

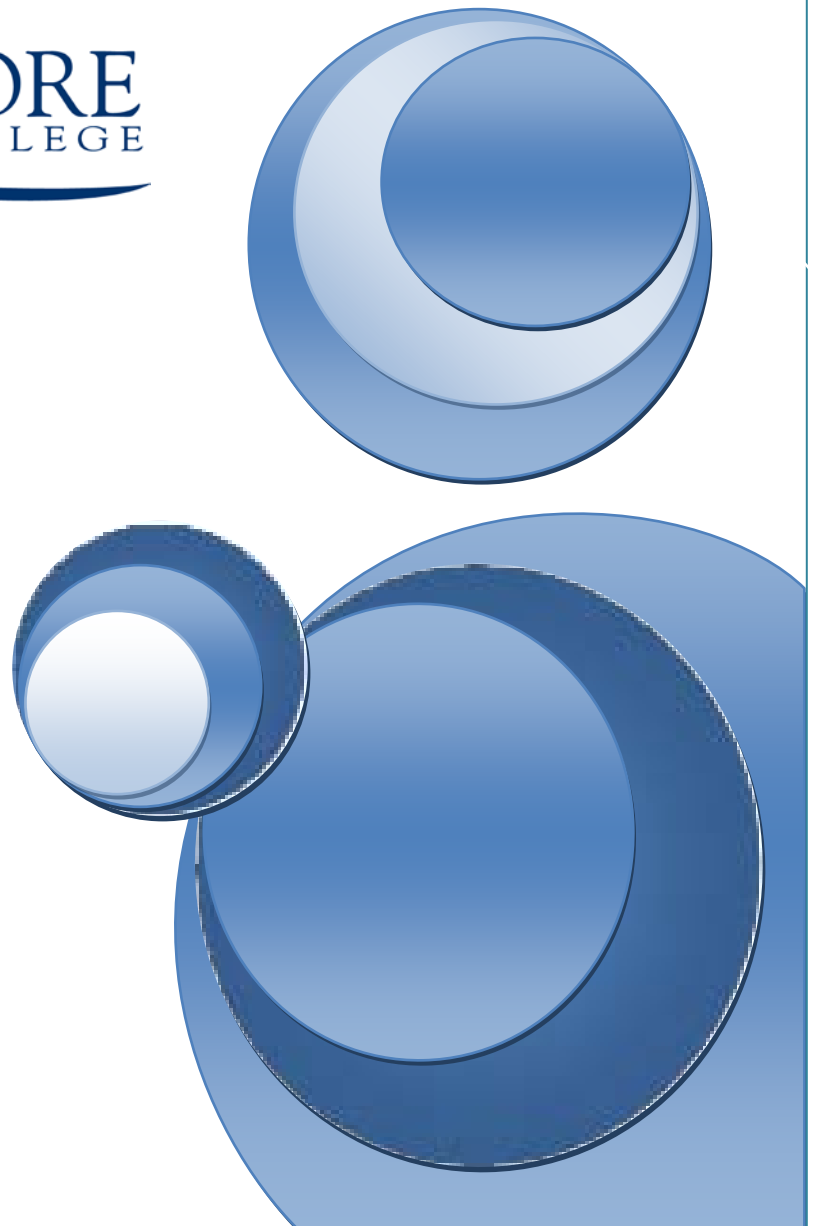
# The Student Guide to Disability Services

Updated October 2009

Everything a student needs to know about requesting and  
using Disability Services at North Shore Community College

**NORTH·SHORE**  
COMMUNITY COLLEGE

*Danvers • Lynn • Beverly*



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# Welcome to North Shore Community College

North Shore Community College is helpful and responsive to the needs of students with disabilities. We have a simple procedure for students requesting services and establishing eligibility for academic accommodations. There are many academic support options for qualified students.

Understanding the differences between Disability Services in high school and college is essential to your success. This guide is designed to familiarize you with Disability Services' procedures and policies. The information in the following pages will prepare you to request and use approved accommodations. Additional Disability Services information for you and your guardians is available at [www.northshore.edu/disability](http://www.northshore.edu/disability).

We're glad you chose North Shore Community College, and we look forward to working with you!

**This booklet is color-coded to help you access information more quickly.  
Each page has a colored bar across the top.**

- Blue** = Basic information about Disability Services and documentation
- Orange** = Information about specific accommodations
- Red** = Information you need to know after you're approved for accommodations
- Purple** = Information to support your success at college
- Gray** = NSCC's policies relative to student with disabilities

## What are the differences between high school and college disability services?

K-12 (IDEA)	College (ADA)
Education is a RIGHT and must be provided in appropriate environments to ALL individuals.	Education is NOT A RIGHT. Students must meet certain admissions criteria and be defined under the ADA as "otherwise qualified."
School districts are responsible to identify students' disabilities.	Students must SELF-IDENTIFY to Disability Services.
School districts must provide free testing, evaluation, and transportation to programs.	Students must provide transportation as well as current and appropriate documentation. If the documentation is insufficient, students may obtain evaluations at their own cost.
School districts develop Individualized Education Plans (IEPs).	No IEPs are developed in college, as there is no special education. IEPs from high school do not apply in college and need not be submitted for services.
School districts are responsible for providing all IEP supports and services.	Students are responsible for activating and using approved services every semester.
Fundamental alterations of programs and curricula are required.	No fundamental alterations are required.
Personal services for medical/physical disabilities are required.	No personal services are required.

## What are academic accommodations?

Accommodations are academic adjustments designed to provide students with disabilities equal access and equal opportunity to participate in programs, courses, services, and activities. Accommodations allow students to be evaluated based on their true abilities.

NSCC offers academic adjustments designed to “level the playing field” for students with disabilities in a mainstream model. All students must learn the same material and are graded according to the same standards. Likewise, all students, including students with disabilities, must comply with the behavioral standards set forth in the College Catalog.

Colleges are not required to reduce or adjust the essential requirements of a course or program, to conduct testing of learning disabilities, to provide personal attendants or tutors, or to prepare or adhere to IEPs (Individual Education Plans).

Requests for accommodations are evaluated based on documentation supplied by students and in accordance with the Americans with Disabilities Act.

NSCC reserves the following rights which are governed by federal law:

- To deny a request for accommodations, academic adjustments, and auxiliary aids/services if a student’s documentation demonstrates that the requested accommodation is not warranted, or if the student fails to provide appropriate documentation.
- To select among equally effective accommodations, adjustments, and auxiliary aids and services.
- To refuse an accommodation, adjustment, or auxiliary aid/service that requires fundamental alteration of a program of study or NSCC activity.

# How do I request accommodations?

Apply and be accepted to North Shore Community College

Take the **Computerized Placement Test (CPT)** in the Center for Alternative Studies (CAS)

Attend an **Orientation Session** where you will register for courses.

Go to [www.northshore.edu/disability](http://www.northshore.edu/disability) and download the **Disability Packet(s)** that corresponds to your disability.

Complete the packet and submit it with any specified documentation to Disability Services **at least 6 weeks** before the start of the semester.

You will receive a call from Disability Services when we receive your complete documentation. We will schedule an appointment for a one-on-one **Intake Interview** with you.

Know that you can call upon Disability Services and other resources at the college if you encounter academic difficulties.

You must **activate** your accommodations every semester. There is a standard activation process. Some accommodations require special activation.

You will receive a letter in the mail listing your requested accommodations and the Disability Team's decisions about your requests.

The Intake will last approximately one hour and will be an opportunity for you to collaborate with your Disability Counselor and discuss appropriate accommodations that you would like to request.

# General Guidelines for Documentation of a Disability

(please refer to and submit the Disability Packets available on the web)

## **Sensory Impairment**

Disability Services requires clear documentation of vision or hearing impairment. The documentation must be completed by a qualified professional and should include recommendations about accommodations or services that can minimize the impact of the impairment.

## **Physical Impairment**

Disability Services requires clear documentation of physical limitations, including mobility, reaching, sitting, the use of hands, etc. The documentation must be completed by a qualified professional and should include recommendations about accommodations or services that can minimize the impact the impairment.

