



Disability Services Newsletter

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

SPRING 2015

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IMPORTANT DATES

3/15—3/22:
SPRING RECESS

4/6:
FALL REGISTRATION BEGINS

4/17: LAST DAY TO WITHDRAW WITH "W"

5/8: DAY CLASSES END

5/11: EVENING CLASSES END

5/21:
GRADUATION

Director's Corner

I am pleased to share with all of you the spring edition of the Disability Services Newsletter. This edition showcases several articles that we hope you will find both valuable and informative as they relate to students with disabilities. Although we are all playing a little catch up due to our unending winter weather, I encourage all to take a moment out of your very busy day to read through this most current issue of our newsletter.

As always, we are here to provide support to faculty, students and staff so as to provide the best possible services working with students with disabilities. Information is available through Pipeline under My Northshore -> Disability Services and our website, www.northshore.edu/disability. Please call upon us with your questions. Please know that we also welcome your thoughts and ideas for future newsletters.

Best wishes and think spring!

Susan Graham



Please join us in extending a heartfelt welcome to Estelle!



We are pleased to announce that students seeking services through the Disability Services office on the Lynn campus are being greeted by a friendly new face. In late fall, we welcomed Estelle Rand to our team of professionals as the part-time Disability Services Assistant. Estelle is responsible for overseeing a variety of front office tasks and activities as well as assisting the counselors and adaptive lab specialist with the day-to-day operation of the office. Estelle can be reached at extension 2134 or erando1@northshore.edu.



DAPI Happy: The Delta Alpha Pi Honor Society Celebrates Students with Disabilities

Each year, the Delta Alpha Pi Honor Society at NSCC develops events to engage the larger community. Members work together on initiatives of their choosing, and this year DAPI is very pleased to announce the celebration of artwork and poetry by students with disabilities. Please, come to enjoy the creativity and festivities!

Poetry Reading and launch of DAPI's *Resisting Prefixes* Magazine (both free)

Thursday, April 2, 2015

2:00-3:00 pm

Danvers old cafeteria (Math & Science Building)

Silent auction of artwork and bake sale to benefit the Delta Alpha Pi Scholarship Fund & Club

Thursday, April 2, 2015

1:00-3:30 pm

Danvers old cafeteria (Math & Science Building)



Lotus Blossom by DAPI Member Kat Fedukowski © 2015

Delta Alpha Pi Honor Society Selected to Present at a National Conference

Delta Alpha Pi Honor Society officers Luccia Arruda and Cassandra Record and will give a presentation with Disability Counselor Aillie McKeever at the 27th Annual Postsecondary Disability Training Institute, which will be held in Boston this June. The conference attracts higher education professionals in Disability Services from across North America to learn best practices. The presentation is entitled *Beyond Accommodations: Supporting Students with Disabilities to Reclaim Their Academic Power* and will focus on ways to cultivate community, liberation, and authority in college students with disabilities. Delta Alpha Pi officer Penny Briggs will organize feedback sessions that encourage other honor society members to participate in developing the presentation prior to the conference. We're excited about the opportunity to share student experiences and needs with a larger audience.



Rubric for Assessing your Level of UDL Application in Course Design

Universal Design for Learning (UDL) is a research based framework for developing curriculum and teaching methods which benefit all students. A UDL approach promotes equality and flexibility when creating instructional goals, teaching methods, material development, and assessments to best engage students. Please review the rubric below to assess your level of UDL application in course design and visit our newsletter to learn strategies for incorporating UDL in your curricula and teaching methods.

	Beginner	Novice	Intermediate	Advanced	UDL Idol
Uses Multiple Means of Representation	Uses mostly lecture and printed textbooks.	Realizes the need to increase teaching repertoire; beginning to use more visuals, guest speakers, field trips.	Actively increasing teaching repertoire by using visual, auditory and kinesthetic teaching methods. Exploring technology for both teaching methods and materials.	Uses a large variety of means of representation in both teaching strategies and classroom materials which are matched to student outcomes.	Knows all the subtypes of representation in the UDL guidelines chart and applies them consistently in teaching.
Uses Multiple Means of Expression	Students do worksheets or write paragraphs and essays	Realizes the need to increase methods students use to express themselves; beginning to use more oral reports, models, visuals.	Actively facilitating student ability to practice and demonstrate learning by offering a choice of activities.	Uses a large variety of means of expression which are matched to student considerations; scaffolds student learning to remove barriers, and create opportunities.	Students are largely self-directed and able to peer-tutor. Students are demonstrating learning in ways that work best for them.
Uses Multiple Means of Engagement	Considers it the student's responsibility to be motivated.	Realizes the need to engage students; beginning to explore students' interests in topics, methods and materials	Actively engages students with a variety of teaching methods and tech. Students have choice in topics and activities. Teacher is learning new strategies and technology.	Engages students by matching teaching methods, materials, and activities with student interests and strengths and allows choice.	Students are excited about learning and attendance is high.



On Accessibility of Study Materials at NSCC

Students with disabilities enrolled at NSCC and registered with Disability Services are protected by the Americans with Disabilities Act, have support of an outstanding team of professionals, and the benefit of assistive technology available right on campus and at home. Among other accommodations Disability Services provides, are alternative format textbooks that can be accessed with the help of assistive software like Kurzweil 3000/Firefly, JAWS, Link platform by Learning Ally etc., along with one on one training on how to use these programs and textbooks in the alternative format.

But textbooks are not the only instructional materials used for a class.

