>	
<b>Date:</b>		<b>Begin Time:</b>		<b>End Time:</b>		<b>Initials:</b>	
<b>Date:</b>		<b>Begin Time:</b>		<b>End Time:</b>		<b>Initials:</b>	
<b>Student Signature:</b>							
<i>I certify that this Note Taker has performed satisfactory work for the hours represented.</i>							
<b>Note Taker Signature:</b>							

**APPENDIX G  
Interpreter/Note Taker/Tutor Request**

<b>Date of Request:</b>		<b>Requested by:</b>	
<b>Service Needed:</b>	<input type="checkbox"/> Interpreting <input type="checkbox"/> Note Taking <input type="checkbox"/> Tutoring <input type="checkbox"/> Other _____	<b>Email:</b>	
		<b>Phone/text:</b>	
<b>Class Name/Number:</b>			
<b>College Function:</b>			
<b>Activity Date:</b>		<b>Activity Time:</b>	
<b>Activity Location</b>	<b>Building:</b>	<b>Room:</b>	
<i>For Office Use</i>			
<b>Name:</b>		<b>Available?</b>	
<b>Name:</b>		<b>Available?</b>	
<b>Name:</b>		<b>Available?</b>	
<b>Assigned to:</b>		<b>Date:</b>	



**APPENDIX I  
Evaluation of Notes**

<b>Note Taker:</b>				
<b>Evaluator</b>			<b>Date:</b>	
<b>Criteria</b>	<b>N/A</b>	<b>Good</b>	<b>Needs Improvement</b>	<b>Specific Examples</b>
Was unbiased, didn't write opinions in the notes				
Included page number, course name/number, and date on each page				
Used 8 ½ x 11 inch paper				
Used a black pen				
Wrote legibly				
Left blanks when unsure				
Used correct spelling, or indicated "SP" if unsure				
Used white space effectively				
Heard and marked points of emphasis				
Defined difficult vocabulary				
Used complete sentences				
Used examples				
Used diagrams and illustrations, if possible and appropriate				
Organized the information				
Included enough information				
Speaker indicated				
Used abbreviations				
Reworked the notes later (checked spelling, added emphasis, organizational strategies, completed words, added punctuation, etc.)				

General comments on the completeness and usefulness of the notes:

Suggestions for two things the note taker should concentrate on improving:

(Adapted from *The classroom Note Taker: How to organize a program serving students with hearing impairments*; by Jimmie J. Wilson (1996), Washington, D.C. Alexander Graham Bell Association.)

**APPENDIX J**  
**Note Taker’s Code of Ethics and Guidelines**

1. Note takers shall keep all assignment-related information strictly confidential. Note takers shall use discretion when discussing a class or students in that class. Seemingly unimportant information, innocently divulged, may prove damaging in certain situations. If problems should arise among any of the persons involved, Note takers shall refer these persons to the note takers’ immediate supervisor.
2. Note takers shall transcribe lectures as faithfully and completely as possible. Note takers must learn to store information as they listen in order to record all of the major points of the lecture. Correct English is required at all times. Diagrams, examples, student questions and answers, and student comments shall be included in the notes to provide a complete picture of classroom activities. It is better to provide information students do not need than to take the chance that they will miss something important. When in doubt, note takers should write. Most instructors provide clues either directly or indirectly about what will appear on tests. Anything which is stressed in the classroom should be stressed in notes. Teacher comments about the important items should be recorded.
3. Note takers shall not advise, interject personal opinion, or counsel the student. Just as note takers may not omit important information, they may not add personal opinions to recorded notes. Note takers should remember that they are not responsible for what is said and should not permit their own feelings to interfere with or add to the lecture. Paid note takers are not to participate in class other than to ask questions for clarification or spelling. Note takers and students frequently become friends, but that personal relationship must not be allowed to interfere with the service for which the note taker is paid.
4. Note takers shall not counsel or advice. The note taker’s primary responsibility is to record the lecture. If a professor seeks advice on how to interact with a student, the note taker must refer him or her to a counselor or to the note taker’s supervisor. Likewise, the note taker must refer students seeking counseling to their counselors.
5. Note takers shall choose assignments appropriate to their experience or skill in the subject area. Familiarity with a subject promotes better note taking. Some classes are more difficult than others; either because of the nature of the class itself or because of the instructor’s teaching style. If the note taker finds a particular assignment beyond his or her capabilities, the supervisor must be informed.
6. Note takers shall comport themselves in a manner appropriate to the situation. Note takers shall conduct themselves in a way that brings respect to themselves, the students, and their department. The term “appropriate manner” refers to:
  - a. Appropriate dress;
  - b. Professional conduct;
  - c. Wearing of a name badge to denote the note taker’s role in the classroom.

I have read and understood my role as a note taker.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(Adapted from “Note Taker’s Code of Ethics and Guidelines” prepared and used by California State University at Northridge.)*

**APPENDIX K**  
**Sample Letter to Instructor Regarding Note Taking Services**

Dear Instructor,

The OFFICE has determined that access to complete classroom notes for your course lectures is a reasonable accommodation for me. I would like to collaborate with you to coordinate this accommodation which will support my learning in your class.