## **Psychological Disability**

Disability Services requires clear documentation of the diagnosis. The documentation must be completed by a qualified professional and should include recommendations about accommodations or services that can minimize the impact of the disability. In addition, the documentation should discuss the likely impact of the disability and prescribed medications on college-level academics, group involvement, and stress tolerance.

## **Chronic Conditions**

Disability Services requires clear documentation of the diagnosis and its likely impact on academic work, including attendance and other foreseeable complications. The documentation must be completed by a qualified professional.

## **Temporary Conditions**

Disability Services requires clear documentation of the temporary medical condition. In most cases, a temporary impairment is a condition that has placed physical limitations on the student that may include moving, reaching, sitting, or using the hands, etc. for a short period of time. The documentation must be completed by a qualified professional and should include recommendations about accommodations or services that can minimize the impact the impairment.

# General Guidelines for Documentation of a Learning Disability

(please refer to and submit the Disability Packet available on the web)

Testing must be current and comprehensive.  
It must include the actual scores from the following assessments as data is required to substantiate eligibility for accommodations.

## Aptitude

Acceptable instruments include one (or more) of the following

- The Wechsler Adult Intelligence Scale-Revised (WAIS III) with subtest scores
- The Woodcock-Johnson Psycho-Educational Battery, Revised: Test of Cognitive Ability
- The Standard-Binet Intelligence Scale: Fourth Edition

## Achievement

Acceptable instruments include one (or more) of the following

- The Woodcock-Johnson Psycho-Educational Battery, Revised Tests of Achievement
  - The Stanford Test of Academic Skills (TASKS)
  - Scholastic Ability Test for Adults
  - Specific achievement tests such as The Test of Written Language 2 (TOWL 2), Woodcock Reading Mastery Test, Revised, Stanford Diagnostic Mathematics Test
- Please Note:** The Wide Range Achievement Test-Revised is not a comprehensive measure of achievement and therefore is not suitable.

## Information Processing

Acceptable instruments include one (or more) of the following

- Subtests from the WAIS III
- The Woodcock-Johnson Tests of Cognitive Ability

Testing must provide clear and specific evidence of a learning disability.

Individual “learning styles,” “differences,” or “weaknesses” do not constitute a learning disability.

Testing must be conducted by a qualified professional.

Trained and certified/licensed psychologists, learning disability specialists, and educational therapists are typically involved in the process of assessment. The assessor’s experience working with an adult population is essential. The selected assessment instruments must be suitable, reliable, and valid for an adult population.

The testing evaluator must clearly identify him or herself.

Documentation must include evaluator’s name, title, and signature, and the dates of testing.

**A Note  
on Confidentiality**

Disability Services requests information for the sole purpose of determining appropriate accommodations so that students may have equal access and equal opportunities. All documentation is confidential. No disability-related information will appear on a student’s transcript or any part of the academic record.

# Policies and Procedures for Specific Accommodations

In the following pages, you will find descriptions of the different accommodations available at NSCC along with

- Eligibility requirements
- The process to request the accommodation if you meet the eligibility requirements
- The Special Activation Process (if any) to use if you are approved for this accommodation
  - \* Please note: most accommodations also require Standard Activation.
- Notes relevant to the accommodation

This information is provided so that students may make reasonable requests for accommodations as well as make full use of approved accommodations by completing all steps necessary for activation.

This list that follows includes the most commonly requested accommodations; the list is not inclusive of all accommodations a student may request.

## Accessible Furniture

Accessible Furniture is defined as a chair and/or table placed in the classroom and designated for use by the approved student. For example, a student who uses a wheelchair may request a table that provides an accessible writing surface, or a person who has severe back pain may request a free-standing chair if the classroom provides only attached bucket seats. Accessible Furniture is simple, uncushioned furniture provided as a means to improve classroom access.

### Eligibility Requirements

- Documentation of a physical or medical disability that significantly impairs the student's ability to perform required activities using classroom furniture
- Enrollment in a course(s) in Danvers or Lynn

### Request Process

- Follow the outlined procedure to request services at [www.northshore.edu/disability](http://www.northshore.edu/disability).
- Request this accommodation as early as possible (in advance of a planned surgical procedure).

### Special Activation Process (this accommodation also requires standard activation)

- Register for classes at least 4-6 weeks before the start of every semester. Immediately after you register, email [disability@northshore.edu](mailto:disability@northshore.edu) and write "Accessible Furniture Request" in the subject line of your message. Include the names and locations of your courses in the body of the message. Disability Services may be unable to fulfill your requests if you fail to complete these steps well in advance of the semester.

### Notes

- Accessible furniture is not prescriptive; it is provided only to improve classroom access.
- Students are responsible for bringing any needed cushion or orthopedic support; the college is not responsible for items left in the classroom.
- Students must contact Disability Services immediately if their schedule or classroom location changes.
- Students must contact Disability Services immediately if they find Accessible Furniture is missing or has been moved to another classroom.
- Room size and safety codes prevent Disability Services from having accessible furniture placed in some classrooms.
- The accommodation is not provided at the Essex Aggie campus.
- Classrooms in the Cummings Center are fully accessible.

## Adaptive Lab

The Adaptive Lab offers approved students the use of assistive technology such as JAWS, Kurzweil 3000, and Dragon Naturally Speaking for both studying and taking exams. A Learning Specialist provides one-on-one training to approved students.

### Eligibility Requirements

- Documentation of a physical disability or learning disability that significantly impairs the student's ability to perform required activities

### Request Process

- Follow the outlined procedure to request services at [www.northshore.edu/disability](http://www.northshore.edu/disability).

### Special Activation Process (this accommodation requires standard activation)

- None

### Notes

- This accommodation is available in the fall and spring semesters only.
- Students must be able to use the lab during lab hours.
- Students requesting access to JAWS or the Duxbury Braille Embosser must be proficient in the use of this software and assistive device.

## Alternate Format Materials

### Books on CD, Braille, and E-Text

Alternate Format Materials such as Books on CD, Braille, and E-text make the content of textbooks and other printed materials accessible to students with visual impairments, blindness, or severe learning disabilities.

Book on CD	Spoken recording of a text created by Recordings for the Blind & Dyslexic (RFB&D), by a book publisher, or by specialized text-to-speech software
Braille	Method of communication that uses raised dots to represent letters and characters which are read by touch
E-Text	Electronic version of a text provided by the publisher

#### Eligibility Requirements

- Documentation of a substantial visual or learning disability that significantly impairs the student's ability to use standard textbooks and printed materials

#### Request Process

- Follow the outlined procedure to request services at [www.northshore.edu/disability](http://www.northshore.edu/disability).
- Provide Disability Services with appropriate and current documentation that fully supports the need for the requested accommodation.
- Understand that alternate format materials arrive up to 4 weeks after the student activates this approved accommodation.

#### Special Activation Process (this accommodation also requires standard activation)

- Register for classes at least 4-6 weeks before the start of every semester.
- After registering, immediately email [disability@northshore.edu](mailto:disability@northshore.edu). In the subject line, write "Alternative Format Request." In the body of the email, write the course code and section as well as the CRN and course title for all of your courses. When we receive your request, we will contact publishers to order your materials.

#### Notes

- If the Special Activation Process is not completed in a timely manner each semester, Disability Services may be unable to fulfill requests.
- The student must purchase all textbooks in standard print format and provide a receipt to Disability Services before the student can receive alternate format materials.

- The student may not copy or distribute alternate format materials to any person or organization. Doing so is an infringement of Copyright Law (Chaffe Amendment).
- The student must return alternate format materials to Disability Services at the end of each semester.
- RFB&D Membership provides advantages to students. Students can order their alternate format materials directly from RFB&D free of charge. The student does not need an accommodation from NSCC to become a member. For more information, contact RFB&D at 1-800-221-4792. You can search their online catalogue at [www.rfbd.org](http://www.rfbd.org) . Disability Services can provide assistance with the membership process.

## Alternate Format or Assistive Technology on the CPT

(CPT = Computerized Placement Test, also called Accuplacer)

The CPT is a state-mandated placement exam taken by all incoming students enrolled in credit programs/courses requiring communications and/or mathematics proficiency. The CPT is not a traditional pass/fail exam; it is an assessment tool designed to place students in appropriate classes. There is no advantage in attempting to place above a student's true skill level, as the student will need to continually demonstrate and build upon the skill level in his/her courses.

