Welcome to North Shore Community College’s Wellness & Healing Arts Certificate Program (WH). We are pleased that you have chosen to take this important step as a foundation toward a career in the alternative/holistic healthcare movement. The certificate should be thought of as an embarkation point on a life-enhancing, self-reflecting journey toward wholeness.

This orientation handbook is intended to provide information about the WH Program. Information contained within this handbook is relevant to your participation in the program. In addition to reviewing this important information as part of the application process, we expect you to utilize this resource, along with the College Catalog, as you proceed in your wellness education. Each student is responsible for adhering to the policies and procedures of North Shore Community College and this program.

Kristin Webb, Coordinator, Wellness & Healing Arts Certificate, Professor Emerita

Advisory Committee

Brianne Duff, Coordinator of Health Services
Rita Steadman, Professor Emerita, Health Division
Thomas MacLachlan, Former Program Coordinator of Gerontology program
WELLNESS & HEALING ARTS CERTIFICATE
APPLICATION PACKET

Dear Prospective Student:

Thank you for your interest in the Wellness & Healing Arts Program (WH) at North Shore Community College. This application packet contains important information about the process and admission requirements. PLEASE READ THE FOLLOWING INFORMATION CAREFULLY AND RETAIN IT FOR FUTURE REFERENCE. It is your responsibility to assure that you accurately understand the information in this packet and follow it accordingly. Unless you follow the admission requirements your application to this program may be denied.

Minimum Requirements to apply to the Wellness & Healing Arts Program:

1. All Wellness & Healing Arts Certificate students must meet with the Coordinator, Kristin Webb (978-739-5566) in order to read and sign forms contained in the Admissions Packet. Application appointments can be made with the Coordinator at any time during the year with an emphasis during heavy enrollment months of January, May, and August.

2. NSCC Admissions Application Form and Packet.
   Application Forms and Residency Forms are available in the Enrollment Center in Danvers and Lynn or on our web site: http://www.northshore.edu/enroll/index.html

   You may achieve proficiency in composition in a number of ways: a previous degree, a CLEP exam (call the Center for Alternative Studies, 978-739-5428) or transfer credit. Math Proficiency may be achieved by computerized placement testing (CPT) (call 978-762-4000, ext. 4376 for hours of testing), or transfer credit.

4. High school degree and transcript or GED score report.

5. Official transcripts from all Colleges previously attended.

6. Overall Grade Point Average (GPA) of 2.0 or better High School or College.
7. **Completion of Acknowledgement Form.**
   You need to read this Handbook in its entirety and sign both forms (in this packet). One copy remains in your packet and the second loose one must be handed to the Program Coordinator.

8. **Meet Technical Standards OR contact Susan Graham, Director of Disability Services, 978-7624000, ext. 4373.**

**Additional Information:**

1. **Transfer credit** will be granted for comparable courses taken at a College or University that is accredited by a national accrediting agency recognized by the U.S. Secretary of Education in which grades of “C” or better were earned, provided the courses are equivalent and an official transcript has been received with submission of course syllabi reviewed on a case-by-case basis.

2. During the program, students are responsible for their own transportation to the various campuses and clinic sites.

3. Students must notify the academic coordinator of any changes in personal data information.
WELLNESS & HEALING ARTS PROGRAM

STUDENT AGREEMENT OF RESPONSIBILITY FOR
STUDENT ORIENTATION HANDBOOK

It is the responsibility of each student to read the Student Orientation Handbook. Failure to read the information contained in the handbook will not be considered an excuse for non-compliance or lack of understanding.

The Wellness & Healing Arts Program may change policies or revise course requirements due to institutional and/or program circumstances. When indicated, changes will be made known to students and the Coordinator will distribute copies of the changes. This handbook is formatted so that it can be placed in a 3-ring binder and pages can be replaced as needed.

Each student is required to read, understand, and agree to comply with all policies stated in the Wellness & Healing Arts Program Orientation Handbook. Acknowledgment forms (2) are provided on the next pages and each copy must be signed by the student to indicate his or her agreement. One copy is for the student’s records and the other is to be handed to the Coordinator to be maintained in the student’s program record.
TECHNICAL STANDARDS
WELLNESS & HEALING ARTS CERTIFICATE

