



# Disability Services Newsletter

*A publication for students, faculty and staff at  
North Shore Community College*

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## Important Dates

Add/Drop Period  
Sept 4 -10

Registration for winter/spring courses  
November 14

Last day to drop classes with "W"  
November 26

Day classes end  
December 13

Evening classes end  
December 17

## Director's Corner

Welcome to the fall semester!

As is the tradition over the summer, Disability Services met with many newly enrolled students with documented disabilities to formalize their accommodations and start to prepare them for the transition to college life. The summer months are also an opportunity for us to focus on new initiatives and projects which enhance services to our students and bring about increased awareness to our college community regarding disability-related topics.

We are so pleased to share this valuable information with students, faculty and other members of the college community through our newsletter. We hope you enjoy our latest publication!

Happy Semester!

Susan Graham  
Director of Disability Services



Is there a topic you would like to see covered in one of our future newsletters?

Kindly send your topic ideas to [disability@northshore.edu](mailto:disability@northshore.edu)

Thank you!

## Transition Support Group for Students with Disabilities

Disability Services is excited to announce that we will be piloting a Transition Support Group for disabilities in Lynn this fall! The transition from high school to college can be stressful for all students and this can especially be true for student's with disabilities .

The transition support group and newsletter will provide useful information and a supportive monthly group meeting where students can talk about anything that is concerning them and share their successes. Students will receive a monthly newsletter filled with information about topics such as getting started at NSCC, how to be their own best advocate, time management and dealing with stress. Students will then be invited to monthly transition support group meetings where they will discuss these topics and share their concerns and successes with other students also transitioning to NSCC. We are looking forward to holding monthly meetings in Danvers in the spring!



### Start-of-Semester Jitters

Unfamiliar hallways, new faces, and higher academic expectations: this combination of factors can be especially nerve-wracking. Many students feel anxious and have questions about the first weeks of class. Here are some answers that can help you get off to a great start

#### **What if I'm unprepared for my classes?**

The best thing to do is to get prepared. It really makes a difference. As early as possible, purchase your textbooks, gather the materials you need to take notes, print out your schedule, and highlight your classroom numbers and class times. Determine what time you need to arrive at the college so that you can have a few moments to relax before your class begins. Make time to carefully read your syllabi and complete your homework after the first day of class. Be aware that the last day to add or drop a class is September 10 at 5 pm.

#### **How do I talk to other students?**

Everyone is nervous. Even students who seem calm and confident are battling emotional butterflies. College tends to be a place where students want to talk with classmates. Arrive to class before it begins and put away your phone. Be open to the people around you. You'll be surprised how many students arrive early hoping to make a positive impression on the professor and a connection with classmates. After the first class, you might offer to exchange email addresses with a student near you so that you can fill each other in if either of you is ever absent. It's helpful to make yourself open to meeting new people from the very start. Building a group of contacts in college can be helpful for your academic, professional, and social life.

#### **What do I do if I'm feeling overwhelmed?**

There are times when everyone feels overwhelmed, and the beginning of the semester is one of the most common. The college has resources to help. Stop into the Student Support and Advising Center to talk to an on-call advisor or set up an appointment with a Disability Services Counselor. If you prefer to go it alone, try journaling, making a "to do" list, or taking a short break to clear your mind. Take things one piece at a time and you will work your way through each task.

If you find that you've overlooked something, take a deep breath and make a plan. You don't need to be 100% perfect on the first day of class, but you do need to identify problems and figure out how to correct them right away. We're here to help you find the answers you need.



## *Community Resources for students with visual or hearing disabilities*

In addition to accommodations provided to eligible students through Disability Services, state agencies that serve individuals who are blind, have low vision, are Deaf, or hard of hearing provide essential services to promote independent living skills, vocational training, assistive technology, and community support.

### **What is the Massachusetts Commission for the Blind?**

It is a state agency which provides a wide range of social and rehabilitation services to legally blind Massachusetts residents of all ages. The services provided are beneficial to students with disabilities as they attend college and work towards completing their academic and personal goals. The MA Commission for the Blind provides services and supports including, but not limited, to vocational rehabilitation, employment services, assistive technology and training (Technology for the Blind Program), and independent living social services.

For additional information or to contact a local office, please visit:

<http://www.mass.gov/eohhs/gov/departments/mcb/locations.html>

### **What is the Massachusetts Commission for the Deaf and Hard of Hearing?**

It is the principal agency in the Commonwealth on behalf of people of all ages who are deaf and hard of hearing. MCDHH's mission is to provide accessible communication, education, and advocacy to consumers, private, and public entities so programs, services and opportunities throughout Massachusetts are fully accessible to persons who are Deaf and hard of hearing. Some of the services provided include communication access, vocational rehabilitation, training, assistive technology, and CART (Communication Access Realtime Translation) services. Independent living services for Deaf and hard of hearing include peer mentoring, self-advocacy skills, and assistive technology.