The test is comprised of two sections: Reading and Mathematics. Both sections are untimed; therefore, both carry a built-in accommodation. If a student earns a qualifying score on the Reading section, he or she will be able to take the Writing section. Writing is the only part of the exam that is timed, and this section has a built-in accommodation of extended test time (1 hour) for all students. Disability Services recommends that students take the Reading (/Writing) section on one day and the Math section another day. The tests are free and can be taken up to two times per semester.

Alternative Format / Assistive Technology allows students who have limited access to the CPT in the traditional format to access the CPT.

### Eligibility Requirements

- Documentation of a severe visual, physical or learning disability (such as dyslexia) that substantially limits the student's access to the CPT. JAW's, ZoomText, and the Audio Version of the CPT are alternative formats that are compatible with the CPT

### Request Process

- Follow the outlined procedure to request services at [www.northshore.edu/disability](http://www.northshore.edu/disability).
- Request this accommodation as early as possible, as Disability Services will need to complete an Intake Interview and, if the student is approved, arrange for alternative testing.

### Special Activation Process

- Arrive at the CAS Testing Center promptly on the arranged date and time. Disability Services encourages the student to present his or her Decision Letter at CAS to verify approval of the accommodation.

### Notes

- In accordance with higher education disability law, a personal calculator is not considered a reasonable accommodation for the CPT. Therefore, a calculator cannot be requested as an accommodation. However, a "pop up" calculator will appear on the computer screen during appropriate sections of the math exam, and all students can use this pop up calculator as needed. Students who cannot access the pop up calculator due to visual or mobility impairments may request appropriate assistive technology.

## Calculator

A Calculator accommodation allows a student to use a calculator in class only or in class and on exams.

### Eligibility Requirements

- Documentation of a mathematical learning disability such as dyscalculia; this documentation must indicate specific cognitive disabilities in arithmetic comprehension or computation
- Enrollment in Pre-Algebra or a higher level math course in which computation (addition, subtraction, multiplication, division, etc.) is not a fundamental component; this accommodation cannot be requested for students taking Fundamentals of Math

### Request Process

- Follow the outlined procedure to request services at [www.northshore.edu/disability](http://www.northshore.edu/disability).

### Special Activation Process (this accommodation requires standard activation)

- None

### Notes

- Personal calculators are not allowed on the math portion of the CPT and, therefore, cannot be requested as an accommodation. However, a pop up calculator appears on the computer screen during the Algebra section of the test, and all students can use this if needed. Students who cannot access the pop up calculator due to visual or mobility impairments may request appropriate assistive technology.

## Math Course Substitution

A Math Course Substitution allows a student to take a course from an approved discipline such as science in place of a required math course such as Liberal Arts Math.

### Eligibility Requirements

- Attainment math proficiency
- Enrollment in the Liberal Arts program
- Documentation of a mathematical learning disability, such as dyscalculia, that meets the criteria outlined in our documentation guidelines. For more details about documentation guidelines, please see the Learning Disability Verification Packet at [www.northshore.edu/disability](http://www.northshore.edu/disability)
- A proven good faith effort to have completed the required math course(s) using all of the following supports from the beginning of course:
  - Approved academic accommodations
  - Guidance from the course instructor
  - Ongoing tutoring at the NSCC Math Lab, which will be documented and tracked

### Request Process

- Follow the outlined procedure to request services at [www.northshore.edu/disability](http://www.northshore.edu/disability).
- Provide Disability Services with appropriate and current documentation that fully supports the need for the requested accommodation.
- Have the support of your math professor(s). If you did not pass your required math course(s) and meet all of the above requirements, Disability Services will request a letter from your math professor(s). The letter must indicate that you have met the above requirements and have made a good faith effort to succeed in the course by attending regularly, completing all assignments, and seeking help.
- Understand that Disability Services will consider all of these factors and make a decision on a case-by-case basis.

### Special Activation Process

- None

### Notes

- This accommodation can be granted only to a student in the Liberal Arts program, as the accommodation would constitute a fundamental alteration of any other program of study.

## Math Proficiency Waiver

A Math Proficiency Waiver allows a student in a program of study that requires math proficiency to complete his program without meeting proficiency requirements (a C or higher in both Fundamentals of Math and Pre-Algebra or a passing score on the Math Placement Exam or SAT). It is only under very rare circumstances that a student qualifies for a waiver.

### Eligibility Requirements

- Enrollment in a program of study that requires no math courses beyond proficiency and no courses for which math proficiency is a pre-requisite
- Documentation of a mathematical learning disability such as dyscalculia; documentation must meet the criteria outlined in NSCC's documentation guidelines
- Proof that you have taken the appropriate math proficiency course at NSCC at least once using all of the following supports from the start of the semester:
  1. Approved academic accommodations
  2. Guidance from the course instructor
  3. Ongoing tutoring at the NSCC Math Lab, which is documented and tracked
- Support from the professor of the math proficiency course verifying that you made a good faith effort to succeed in the course, including verification of all of the following practices:
  1. Regular attendance
  2. Timely completion of assignments
  3. Use of accommodations
  4. Participation during class and during after class help-sessions (if offered)
  5. A fully committed and cooperative attitude

### Request Process

- Follow the outlined procedure to request services at [www.northshore.edu/disability](http://www.northshore.edu/disability).
- Provide Disability Services with appropriate and current medical documentation that fully supports the need for the requested accommodation.

### Special Activation Process

- None

### Notes

- The following strategies are highly recommended to ensure the best outcome:
  - Choose a math course that meets 3 times per week
  - Register for SSC 091: Learning Support for Mathematics
  - Attend tutoring at least 3 times per week
  - Take math courses early in your studies at NSCC; do not wait until your final semester(s)

## Reduced Course Load

Reduced Course Load permits a student to register for a course load that is less than full-time while still maintaining full-time status. A student approved for this accommodation is entitled to all services available to a full-time student, including full-time status for health insurance and financial assistance purposes. The student pays tuition for only the number of courses in which he is enrolled; however, he is responsible for all other charges typically billed to a full-time student.

### Eligibility Requirements

- Enrollment in a program with no time limit to complete the degree or certificate
- Documentation of disabilities that severely impair a student's ability to succeed in a full-time course load regardless of work or other commitments

### Request Process

- Follow the outlined procedure to request services at [www.northshore.edu/disability](http://www.northshore.edu/disability).
- Provide Disability Services with appropriate and current medical documentation that fully supports the need for the requested accommodation.

### Special Activation Process

- Reduced Course Load does not automatically roll from one semester to the next like many other accommodations. Register for classes at least 6 weeks before the start of every semester. Immediately after registering, send an email to [disability@northshore.edu](mailto:disability@northshore.edu) with the subject line "Reduced Course Load."
- Register for a minimum of 9 credits and a maximum of 11 credits. 12 credits is a full-time course load. This accommodation cannot be used by a student who registers for a full-time course load and later withdraws from one or more courses yet wishes to maintain full-time status.

### Notes

- This accommodation is not retroactive: if the accommodation is approved after classes have begun, the accommodation applies to future semesters only.
- This accommodation will not be approved for a student who requests reduced course load because of demands outside of college.
- Disability Services cannot and will not certify a student as disabled.
- Students seeking a Reduced Course Load must understand that this accommodation may carry negative implications. It is the sole responsibility of the student to be aware of and accept any and all personal, academic, and financial repercussions of this accommodation. Use of this approved accommodation may cause a student to lose funds and/or benefits for which a course load of 12 or more credits is a condition of eligibility.

## Service Animal

Service Animals are defined by the ADA as “any guide dog, signal dog, or other animal...trained to provide assistance to an individual with a disability,” whether or not the animal is licensed and/or certified. Therapy pets or companion animals are not considered service animals. NSCC complies with disability civil rights laws and permits service animals to assist with physical, mental, and/or sensory disabilities on all campuses where members of the public are normally allowed, including food service areas.