<table>
<thead>
<tr>
<th>PHYSICAL STANDARDS FOR PROGRAM ENTRANCE (WHA)</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIFT: Medium work strength to assist clients and lift Reiki table (40 lbs.)</td>
<td>F</td>
</tr>
<tr>
<td>STOOP: Adjust height of Reiki tables</td>
<td>F</td>
</tr>
<tr>
<td>KNEEL: Kneeling for some Reiki positions</td>
<td>O</td>
</tr>
<tr>
<td>CROUCH: Crouching for some wheelchair clients</td>
<td>O</td>
</tr>
<tr>
<td>STANDING: Must be able to stand for two hour lengths</td>
<td>C</td>
</tr>
<tr>
<td>HANDS: Must be able to hold hands steady with light touch</td>
<td>C</td>
</tr>
<tr>
<td>GRASP: Must be able to grasp arms and legs to assist clients</td>
<td>F</td>
</tr>
<tr>
<td>FEEL: To discriminate between hot and cold</td>
<td>C</td>
</tr>
<tr>
<td>PUSH/PULL: Move wheelchairs, hospital beds and equipment</td>
<td>O</td>
</tr>
<tr>
<td>WALK: Walk within clinic/classroom environment</td>
<td>F</td>
</tr>
<tr>
<td>HEAR: Verbal directions and requests/safety mechanisms</td>
<td>F</td>
</tr>
<tr>
<td>SEE: Observe client's movements, facial expressions</td>
<td>C</td>
</tr>
<tr>
<td>TALK: Converse with clients/instructors in English</td>
<td>F</td>
</tr>
</tbody>
</table>

C = CONSTANTLY; F = FREQUENTLY; O = OCCASIONALLY

MENTAL/ATTUDINAL STANDARDS

Function safely, effectively, and calmly under stressful situations. F
Maintain composure while managing tasks simultaneously. F
Prioritize multiple tasks. C
Exhibit social skills necessary to interact effectively with patients, families, supervisors, and co-practitioners of the same or different cultures--such as respect, politeness, tact, collaboration, teamwork and discretion. C
Display attitudes/actions consistent with ethical standards C

Students MUST meet technical standards. If you are a student with disabilities contact Disability Services, ext. 4501 or Susan Graham, ext. 4373.

Signature___________________________________________                        Date________________
NORTH SHORE COMMUNITY COLLEGE
MISSION STATEMENT

North Shore Community College is a source of hope and opportunity and a regional leader for social and economic change. Blending tradition and innovation, liberal arts and career preparation, intellectual development and cultural and personal growth, we foster a diverse and caring community of learners where all are welcome and each is challenged.

We offer lifelong education responsive to changing community needs, a global economy, evolving technology and the shifting roles faced by individuals and institutions. Our greatest contribution to the commonwealth is the success and achievement of our students.

VISION

North Shore Community College will be a catalyst for personal, community and regional change through education, training and civic engagement.

The College will serve as a beacon of hope and opportunity for an increasingly diverse student body and be a respected, full partner with other public and private organizations seeking better lives for North Shore residents and a vibrant future for the region.

WELLNESS & HEALING ARTS CERTIFICATE
MISSION STATEMENT

The rapid expansion of interest in and demand for alternative approaches to health care has created a unique opportunity for NSCC students to distinguish themselves in the market place. Hospitals, clinics, chiropractors and other health professionals are in various stages of “integrating” complementary therapies in their services as a response to public interest.

The highly experienced faculty prepare students to engage in an exciting learning process through the interdisciplinary study of healing systems in which the wisdom of the past is integrated with present day medical care. The courses are designed to explore holistic thought and practice in health care and to build healing arts skills.
WELLNESS STATEMENT

What does wellness mean for the student interested in the Wellness & Healing Arts Program? A national movement is well under way examining the role of meaning as it relates to health and looking at human beings in a holistic manner. What is holism? The term was coined by J. C. Smuts in 1926. The word holistic is derived from the Indo-European root *kailo* from which we get heal, whole, hale, hallow and hearty. And so we equate health with wholeness. What does it mean to look at the whole person? John Dewey wrote:

“To assume that anything can be known in isolation from its connections with other things is to lose the key to the traits that distinguish an object as known. . .The more connections and interactions we ascertain, the more we know the object in question”.  

What interactions? Today it is acknowledged that mind, body, spirit and community comprise the major aspects of a person’s life—that which can help us experience ourselves and others as a whole. Many have written about the need for the medical profession to see patients as individuals rather than the “kidney in room #2”. If a medical professional is only seeing the “kidney” where does that leave the individual? Less than whole?

If the interrelationship between mind, body, spirit and community is deemed to be important in defining wellness, how does a student measure his or her readiness to embark on the wellness path? Wholeness is not an artificial summation of parts. The active dynamic in wholeness seeks to maintain an equilibrium—a continuous interaction of parts. A holistic practitioner must strive to see him or herself as whole as well as the individual seeking holistic treatment. It is a never-ending cycle—the seeing and the seen, the knowing and the known. It is a reflective process seeing oneself mirrored in the individual seeking help.