There are several ways in which we can arrange for my access to good quality lecture notes:

- Notes posted openly on the class website;
- Notes provided by a teaching assistant; or
- Copies of your notes.

If we can't arrange for one of these options, please assist me in locating a classmate who would be willing to share his/her notes by making the following announcement at the beginning of **TWO CONSECUTIVE** class periods:

*If you take clear, concise notes and are willing to share a copy with a student with a disability, please meet me and the student in the front of the room right after class ends today. You can also e-mail me, and I'll put you and the student in touch directly. OFFICE will formally recognize your volunteer service at the end of the semester. Thank you.*

Please do **NOT** include my name as part of the announcement. I'll check in with you after class to, hopefully, meet the note taker. I can then work with him or her to arrange for the best way for us to coordinate sharing notes.

If we do not locate a volunteer through this announcement, we can contact OFFICE for further assistance.

Thank you for your assistance.

Student

## APPENDIX L

### Glossary of Terms

Academic Accommodation	Changes in the delivery of course material and/or in the assessment of knowledge that assist students in meeting the standards of the course. Students are eligible for the accommodations based on the documentation of their disability. A few examples of accommodations include note takers, speech-to-text providers, sign language interpreter, recorded textbooks, extended test time, and the use of assistive technology during class and exams.
Age of Onset	The age at which a person starts to lose hearing.
Assistive listening Device (ALD)	Devices that use a microphone positioned close to the speaker’s mouth to transmit speech to the receiver worn by the student, either via a loop, headphones, or an ear bud. ALDs help overcome the problems of distance and surrounding noise. Also known as Hearing Assistive Technology.
Amplification	The use of hearing aids or any other technology used by a person with a hearing loss to amplify sound.
Amplified Phone	A telephone equipped with volume controls on the handset.
American Sign Language (ASL)	A natural visual-gestural language with syntax, structure, and grammar rules different from English.
Audiogram	A graph used to record the results of a hearing evaluation.
Closed Captioning	Displaying the audio portion of a television program, video, or movie as text on the screen. The captions are “closed” until the viewer activates them through a decoder.
Communication Access Realtime Translation (CART)	A speech-to-text service that uses specialized computer software to provide a verbatim transcript of the lecture and class discussion.
Cued Speech	A visual mode of communication that uses handshapes and placements in combination with the mouth movements of speech to make the phonemes of a spoken language look different from each other.
Cumulative Trauma Disorder	A painful physical condition, such as Carpal Tunnel Syndrome or Repetitive Motion Injury, which is caused by overuse and repetitive motion without sufficient breaks for resting.

Degree of Hearing Loss	The extent of an individual's hearing loss that is usually categorized as "slight," "mild," "moderate," "severe," or "profound."
Documentation	A written assessment from a professional with expertise in that particular field of disability. This documentation is required in order to determine the student's eligibility for services and the specific services that are needed. Since there are some variations among colleges regarding the documentation required to receive services, students are encouraged to inquire at all colleges of interest.
Equal Access	Providing to students with disabilities who are "otherwise qualified" the same educational opportunities and full participation in programs and activities as provided to all other students.
Interpreter / Transliterators	A trained professional who is bound by a code of professional conduct to facilitate communication between deaf and hearing persons. Interpreters and transliterators may be fluent in American Sign Language; or they may provide Cued Speech transliteration; or they may be oral interpreters who mouth words without voice so deaf individuals can speechread the information presented.
Note Taker	A person, typically a student in the class, who takes notes and provides them to the student with a disability. Notes include lecture information, diagrams, and comments from class discussions.
Open Captioning	Text from a television program, video, or movie that appears automatically on the screen to convey the spoken information. No special decoder is needed.
Otherwise Qualified	As a student with a disability, you are "otherwise qualified" when you meet the same academic requirements and standards as non-disabled students. These requirements and standards must be considered necessary to maintain the integrity of a course, program or college policy. For example, a student with a disability is required to meet the instructor's expectations for all students in regards to class participation, work standards, attendance, and ability to demonstrate acquired knowledge.
Residual Hearing	Any usable hearing that a person may have.
Registry of Interpreters for the Deaf (RID)	A national professional organization that is responsible for testing and certifying interpreters, and maintaining the Code of Professional Conduct.
Speech-to-Text Service	A service provided to facilitate communication by using technology to provide a text format for auditory information. The service provider uses

special software and a display device, and types all of the spoken information so the student is able to read the lecture or class discussion.

Speechreading (also known as lipreading)

The process of watching a person’s mouth movements and facial expressions to ascertain what is being said. Speechreading ability varies from person to person and can be influenced by factors such as the amount of useable hearing a person has and their knowledge of spoken English, the lighting and ambient noise in the room, and speaker differences such as accents, lip movements, and facial hair.

Telecommunications Relay Service (TRS)

Services that facilitate two-way telephone communication between a person who uses a TTY or a computer and a person who does not use such a device.

TTY

A telecommunication device used by deaf persons who cannot communicate on the telephone. A typewriter-like unit prints the conversation on a screen or paper so that it can be read, and enables the user to type responses back on the keyboard. A TTY must connect with another TTY or a computer. Previously referred to as a TDD.

Video Relay Service (VRS)

A free online service which provides on-screen interpreters to facilitate phone calls between hearing and deaf persons.

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