### Eligibility Requirements

- Documentation of a disability that warrants the assistance of a service animal that can perform tasks the student cannot perform independently
- Possession of an animal that is by law defined as a “service animal” that provides equal access without fundamentally altering the class, program, service, or activity
- Ability to control the animal and prevent disruptions, including behavior that poses a threat to the property, health, or safety of others (allergies and animals phobia are generally not valid reasons to exclude a service animal)

### Request Process

- Follow the outlined procedure to request services at [www.northshore.edu/disability](http://www.northshore.edu/disability).
- Provide Disability Services with appropriate and current medical documentation that fully supports the need for the requested accommodation.

### Special Activation Process

- None

### Notes

- Users of service animals are required to
  - Clean up after and properly dispose of their animal’s feces while on campus.
  - Be aware of and abide by city licensing and vaccination ordinances that require dogs to wear vaccination tags at all times.
- Users of service animals are **not** required to
  - Use a leash if the user is unable, if the leash would harm the student, or if the leash would interfere with the service animal’s ability to perform a task.
  - Use any equipment (collars, tags, vests) to identify the animal as a trained service animal.
  - Provide ID or any other documentation as a condition of access.
  - Formally train or certify the training of the service animal.
- If the student does not obtain approval to use a service animal or if the approval is revoked
  - The student will be given the option of participating in programs, services, and activities without the service animal. Disability Services will make an effort to reasonably accommodate the student.
  - The student will be allowed to participate in the activity with the service animal when the animal’s behavior is manageable and fully under control.

## Service Providers (CART, C-Print, and Sign Language Interpreters)

**CART Services** is near-verbatim transcription of the spoken word into visual text on a computer screen. CART Services are useful for individuals who are late deafened, hard of hearing, or not fluent in ASL.

**C-Print** is speech-text transformation. The captionist uses text-condensing strategies and an abbreviation system that reduces keystrokes. The text can be displayed simultaneously to one or more students both on laptops and on display monitors. The captionist includes as much information as possible, generally providing a meaning-for-meaning (not verbatim) translation of the spoken English content. C-Print is useful for providing communication access to individuals who are deaf or hard of hearing.

If CART, C-Print, or a Sign Language Interpreter is deemed appropriate, Disability Services will hire qualified providers. Students may also request the accommodation of a student note taker in their classes to provide written notes.

### Eligibility Requirements

- Documentation of a severe auditory disability that substantially limits or prevents access to the curriculum

### Request Process

- Follow the outlined procedure to request services at [www.northshore.edu/disability](http://www.northshore.edu/disability).
- Provide Disability Services with appropriate and current medical documentation that fully supports the need for the requested accommodation. Make requests and provide documentation at least 6 weeks before the start of classes. Delay in making requests may result in delayed provision of service. Disability Services will make every effort to accommodate late requests but cannot guarantee coverage for late requests given the high demand of qualified service providers.

### Special Activation Process (this accommodation also requires standard activation)

- This accommodation does not automatically roll from one semester to the next like many other accommodations. Register for classes at least 6 weeks before the start of every semester. Immediately after registering, send an email to [disability@northshore.edu](mailto:disability@northshore.edu) with the subject line "Service Provider Request." Include in your message your name, the semester for which you are requesting services, course name, and location. If you cannot send an email request, make an appointment with Disability Services to request in person at least 6 weeks before the start of the semester you require this accommodation.

### Notes

- Please review "Student's Procedure for Use of Service Providers" in the next section.

## Temporary Parking

A Temporary Parking Sticker allows a student to park in the yellow-lined spaces (not in handicapped or special permit spaces) for 30 days. Subject to approval, the accommodation may be renewed one time for an additional 30 days. This accommodation is for students with temporary disabilities who, for a short time, require parking that is closer to the college.

### Eligibility Requirements

- Documentation of a temporary physical disability that significantly impairs the student's mobility

### Request Process

- Follow the outlined procedure to request services at [www.northshore.edu/disability](http://www.northshore.edu/disability).
- Provide Disability Services with appropriate and current medical documentation that fully supports the need for the requested accommodation.
- Make this request as early as possible (i.e., in advance of a planned surgical procedure), as it may take several days to review the request and activate the accommodation if approved.

### Special Activation Process

- Pick up the temporary parking sticker.
- Affix the sticker to the car's rear passenger window behind the driver.
- Peel off and dispose of the sticker at the end of 30 days.

### Notes

- For permanent disabilities, a handicapped parking placard should be requested through the Registry of Motor Vehicles. The Temporary Parking Sticker accommodation is not appropriate for students with permanent disabilities, unless the student verifies that he is waiting to receive a requested placard from the RMV.

# Activating Accommodations

## Why do I need to activate?

Students at NSCC are in full control of confidential information related to their disability. Once approved for accommodations, it is up to students to share with professors their **Faculty Letters** which list approved accommodations. If you choose not to activate your accommodations or if you fail to distribute your Faculty Letters to your professors, no one will be notified of your accommodations.

## Standard Activation

**Standard Activation** is the process of coming in person to Disability Services at the start of every semester and picking up your Faculty Letters. No appointment is needed during the first week of classes. Simply stop in Disability Services during regular business hours, and we will activate you in our system and print your Faculty Letters. We ask that you activate accommodations after you have made any add/drop changes to your schedule, as this will eliminate confusion with Faculty Letters. If you wish to complete standard activation after the first week of classes, please call our office and schedule a brief appointment.

## Special Activation

A few accommodations have additional requirements for activation that you need to complete during an earlier timeframe. This is because certain accommodations involve collaboration with other departments and companies that require weeks to process. If you are approved for one or more of these accommodations, it is particularly important that you follow the **Special Activation Process** in addition to Standard Activation to ensure that you are able to use all of your accommodations. Accommodations that require special activation include

- Accessible Furniture
- Alternate Format materials, including Books on CD
- Alternate Format or Assistive Technology on the CPT
- Reduced Course Load
- Service Providers
- Temporary Parking

# Student's Procedure for Extended Test Time / Reduced Distraction Testing

Extended time is usually considered to be 1.5 the amount of time given in class.

CAS (the Center for Alternative Studies, also called the testing center)  
is the designated testing site for this accommodation.  
CAS is located in LE232 and DB225.

- Pick-up your Faculty Notices in Disability Services during the 1st week of every semester.
- Deliver Faculty Notices to your professors in person. Your professors will keep one copy and sign one copy for you to return to Disability Services. This is an opportunity for you to discuss your learning needs with your professors. Please contact your Disability Counselor if you or your professor has a question.
- **Remind your professor** of your accommodation before every test, quiz, and exam. Your professor delivers tests to CAS and fills out paperwork prior to your testing, so you will not be able to use this accommodation if you do not remind your professor to make arrangements in advance. It is your responsibility—not your professor's or your counselor's—to make sure that you use this accommodation when needed.
- **Take your test at the same time as it is being given in class.** If this is impossible because CAS is closed during your class, make arrangements to test earlier the same day that your test is administered in class.
- If you cannot test in CAS, it is essential that you talk with your professor and develop an alternative plan that allows you to use this accommodation as needed.

# Student's Procedure for Adaptive Lab Extended Test Time / Reduced Distraction Testing

Extended time is usually considered to be 1.5 the amount of time given in class.

Lynn Campus, LW116  
(781) 593-6722, x6608

Danvers Campus, DH 108  
(978) 762-4000, x4415

## Hours for both campuses

Monday – Friday

9 am – 2 pm

- Pick-up your Faculty Notices in Disability Services during the 1st week of every semester.
- Deliver Faculty Notices to your professors in person. Your professors will keep one copy and sign one copy for you to return to Disability Services. This is an opportunity for you to discuss your learning needs with your professors. Please contact your Disability Counselor if you or your professor has a question.
- **Remind your professor** of your accommodation before every test, quiz, and exam. Your professor delivers tests to the Lab and fills out paperwork prior to your testing, so you will not be able to use this accommodation if you do not remind your professor to make arrangements in advance. It is your responsibility—not your professor's or your counselor's—to make sure that you use this accommodation when needed.
- **Take your test at the same time as it is being given in class.** If this is impossible because the lab is closed during your class, make arrangements to test earlier the same day your test is administered in class.
- If you cannot test in the Lab, it is essential that you talk with your professor and develop an alternative plan that allows you to use this accommodation as needed.