It is evident that there is no such condition as perfect health. There is a rhythm to ease and disease in everyone’s life. As they say, “Life happens”. Everyone experiences aches, pains and accidents at some time. The critical question then is making a conscious, responsible decision as to the best course of action. One must seek a lifestyle that helps the process of “getting better”—of living a life worth living. How, then, can one reconcile personal health issues with the urge to be of assistance to others? How does one arrive at the conclusion that one is physically and emotionally healthy enough to be of assistance to another person in a professional sense? These are very important questions that require careful thought.

What creates the foundation for improving one’s health as a student in Wellness & Healing Arts? What is expected of a student as the program progresses?
• Daily Reiki self-treatments
• Periodic self-evaluation of life energetic patterns that shape our lives
• Examination and self-reflection on impact of daily challenges and interactions with others
• Understanding of the concept of holism and its role in holistic health practice
• Putting exercise and principles of good nutrition into practice
• Taking personal responsibility for one’s health and life-style
• Taking an active role in the decision-making process regarding medical treatments when necessary whether conventional and/or complementary
• Commitment to ongoing self-education in the health field
• Awareness of the ethical implications of one’s actions
• Acknowledging that the Certificate in Wellness & Healing Arts is a beginning foundation in Alternative/Complementary Studies and that working in this field requires making a commitment to life-long professional development

PROGRAM HONOR CODE

All Program Faculty expect Wellness & Healing Arts students to engage honestly in all coursework and fieldwork assignments and to treat faculty and fellow students with respect. It is expected that students will complete all assessments and examinations by relying solely upon their own understanding of the material and upon their own ability to communicate this understanding. Students are expected to abide by the standards of academic honesty established at the College. Please refer to the College catalog, P. 238.

WELLNESS & HEALING ARTS PROGRAM GOALS AND OUTCOMES

1. Provide an opportunity in which the student will gain basic information and experience regarding a variety of holistic therapies addressing the mind/body unit.
   1.1 Students will demonstrate self care by incorporating and demonstrating good health practices/values learned in their lives.
2. Provide appropriate learning opportunities for theoretical knowledge and application skills as needed for competent practice of Reiki through supervised practice of skills.
   2.1 Students will adhere to safety measures when involved in client care.
      A. Make judgments regarding whether to wear protective masks when treating a client.
B. Make judgments when to do a sitting treatment as opposed to a prone treatment.
C. Making judgments when referral to a medical doctor takes precedence over the Reiki treatment.

2.2 Students will function effectively when working in Reiki teams.
2.3 Students will demonstrate competent performance in Reiki.
2.4 Students will demonstrate the ability to self-reflect and self-assess their own performance.

3. Endeavor to instill in the student a sense of commitment to continued professional development and ethical standards.
   3.1 Student will abide by the Wellness & Healing Arts Code of Ethics.
   3.2 Demonstrate professional behavior and conduct.
STUDENT CONDUCT AND PROFESSIONAL BEHAVIOR

The WH Program emphasizes professional behavior throughout the student’s classroom activities and fieldwork. Feedback regarding professional attitude and behavior will be provided throughout the program via peer, faculty, and field supervisors. Student must be prepared to travel to off-campus location for Reiki2 classes and fieldwork.

The students in the Wellness & Healing Arts Program must exhibit behavior that includes but is not limited to:

1. Being courteous and respectful toward fellow students and members of faculty/staff at NSCC including verbal and non-verbal (body language) communication.
2. Listening to the opinion of classmates.
3. Being attentive and responsive in class and clinics.
4. Avoiding side conversations during class.
5. Notifying the instructor prior to absence or tardiness. See individual syllabi.
6. Bringing necessary and appropriate materials to class in preparation for classroom participation.
7. Completing all required assignments by due dates.
8. Reading assigned chapters, articles, etc., in preparation for classroom discussion.
9. Understanding course syllabi, course requirements and guidelines.
10. All students are expected to abide by the College’s Computer Use Policy found in the College catalog and Student Handbook.
11. Cell phones are not to be activated during class.