For additional information or to contact a local office, please visit:

<http://www.mass.gov/eohhs/gov/departments/mcdhh/regional-offices/>

## *Online Tutorial to guide you in working with students with disabilities!*

### **Disability Services has developed online tutorials to guide you in working with students with disabilities!**

Please visit Disability Services webpage in Pipeline to view a tutorial entitled "Ensuring Equal Access through the Provision of Reasonable Accommodations" which provides an overview of the purpose of providing reasonable accommodations, the process and procedures to request services and supports, and strategies for working with students with disabilities. Key information is provided via audio slides, videos, and interactive quizzes. The self-guided tutorial is separated into two parts, each ten minutes in length. You may view the tutorials in close caption by clicking on the "cc" button which can be found in the lower right side of each slide.

You may view the tutorial in Pipeline by:

1. Selecting the My Northshore Tab
2. Clicking on Disability Services
3. Selecting Online Tutorials
4. Clicking on part one and part two of the tutorial on the bottom of the page

We look forward to collaborating with you to provide supports and services to students with disabilities. Please contact Disability Services with any questions, comments, or for additional information. Thank you for taking the time to view the tutorial!

## *Expand your Knowledge of the Expanded Syllabus*

Creating an expanded syllabus for your students provides valuable information as they navigate your course. Information may include course goals and objectives, grading procedures, support services (including Disability Services), course policies regarding class participation, missed examinations, late assignments, and academic integrity.

An example of an expanded syllabus may include the following information:

Elements	Traditional Syllabus	Expanded Syllabus
Instructor information	Syllabus provides a single way to contact instructor for questions or concerns.	Syllabus provides varied ways to contact instructor (phone and email) for student questions or concerns and provided a brief overview of the instructor.
Textbooks	Syllabus lists required and recommended textbooks.	Syllabus lists required and recommended textbooks with electronic equivalent provided. Textbooks may be ordered early to ensure timely conversion to alternative format. Short statement as to why the textbook was selected.
Course Assignments (explanation)	Syllabus identifies learning objectives, course requirements, assignments and due dates.	Syllabus clearly defines and explains all learning objectives, course requirements and assignments, and due dates.
Course Assignments (examples)	Syllabus provides information on how to complete major course projects, activities or papers.	Syllabus provides detailed information on how to complete major course projects, activities or papers and provides examples and resources, as appropriate.
Course Assignments (grading)	Syllabus stipulates grading criteria for all course requirements.	Syllabus stipulates grading criteria for all course requirements and provides a grading rubric for each project and assignment.
Course Calendar	Syllabus has no or minimal information in calendar form.	Syllabus utilizes a course calendar to specify due dates for course activities
Student Resources	Syllabus contains no information about student campus resources.	Syllabus contains general information about student campus resources and highlights specific resources that may be relevant to the course (ex. MyMath Lab). Syllabus contains a statement about Disability Services including how to access services, Please visit Disability Services web page in Pipeline for an example of an inclusive syllabus statement.
Format (length)	Syllabus provides basic information in a page or two.	Syllabus is crafted to provide detailed information, resources and examples with appropriate spacing within a few pages.
Format (accessible)	Syllabus is provided in hard copy form on the first day of class.	Syllabus is made available to students as an accessible electronic documents (without charts unless created using an accessible format) and in hard copy form.

## *Take Note: How to Help Students with a Note Taker Accommodation*

Faculty members play an important and vital role in assisting Disability Services to recruit student note takers for their classes. Note taking assistance is provided as a necessary academic accommodation for qualified students with documented disabilities. This essential service is provided to students with disabilities as a means to effectively access the curriculum when note taking interferes with the student's ability to take notes.

- Upon receiving the Faculty Notice of Academic Accommodation for a note taker, kindly make the Note taker Announcement in the class being sure not to disclose the identity of the student with the documented disability. The Note taker Announcement will be attached to the Faculty Notice.
- When a student accepts the opportunity to take notes, the faculty member should give the interested student the Student Note taker Invitation. The Student Note taker Invitation is attached to the Faculty Note taker Announcement and directs the interested student to Disability Services. Please note, unless a student wants to remain anonymous, the student with documented disability has been counseled to introduce himself/herself after class to the interested student note taker.
- If a note taker has not been documented with Disability Services by the second week of class, we will follow up with the student with the documented disability to assess the situation. Faculty may be asked by Disability Services or the student to re-announce Note taker Announcement.
- Students are responsible for notifying Disability Services if there are difficulties with any aspects of their note taking service that occur during the semester.

As a college, we are obligated to ensure that auxiliary aids and services are provided to students with disabilities so as to give them the opportunity for meaningful and effective participation in our educational programs. As a faculty member, your collaborative efforts are most appreciated and we thank you for supporting students with disabilities in your classroom.

For further information on this subject and other disability related topics, please feel free to contact Disability Services or login to Pipeline-My Northshore-Disability Services on left.

### Disability Services Staff

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