# Student's Policies for Use of the Adaptive Lab

Learning Specialists in the Adaptive Lab provide one-on-one training to students who have received Disability Services' formal approval to use the lab. To maintain a productive, comfortable, and sound testing environment, students must adhere to the following policies at all times:

## Students may NOT

- Use the lab before or after 9 am-2pm Monday through Friday
- Install software of any kind on computers
- Change the operational settings of computers
- Use computers for gaming, chatting, or personal work; the computers are for educational and academic purposes only
- Engage in unethical or illegal use of these computers as defined by NSCC's Computer Use Policy
- Eat or drink in the lab
- Use cell phones in the lab; phones must be shut off or set to vibrate and taken outside to be used; students may never look at or use cell phones during testing
- Refer to any materials during testing that are not specifically permitted by the professor in writing
- Return to complete an exam that was seen or started previously without written permission from the professor

## Please note

- Learning Specialist will assist students with troubleshooting, power failures, and any other technological difficulty
- In the event of a fire alarm, students should exit the building immediately in accordance with fire safety guidelines; computers are to be left on
- Disability Services and NSCC are not responsible for any lost or stolen items; students must take all personal items with them when leaving the lab.

## Student Agreement for Recording Lectures

As a student approved to record lectures, you are responsible for using the recorded material appropriately. Your signature below indicates that you have read and agreed to the following policy. If you are found in violation of this agreement, you are subject to disciplinary action.

- I understand that the recorded material is for my personal use only as an accommodation for a disability.
- I understand that I may not allow anyone to listen to the recorded material without the written permission of my instructor.
- I agree to turn off the recorder at the request of my instructor when personal or sensitive information is discussed that is not relevant to an assignment or test.
- I agree to dispose of all recordings at the conclusion of the semester.
- I understand that the instructor can inform the class that lectures are being recorded.
- I understand that instructors have the right to view this policy agreement if requested.
- I understand that recorded lectures may never be used in any way against an instructor or student.
- I understand that information in the recorded lecture is protected under federal copyright laws.
- I understand that the recorded lecture may not be published or quoted without the written consent of the instructor.

Student's Name \_\_\_\_\_

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

Date \_\_\_\_\_

# Student's Procedure for Use of Service Providers

(Service Providers include CART, C-Print, and Sign Language Interpreters)

## Before the semester begins

- Register for classes at least 4-6 weeks before the start of the semester.
- **Immediately contact Disability Services to request service providers for your new courses.**
- The longer you delay in requesting services, the greater the chance that service providers will not be available. Disability Services will make every effort to fulfill late requests (made less than 4 weeks before the start of classes), but we cannot guarantee coverage since providers are commissioned well in advance of each semester and are in short supply.
- Contact Disability Services immediately to report any changes to the courses for which you are registered. If Disability Services has already commissioned service providers and alter your schedule, we may be unable to secure providers for the changed course(s).

## After the semester begins

- In the case of withdrawal, course cancellation, or room change, report these changes to Disability Services immediately, as we will need to coordinate with providers.

## If you are absent

If you cannot attend class, complete the following steps in order to continue provider services:

- Contact your providers to cancel service at least 24 hours in advance. Ask your providers for their contact information at the start of the semester in case you must be absent.
- Contact Disability Services at least 24 hours in advance to inform us of absence and your cancellation of provider services.
- Failure to notify providers and Disability Services can jeopardize your eligibility for services. All services will be suspended if you fail to notify providers and Disability Services of an absence on three occasions. You will need to request a meeting with the Director of Disability Services to discuss the situation and the possibility of reinstating services. Disability Services asks all providers to notify us when a student receiving services is absent.

## If you are late

If you must be late to class, complete the following steps in order to continue provider services:

- Immediately notify your providers. Providers will not wait for students to arrive longer than 20 minutes after the start of class.
- Contact Disability Services to report your lateness and notification of providers. If you are late on three or more occasions without proper notification, provider services will be suspended until you meet with the Director of Disability Services to discuss possible reinstatement.

### If your provider is absent

If the provider needs to cancel, he or she must find an appropriate substitute. If this procedure fails and the provider notifies Disability Services at least 24 hours in advance, Disability Services will make reasonable attempts to secure a substitute with the understanding that providers may not be available given the short notice. If the provider notifies Disability Services of a substitute in a timely manner, Disability Services will make reasonable attempts to inform the student and/or professor(s).

### If your provider is late

Although lateness is uncommon in this profession, it can happen. We ask for your patience and understanding during those unforeseen instances. If the provider notifies Disability Services in advance, we will attempt to contact you and/or your professor to address the classroom communication requirements until the provider arrives.

- Always defer to your approved note taker.
- If Disability Services has not informed you of the provider's lateness, please quickly notify us of the lateness.
- Please always contact Disability Services if a provider's tardiness becomes a concern.

### Requesting services other than scheduled in-class services

- If you need to arrange for a provider outside of your regularly scheduled class times, such as for a college-sponsored event, submit your request to Disability Services at least two weeks prior to the event (or as soon as you are aware of the need). We will attempt to fulfill requests made on shorter notice with the understanding that providers may not be available.

### CART Services Note

Receiving CART transcripts is not part of the CART Service, nor is it considered a "reasonable academic accommodation." Access to the curriculum is given by the CART Provider "real time" (as the class is being conducted). Therefore, CART transcripts will not be provided or approved by NSCC, nor can a student request that his or her professor(s) or Service Provider(s) waive this policy in order to publish a CART transcript. However, a student who has formal approval for a CART provider may also be approved for a note taker to supplement notes from class lectures and discussions.

### C-Print Services Note

Receiving C-Print file texts is not considered part of the C-Print Service, nor is it considered a “reasonable academic accommodation.” Access to the curriculum is given by the C-Print Provider as the class is being conducted. Therefore, C-Print text files will not be provided or approved by NSCC, nor can a student request that his or her professor(s) or Service Provider(s) waive this policy in order to publish a C-Print text file. However, a student who has a formal approval for a C-Print Provider may also be approved for a note taker to supplement notes from class lectures and discussions.

### Tips for Working with Interpreters

- Your interpreters will usually arrive 15 minutes before the start of class.
- Your interpreters may suggest optimal seating arrangements for you to access the service.
- Your interpreters’ job is to relay information only, not to provide any more information than what is given by your professors in class.

## Student's Procedure to Grieve an Accommodation Decision

North Shore Community College has established informal and formal grievance procedures to resolve differences between students and Disability Services regarding accommodations. The student has the right to seek a review if such a difference arises. The student has the option of pursuing either an informal or formal grievance.

Though not required, students are asked to speak about their concerns first with their Disability Counselors or the Director of Disability Services to achieve a satisfactory resolution. If a student opts to pursue an informal complaint, he or she may later pursue a formal grievance if not satisfied with the resolution of the informal process.

- Informal grievance** Please schedule an appointment with Disability Services to discuss your concerns.
- Formal grievance** Please contact the 504 Coordinator in the Human Resources Office. The 504 Coordinator will carry out an investigation of the complaint within a reasonable amount of time.

# Student's Procedure for a Fire Safety or Emergency Evacuation

These guidelines are designed to help students prepare for drills and potential emergency situations

## General Instructions

- If you think you may need assistance during a building evacuation, please advise your professors at the beginning of each semester.
- If you are on the ground level during an evacuation, leave the building using the closest exit.
- If you are on the upper level(s) of a buildings during an evacuation, go to the stairwells or designated evacuation points posted on fire exit signs where a monitor will assist in your evacuation should an actual emergency exist
- Do not attempt to use the elevator; elevator use is prohibited by law during fire emergencies.

## Danvers Campus

### Berry Building

- If you are on the ground level during an evacuation, leave the building using the nearest posted fire exit.
- If you are on the second floor or third floor, proceed to the south stairwell where a monitor will assist in your evacuation should an actual emergency exist.

### Heath Professions & Science Building

- If you are on the ground level during an evacuation, leave the building using the nearest posted fire exit.
- If you are on the second floor, proceed to the center stairwell where a monitor will assist in your evacuation should an actual emergency exist.

## Lynn Campus

### McGee Building

- If you are on the ground level during an evacuation, leave the building using the nearest posted fire exit.
- If you are on the upper levels of the building, proceed to the east and west stairwells where a monitor will assist in your evacuation should an actual emergency exist.
- If you are on the second floor, east wing, proceed to the Learning Resource Center where a monitor will assist you should an actual emergency exist.