Multiple modes of information and communicative media like texts, diagrams, images, animations, videos, and audio are effectively used for teaching, and it is the responsibility of faculty members to make sure that these teaching materials are designed or converted in a way that makes them usable by students with disabilities.

How can a student with dyslexia access information conveyed in a complex diagram? How to close caption a video for a student who is hard of hearing? How to make a transcript of an audio? How to make a PDF article accessible for a blind student? How to make sure that the suggested website can be accessed by a student with a disability relying on assistive technology? What makes a media inaccessible? What does it take to make an accessible course? **Academic Technology and Distance Learning** has developed two resources answering these and many more questions for NSCC's faculty members. These two resources are: [Accessibility Check List](#) and [Accessibility Best Practices and Resources](#).

Last academic year **247 new** students with various disabilities registered with NSCC and **364** students with disabilities used various accommodations **last term**. According to Fall 2014 credit enrollment numbers and Disability Services statistics, **4.9%** of NSCC's student population used accommodations through Disability Services. With an average class size of approximately 20-25 students there was **1 student with a disability in every class**. Based on annual reports, the number of students with disabilities enrolled with NSCC is growing from year to year.

North Shore Community College is committed to providing equal educational experiences to all students. So our recommendation for instructors is to be proactive in making educational content accessible. It is easier to prepare study materials with accessibility in mind than to change or often re-create course content driven by the urge of the immediate need. Please utilize the resources above proactively. Faculty who are interested in learning more, have questions, or need assistance can contact **Instructional Technology and Design** at itd@northshore.edu and **Disability Services** at disability@northshore.edu.

As our mission says, together “we foster a diverse and caring community of learners where all are welcome and each is challenged”.

Where Should a Student Test if they receive Academic Accommodations?

Often times, professors may have students who require specific academic accommodations to test in an alternative location rather than in the classroom. The reason for this is that students have been approved by the Disability Services office for extended test time in a reduced distraction environment or with the use of assistive technology. It is important to remember that North Shore Community College has two separate offices that student may be able to test in. How does one decipher the appropriate testing location for the student? Below is a description of the two separate offices as well as a simple guide to discover which location the student will test in.

Center for Alternative Studies (CAS)

The Center for Alternative Studies is a testing location that is accessible on both the Lynn (LW 232) and Danvers (DB 213) campuses. This testing center is one that students may utilize for **make-up exams, e-learning exams, OR extended test time accommodation approved by Disability Services**

For hours and additional information about CAS, please visit the website at http://www.northshore.edu/cas/testing/faculty_testing.html. Also, to initiate testing, you may find the faculty exam request form on campus Pipeline in the My NorthShore tab; click on Disability Services/Documents for Faculty/Faculty Request Form.

Adaptive Lab

The Adaptive Lab is a location where students can test or work on assignments with the use of assistive technologies. This lab is accessible on both the Lynn (LW 116) and Danvers (DH 161) campuses. Students may use the lab when they have **approved accommodation of the use of Assistive Technologies AND Extended Test Time.**

If you have any questions regarding the Adaptive Lab please contact Rita LoGrasso Agnello on the Danvers campus at rlograsso01@northshore.edu or Alena Vitvitskaya on the Lynn campus at avitvits@northshore.edu. We will happily forward the faculty exam request form via email or it may be picked up in the Adaptive Lab.

Lastly, testing should take place during the schedule class exam time unless these offices are closed. If the office are closed, students should make arrangements to test previous to the class time on the same day. Students should remind professors a few days in advance about the accommodations of testing in CAS or the Adaptive Lab.

Students should visit **CAS**, if they have approval for:

- ◆ Make—up exams, **OR**
- ◆ E-learning exams, **OR**
- ◆ Extended test time with a reduced distraction environment

Students should visit the **Adaptive Lab** if they have accommodations for the following:

- ◆ The use of Assistive Technology, **AND**
- ◆ Extended test time with a reduced distraction environment

Adaptive Sports Programming

Spaulding Adaptive Sports Centers support individuals of all abilities in leading active, health lives through participation and adaptive sports and recreational activities. Below are just some of the activities being offered this season; for additional information, please visit <http://www.spauldingrehab.org/conditions-and-treatments/adaptive-sports>

- Therapeutic Riding:** Mondays: April 3, April 27, May 4, 11 and 18, June 1, 8 and 15
12:00 PM to 1:00 PM
Windrush Farm, North Andover MA
- Adaptive Alpine Skiing:** March 7, Waterville Valley, NH
March 21-22, Stowe, VT
Pickup locations: Spaulding Charlestown and MA DOT Park and Ride, I-93, Exit 42
Full Day Lesson Schedule: 9:30 AM to 12 PM and 1:00 PM to 4:00 PM
- Wheelchair Basketball:** Tuesdays: March 3 through April 28
5:30 pm to 7:00 PM
Lynch Van Otterloo YMCA, 40 Leggs Hill Rd., Marblehead, MA
- Spring Outdoor Climbing Clinic:** Saturday, April 11 (rain date, April 25)
4 sessions, lasting one hour each, from 10:00 AM to 2:00 PM
Quincy Quarries—Location/directions provided upon registration

Disability Services Staff

Rita LoGrasso Agnello, Assistive Technology Learning Specialist

Michele Almeida, Disability Counselor

Lucy Bayard, Disability Counselor

Carolyn Burke, Disability Services Assistant

James Goodwin, Disability Counselor

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Aillie McKeever, Disability Counselor

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