### **Fire Safety Tips**

- If you are in a room with a closed door, feel the door to see if it is hot. Also, look through the door window to see if there is smoke or fire in the hallway. If the door is cool and the hall is clear, open the door slowly and proceed to the exit. If the door is hot or the hall is not clear, do not open the door; smoke and fire gases are deadly.
- If the primary evacuation route shows signs of fire or heavy smoke, use the secondary route. Use the method described above to find a clear, safe exit, which may be a few rooms down the hall beyond the next set of fire doors.
- If you cannot leave the room, open a window and wave anything available (computer paper, trash bag, your shirt) and shout to gain the attention of anyone outside.
- Stay low if you encounter heat and smoke on the way out of the building. Crawl if necessary. There will be breathable air at floor level even when there is smoke and heat just two feet higher.
- If your clothing catches on fire, don't run: stop, drop, and roll until the flames are out.

### **Students who may become upset or confused during an emergency**

- Meet with a Disability Counselor prior to the first day of class to review exit routes.
- Let instructors, fire marshals, and/or campus police know if you will require assistance during a fire drill.

### **Students who need assistance during an evacuation**

- Be prepared to communicate critical information to policemen, firemen, and other first responders.
- Be prepared to give clear and concise instructions about the best way someone can assist you. Practice giving these instructions quickly and succinctly using a few short phrases.  
For example:
  - I can manage steps independently. Please carry my oxygen tank and walk behind me.
  - I am blind. Let me take your left arm above the elbow and I will follow you out.
  - I need to hang on to you. I have poor balance.
- Consider carrying a pre-printed message that contains instructions for emergency personnel.  
For example:
  - I am deaf and do not speak. Please use gestures or write down instructions.
  - I have a psychiatric disability that may cause me to become confused in an emergency. Please speak calmly and slowly. Help me find a safe and quiet place.

Please refer to the campus police emergency evacuation plan available at [www.northshore.edu/services/police/](http://www.northshore.edu/services/police/) for instructions about what to do in the event of an emergency.

## Strategies for Success in College

Choose your program of study based in part on your academic strengths. Whether you have superior analytical skills or technical skills, select a program that is suited to you to your abilities.

Identify your learning style and develop study techniques that compliment your style. For example, if you learn visually and kinesthetically, copy your notes after class to make them more organized and to help solidify the information in your memory.

Know what time of day you are most alert. Schedule classes during that time.

Be on time and prepared for every class. In addition to completing all of the work assigned, bring your textbooks and materials to take notes.

Do not plan to work more than 15-20 hours per week if you are a full-time student. Allow ample time to devote to your studies (two hours of study for every hour of class).

Set reasonable goals and expectations.  
Be aware of what frustrates you and how to cope.

Ask questions if you do not understand an assignment or a new concept.  
Call upon college resources and services such as tutoring to help you.

Embrace your independence as a college student.  
Disability Services emphasizes independence and self-advocacy.  
You are responsible to communicate with professors and Disability Counselors, to follow through with your services, and to excel in your courses.  
In college, success and failure is up to you.

## Self-Advocacy Strategies

- ✓ Know the name of your disability and be able to describe it as you prepare to meet with a Disability Counselor.
- ✓ Review the eligibility requirements for different accommodations (listed earlier in the orange section of this booklet) so that you can make reasonable requests for accommodations.
- ✓ Be familiar with the procedure to use your approved accommodations and activate your accommodations in a timely manner each semester.
- ✓ Be willing to discuss your accommodations and the procedure to use accommodations with your instructors. You do not need to reveal the name of your disability to your instructor.
- ✓ Know when it is appropriate for you to seek advocacy help (for example, if an instructor is not allowing you access to an approved accommodation).
- ✓ Anticipate problems *and* resolutions.
- ✓ Know that Disability Services encourages students to advocate for themselves; however, we are here to support you when and if help is needed.
- ✓ Know that students attending college are considered adults with privacy and confidentiality protections. Disability Services cannot talk with parents or guardians about a student's academic activities as in the K-12 setting.

## Guidelines for Communicating with Instructors

- ✓ Provide your instructors with the Faculty Notice as soon as you activate your accommodations.
- ✓ If you have questions or concerns about the class or your performance, attend your instructor's office hours or make an appointment. Arrive punctually for the appointment and address your professor with courtesy. E-mail your professors if you have questions that are less complex.
- ✓ Professors have different policies for exams, due dates, and attendance. It is your responsibility to study each professor's syllabus. Adhering to your professors' policies will benefit you.
- ✓ E-mail your professors in advance if you need to be absent from class.
- ✓ Be ready to problem solve with your instructor. If any conflicts arise, devise potential solutions to propose to your professor.
- ✓ Contact your Disability Counselor if you need support or practice in talking with a professor.

## Rights and Responsibilities

*Working together in a collaborative partnership ensures equal access for students with disabilities.*

Every student with a documented disability has the right to	Every student with a documented disability has the responsibility to
Have equal access to programs, courses, services, and activities available at the college	Meet NSCC's qualifications as well as technical, academic, and institutional standards
Have reasonable and appropriate accommodations, academic adjustments, accessible formats, and auxiliary aids determined on a case-by-case basis	Follow Disability Services procedure to request services and to identify him or herself as an individual with a disability in a timely manner
Have confidentiality of information pertaining to a disability, including disclosure of the disability to faculty, except when disclosure is required by law	Provide current and appropriate documentation that verifies the nature of the disability, functional limitations, and the need for specific accommodations
	Contact Disability Services if approved accommodations are not being implemented in an effective manner

	Cooperate in implementing accommodations, such as utilizing equipment or testing at alternative sites
	Maintain the same responsibility for education as a student who does not have a documented disability. This includes adhering to academic standards, maintaining appropriate behavior, and giving timely notification of special needs. A student must be able to comprehend the course material and communicate his or her comprehension to the instructor
	Act as an independent adult

<b>NSCC's Disability Services Department has the right to</b>	<b>NSCC's Disability Services Department has the responsibility to</b>
Maintain the NSCC's academic standards	Ensure that NSCC courses, programs, services, jobs, activities, and facilities, when viewed in their entirety, are offered and available in the most integrated and appropriate settings
Request and review current and appropriate documentation by a qualified professional who confirms the student's disability and the need for reasonable accommodations, academic adjustments, or auxiliary aids before the services are to be initiated	Evaluate students for eligibility of services in a timely and efficient manner upon the student's self-identification and formal request of services

Discuss the student's needs for accommodations, adjustments, or auxiliary aids with professional sources when authorized in writing by the student	Provide reasonable and appropriate accommodations, adjustments, or auxiliary aids in a timely manner for students with disabilities who have been deemed eligible for services
Select among equally effective and appropriate accommodations, adjustments, or auxiliary aids in consultation with the student	Provide information about NSCC's policies and procedures to students with disabilities and to have those materials available in accessible formats upon request
Deny a request for accommodations, academic adjustments, or auxiliary aids if the documentation demonstrates that the request is not warranted, or if the student fails to provide appropriate documentation, or if the documentation is not provided in a timely manner	Maintain appropriate confidentiality of records and communication and disclose only when permitted by law or when the student provides written consent
Refuse to provide academic accommodations, adjustments, or auxiliary aids that are unreasonable or inappropriate including any requests that pose a direct threat to the health or safety of others, pose undue financial or administrative burden on the college, or constitute a substantial alteration of an essential element of a program of study or course	Assist students with their requests for reasonable and appropriate accommodations, academic adjustments, or auxiliary aids when the students self-identify and meet NSCC's eligibility criteria
Facilitate a culture of shared responsibility by expecting employees of the college to comply with legal mandates under the federal laws	Ensure confidentiality of all information pertaining to a student's disability

<p>Promote shared responsibility in providing reasonable accommodations for students with disabilities. As NSCC is legally responsible for implementation of policies and procedures for students with disabilities, faculty are required to adhere to them</p>	<p>Inform students with disabilities of NSCC's policies and procedures for filing a formal grievance (as well as the procedures of external agencies, such as the Office of Civil Rights)</p>
<p>Expect students and faculty to work in partnership with Disability Services to appropriately facilitate accommodations, adjustments, auxiliary aids, and services</p>	<p>Assist students with disabilities with the skills to self-advocate and to understand their strengths and functional limitations</p>

<p><b>NSCC's Faculty have the right to</b></p>	<p><b>NSCC's Faculty have the responsibility to</b></p>
<p>Receive written confirmation that Disability Services has approved a student for accommodations. The Faculty Notice serves as the official verification. Disability Services is the only office designated to produce these letters.</p>	<p>Sign the Faculty Notice presented by the student</p>
<p>Refuse to provide accommodations if the student does not present the Faculty Notice</p>	<p>Confidentially discuss how accommodations will be provided once a student presents a Faculty Letter; this should be done as early in the semester as possible</p>
<p>Refuse to provide an accommodation if the student fails to present the Faculty Notice in a manner that allows the professor adequate time to facilitate the accommodation</p>	<p>Provide approved accommodations to a student who presents the Faculty Notice; Faculty members may not question whether the disability exists or ask to examine a student's documentation</p>

<p>Refuse to allow the use of accommodations on any exams taken before the Faculty Notice is presented; accommodations are not retroactive, so students may not take “make up exams” with accommodations if the tests were originally given before the Faculty Notice was presented</p>	<p>Direct questions about the appropriateness of an accommodation or alternative ways of providing an accommodation to Disability Services; faculty are not permitted to modify an accommodation that has been approved by Disability Services</p>
<p>Refuse to accept assignments or to re-evaluate assignments that were due before the student presented the Faculty Notice</p>	<p>Assure that approved accommodations are provided</p>
<p>Expect that the environment and administration of exams for students who require testing in CAS or the Assistive Technology Lab will be secure and adequately monitored</p>	<p>Refer a student to Disability Services to discuss requested accommodations that do not appear on the Faculty Notice</p>
<p>Formally grieve a student’s approved accommodation; the formal grievance process is outlined in the appended Policy Statement, Section VI</p>	<p>Use a syllabus statement that encourages students with disabilities to disclose their needs</p>
	<p>Ensure that all audio-visual materials used in class are accessible to students with disabilities; videos should have closed captioning or transcripts for students with hearing loss; auditory descriptions should be provided to students who are blind or have low vision</p>
	<p>Maintain the confidentiality of a student with disability as required by law</p>

	Understand the legal obligation of faculty to provide approved accommodations; be aware of the laws that govern students with disabilities in postsecondary education
	Understand NSCC's policies and procedures relating to students with disabilities
	Discuss disability-related concerns with Disability Services

## Excerpt from NSCC's Policy Statement on Affirmative Action, Non-Discrimination, and Diversity

The Board of Higher Education of the Commonwealth of Massachusetts is responsible under Chapter 15A of the General Laws of the Commonwealth of Massachusetts for the overall governance of the public higher education system, which includes the fifteen Community Colleges. The Board of Higher Education and the Boards of Trustees of the Community Colleges maintain and promote a policy of non-discrimination on the basis of race, creed, religion, color, gender, sexual orientation, age, disability, genetic information, maternity leave, and national origin. Further, this policy incorporates by reference, and where applicable, the requirements of Federal Executive Orders 11246 and 11375 as amended; the Civil Rights Act of 1964 as amended; the Civil Rights Restoration Act of 1988; the Civil Rights Act of 1991; Title IX of the Higher Education Amendments of 1972 as amended; Sections 503 and 504 of the Rehabilitation Act of 1973; the American with Disabilities Act of 1990; Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974; and pertinent laws; regulations and executive orders; directives of the Board of Higher Education, the Boards of Trustees of the Community Colleges and the Commonwealth of Massachusetts, and other applicable local, state and federal statutes.

Non-discrimination requires the elimination of all existing unlawful discriminatory conditions, whether purposeful or inadvertent. The Community Colleges are continuing to systematically examine all policies and procedures to be sure that they do not, if implemented as stated, operate to the detriment of any person on the basis of race, creed, religion, color, gender, sexual orientation, age, disability, genetic information, maternity leave, and national origin. The Colleges shall require that the practices of those responsible in matters of employment and education, including all supervisors and faculty, are non-discriminatory. Should the College discover discrimination in treatment or effect in any employment, educational or service decision, action, inaction or practice within the College, all appropriate corrective and/or disciplinary actions shall be taken under the direction of the President of the College subject to any applicable collective bargaining agreement or other policy or procedure of the College.

The Community Colleges are committed to a policy of Affirmative Action, equal opportunity, equal education, non-discrimination, and diversity. They are committed to providing a learning, working, and living environment for their students, employees and other members of the College Community, which values the diverse backgrounds of all people. The Colleges are committed to assuring that the “College Experience” is one that challenges, empowers, supports, and prepares its students to live in, work in, and value our increasingly global and diverse world. The Colleges believe that the diversity of socio-economic, racial, ethnic, religious, gender, sexual orientation, age and disability backgrounds of members of the College Community enriches the institutions and their various constituencies. The Colleges will not tolerate behavior based on bigotry, which has the effect of discriminating unlawfully against any member of their communities.

The Community Colleges provide equal access to educational, co-curricular and employment opportunities at the Colleges for all applicants, students and employees in compliance with all applicable laws, regulations and policies. All benefits, privileges and opportunities offered by the Colleges are available to all students, employees and other persons having dealings with the institutions on a non-discriminatory basis. The Colleges are committed to taking a pro-active Affirmative Action posture with respect to their recruitment, selection and promotion of students and employees.

## Excerpt from NSCC's Policy Statement on Affirmative Action, Non-Discrimination, and Diversity

### Non-Discrimination and Accommodations for Persons with Disabilities

The community colleges recognize the multitude of barriers that confront persons with disabilities in access to both employment and education. Consistent with state and federal statutes that affirm and protect the equal opportunity rights of persons with disabilities, the community colleges adopt a policy of non-discrimination and equal opportunity for otherwise qualified persons with disabilities.

The colleges will examine all existing admissions, student support, and other student life policies, practices, and facilities to assure that they do not disparately treat or impact otherwise qualified disabled persons. Where such disparity is found, it will be corrected as quickly and completely as is reasonable under existing circumstances. Accordingly, all college facilities may not be available and accessible at a particular time.

The colleges will adopt a policy of nondiscrimination with respect to admissions, access to programs and facilities, and services for all otherwise qualified disabled persons.

In accordance with State and Federal law, the colleges will provide necessary reasonable accommodations to otherwise qualified students with disabilities to assure equal access to programs, facilities and services.

Any employee or student who believes he/she has been a victim of discrimination due to a disability may file a complaint pursuant to the Grievance Procedure contained herein. Further information may be obtained by contacting the Affirmative Action Officer or Disability Services.

**\*The full text of the Affirmative Action and Grievance Policy is available in the Human Resource and Payroll Office, in the library on the both the Danvers and Lynn campuses, on the Board of Higher Education website, and on our campus Pipeline (for NSCC students and employees).**

## APPENDIX

# NSCC Policies and Procedures Relative to Students with Disabilities

## Section I

### Nondiscrimination

North Shore Community College, as a public, open admission, comprehensive institution

- Affirms the principles of equal access and academic accommodations for students with disabilities as stated in Section 504 of the Rehabilitation Act of 1973
- Strives to maintain and extend its barrier-free environment
- Practices non-discrimination in its academic and non-academic components
- Seeks to ensure that a student's level of achievement will be measured in ways that assess learning and minimize the interference of disability-related factors.

## Section II

### Definitions of Students with Disabilities & Academic Accommodations

To qualify as a student with a disability, the student must meet the following eligibility criteria outlined under Section 504 of the Rehabilitation Act of 1973 and reaffirmed in the Americans with Disabilities Act:

- Have a physical or mental impairment that substantially limits one or more major life functions
- **Or** Have a history of such impairment
- **Or** Are regarded as having such impairment
- **And** Are deemed to be otherwise qualified despite the disability

Accommodations are academic adjustments that do not compromise the academic standards of the student's course or program **and** are reasonable *in light of the public nature* of the community college setting. Accommodations allow students with disabilities to receive

- Opportunities to participate in and meet the stated essential requirements of courses and programs for which they are otherwise qualified
- Evaluations that measure their levels of achievement of essential requirements and that are not negatively impacted by disability-related factors.

## Section III

### Procedure for Establishing Eligibility for Accommodations

Students seeking support services and/or accommodations on the basis of a disability are required to verify eligibility in accordance with Section 504 of the Rehabilitation Act of 1973:

#### **Student's Responsibilities**

- FIRST, a student must self identify by following the published procedure to request services. In order to meet the student's educational and academic needs, Disability Services asks the student to complete and return the requested documents at least 4 to 6 weeks before the start of the semester that the student expects to receive services.
- SECOND, when Disability Services receives the request for services with the appropriate documentation, Disability Services will contact the student for an Intake Interview. The student will collaborate with the Disability Counselor to determine reasonable accommodations, adjustments, auxiliary aids, and services which will then be reviewed by the Disability Team.

## Section IV

### Student's Procedure for Implementing Accommodations

The entire NSCC community is responsible for implementing the spirit and requirements of Section 504 of the Rehabilitation Act of 1973, as published in the May 4, 1977 Federal Register, p.22684:

No qualified handicapped student shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any...post-secondary education program or activity...[84.43(a)]

(An institution)...shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student...**Modifications may include changes in the length of time permitted for the completion of degree requirements, substitutions of specific courses required for the completion of degree requirements, and the adaptation of the manner in which specific courses are conducted.** [84.44(a)]

Disability Services is the central office responsible for coordinating services and academic accommodations. The Disability Services Team reviews the student's current and appropriate documentation and approves, defers, or denies the requested academic accommodation(s) with full attention to the student's disability needs, the course standards, and program integrity. With regard to **learning disabilities**, no accommodations will be recommended unless the documentation clearly states that a learning disability exists. Terminology such as "learning difference "or "learning problem" does not constitute a learning disability.

**The Disability Team**, which is made up of the Director of Disability Services, several Disability Counselors and related health professionals, also recommends the nature of the accommodations in instruction and testing that might be required for a student consistent with policies developed by the NSCC Academic Accommodations Policy Board (AAPB) and approved by the President.

The student provides instructors with his or her Faculty Notice of Academic Accommodations at the beginning of each semester or soon after formal approval so that the accommodations can be implemented in a timely manner. Accommodations approved by the Disability Team are communicated to instructors via letters from a Disability Counselor that students hand-deliver (or, in the case of an online course, via email from a Disability Counselor).

**Faculty members** are responsible for conducting classes and developing examinations and procedures for evaluating students' academic achievement as outlined in the "AGREEMENT between the Massachusetts Higher Education Coordinating Council for the Massachusetts Community Colleges and the Massachusetts Community College Council/Massachusetts Teachers Association." In accordance with this agreement, faculty must follow federal regulations which require that methods of evaluation measure the student's achievement in the course rather than reflecting the student's impaired sensory, physical, or speaking skills (except where such skills are the factors the test purports to measure). The right to academic freedom does not supersede the student's right to accommodations.

The **types of accommodations** vary and depend upon the type of disability and course content. A student may benefit from an oral exam in one area but not in another. The record of past success with accommodations is the best predictor. There may be an initial trial-and-error period as the faculty member, student, and Disability Counselor work as a team to continuously improve the manner in which to evaluate the student's mastery of course material.

If an accommodation includes **extended time for testing**, the student should take the exam in CAS, the designated testing site. If this is not possible, the faculty member and student should find a suitable location to administer the exam in accordance with the necessary accommodations. If faculty office hours are inappropriate, faculty should notify Disability Services at least one week in advance, so alternate arrangements can be made.

## Section V

### Responsibilities for Ensuring Legal Compliance

**President:** The President is the senior administrative officer who is responsible for campus policies and services affecting students with disabilities. With the advice of the NSCC AAPB, the President ensures that these policies are educationally sound and responsive to students with disabilities.

**Deans:** The administrative heads of the divisions are responsible for ensuring that the instructional staff of their units understand NSCC's full commitment to implementing federal law and College policy assuring nondiscrimination of students on the basis of disability. If an instructor requests a review of an approved accommodation or fails to provide an accommodation approved by Disability Services, the instructor's Division Dean, in consultation with the Vice President of Academic Affairs and the Campus 504 Coordinator, is responsible for ensuring that the accommodation is provided in a timely manner until the matter has been reviewed by the NSCC AAPB and a final decision reached by the President.

**Campus 504 Coordinator:** The Campus 504 Coordinator serves as a resource to NSCC faculty, administration, and staff in meeting their obligation to provide appropriate academic accommodations to students with disabilities. The Campus 504 Coordinator provides advisement about the requirements of federal law and NSCC policy and works to resolve informally any disagreement about accommodations for students with disabilities. The Campus 504 Coordinator also serves as a member of the NSCC AAPB and has responsibility, in consultation with the College's legal advisor, to ensure that the policies and procedures comply with federal, state, and NSCC requirements. The Campus 504 Coordinator also serves as a resource to students who feel they are not receiving appropriate accommodations or that they are being treated in a discriminatory manner.

**NSCC Academic Accommodations Policy Board:**

The NSCC AAPB has three primary functions:

- 1) To advise the President about policies and procedures related to the provision of academic accommodations for students with disabilities
- 2) To develop methods to increase faculty understanding of disabilities and accommodations in an academic setting
- 3) To assist the President in resolving any disagreements that might arise concerning particular accommodations

**The NSCC AAPB is composed of seven college members:**

The board consists of several faculty members and a professional staff member, a Disability Services staff member, and the 504 Coordinator. The term of service is two years, except for the 504 Coordinator who is a permanent member of the board.

The Faculty Members who are knowledgeable in the area of learning and disabilities are appointed by the Vice President of Academic Affairs. The board will elect a chairperson from among its members. Any faculty board member who requests a review of an accommodation will not participate in the Board's review of that accommodation but will be replaced by another faculty appointed by the Vice President of Academic Affairs.

The Disability Services member is also knowledgeable in the above areas and is appointed by the Vice President of Student and Enrollment Services. Any staff member who determined an accommodation for a particular student will not participate in the board's review of that accommodation but will be replaced by another Disability Services staff member appointed by the Vice President of Student and Enrollment Services.

The Campus 504 Coordinator has the responsibility to ensure that the policies and procedures developed comply with federal and state requirements.

## **Section VI**

### **Procedure for Resolving an Instructor's Appeal**

If an instructor has questions about or disagrees with an accommodation that the Disability Team has determined is appropriate for a particular student with disabilities, the instructor should immediately contact the Disability Counselor who signed the Accommodation Notice. If the instructor still disagrees with the accommodation after consultation with the Disability Counselor, he or she may request a review of the accommodation by contacting the Campus 504 Coordinator within five days after receiving notification of the accommodation by the student or the Disability Counselor. This appeal to the Campus 504 Coordinator should include a written description of the proposed accommodation and his or her specific disagreement with the appropriateness of the accommodation.

If the instructor does not provide the accommodation, the Vice President of Academic Affairs and the Vice President of Student and Enrollment Services are jointly responsible for ensuring that the accommodation is provided in a timely manner and that appropriate administrative sanctions are pursued in accordance with established policy and procedures.

After consultation with the Vice President of Academic Affairs, the section 504 Coordinator will respond in writing to the instructor's appeal within five days of receiving it. This decision of the Section 504 Coordinator can be appealed to the AAPB which advises the President who makes the final decision.

## **Section VII:**

### **Procedure for Resolving a Student's Appeal**

If a student has questions about or disagrees with the Disability Team's decision about accommodations, the student should immediately contact his or her Disability Counselor to discuss the matter. If, after this consultation, the student still disagrees with the Team's decision, he or she may appeal to NSCC's Campus 504 Coordinator who will assist the student through informal or formal steps as prescribed by the Affirmative Action Grievance Procedure available in the Human Resources Office.

The above policy was adapted from the Academic Accommodations Policy Statement, University of California at Berkeley: Brinckerhoff, Loring C., Stan F. Shaw and Joan M. MacGuire. Promoting Postsecondary Education for Students with Learning Disabilities. Austin, Texas; PRO ED, Inc. 1993.