Behavior related to Reiki classes and clinics:

12. Taking care of Reiki equipment both in the classroom and at clinics.
13. Returning borrowed items (i.e., books, and VCR tapes) in a timely manner.
14. Student will be held responsible for any damage that occurs to tapes in their use.
15. Students enrolled in Reiki 1 & 2 classes must demonstrating appropriate behavior/approaches when interacting with clients either at one of the clinics or in private homes.
16. Maintaining client confidentiality at all times.
17. Adhering to attendance and promptness policy.
18. Accepting and responding constructively to feedback from faculty and fieldwork supervisors.
19. Following dress code.
20. Absences from Reiki classes must be made up at one of the Reiki clinics.
WELLNESS AND THE HEALING ARTS
CERTIFICATE (IDS)

**BASIC SKILLS CORE**

Communications Proficiency: ____ by Assessment Test or ____ by COM099 or ____ by COM012/014
Mathematics Proficiency: ____ by Assessment Test or ____ by MAT099 or ____ by MAT013
Prerequisite CMP 101, Composition 1

<table>
<thead>
<tr>
<th>First Year</th>
<th>Note</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 122</td>
<td>1</td>
<td>Music &amp; Healing</td>
<td>3</td>
</tr>
<tr>
<td>IDS 106</td>
<td></td>
<td>Understanding Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>IDS 144</td>
<td></td>
<td>Theories of Healing</td>
<td>3</td>
</tr>
<tr>
<td>BIO 108</td>
<td></td>
<td>Body in Health &amp; Disease</td>
<td>3</td>
</tr>
<tr>
<td>IDS 202</td>
<td></td>
<td>Reiki 1: Traditional Usui Method</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>IDS 126</td>
<td></td>
<td>Exploring the Brain/Mind</td>
<td>3</td>
</tr>
<tr>
<td>IDS 150</td>
<td></td>
<td>Herbal Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>IDS 148</td>
<td></td>
<td>Yoga, Meditation &amp; Stress Management</td>
<td>3</td>
</tr>
<tr>
<td>IDS 140</td>
<td></td>
<td>Reiki 2: Traditional Usui Method</td>
<td>4</td>
</tr>
<tr>
<td>IDS 130-OL</td>
<td></td>
<td>Ethics &amp; Holistic Health Practitioners</td>
<td>1</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

**Requirement Notes**

1. This requirement may be fulfilled by substituting BIO103 and BIO104--Anatomy and Physiology 1 & 2

**Admissions Information**

For entry into WH certificate, successful completion of CMP101 is necessary.

*North Shore Community College reserves the right to make changes in courses, program requirements, policies, and regulations as circumstances dictate. There is no guarantee that any listed course will be offered in any given semester.*
FIELDWORK ATTENDANCE
AND
PROMPTNESS POLICY

1. The student must complete the required number of fieldwork hours as evidenced by Reiki 1 and 2 course requirements.

2. If the student is unable to report to the fieldwork site at the required time, then he/she must notify the fieldwork supervisor at least 2 hours prior to that required time.

3. It is the responsibility of the student to arrange make-up time with the field supervisor. A student can be terminated from fieldwork based on an unexcused absence.

4. Repeated tardiness is sufficient cause for suspension and/or termination and failing the field experience.

CLINIC/FIELDWORK ATTENDANCE
(Relative to college weather cancellation)

1. If the college cancels classes, then students will not be required to attend that class for the duration of the cancellation.

2. Students may go to clinics on a volunteer basis at their sole discretion and are encouraged to do so.

3. If classes are not cancelled, but there is questionable weather, the student will use their own discretion as to their ability to travel safely to a clinic. Should they decide that travel is not prudent, they are to arrange a make-up date with clinical supervisor.
I, _________________________________________________ (student name), a student at North Shore Community College enrolled in the Wellness & Healing Arts Program, understand and agree that I am fully responsible for the cost of any physical, emotional, or property injury resulting from my transportation, safe conduct to and from the Reiki 2 class site or my participation at Reiki clinics and thus, will in no way hold the College or faculty/staff member responsible for any injuries and/or losses incurred during transit or while participating in any clinic activities including but not limited to medical and dental expenses incurred as a result of my participation in this program; and further, I agree to indemnify and hold harmless the said College against any and all claims, damages and liabilities arising therefrom.

Student Signature: _________________________________________________

Program: ___________________________________________________________

Date: ____________________

Parent’s consent if the student is under 18 years of age:

________________________
GRADES AND PASSING CRITERIA FOR WH COURSES

A student must complete all WH courses with a “C” or better grade average. Although a “D” is generally considered a passing grade by the college, a “D” is not a passing grade for a WH program course.

The student should also keep in mind that the receipt of a “D” in a course means that the course may not be transferred for credit in a four year college program of study.

GRADING POLICY FOR CREDIT COURSES

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0 (93-100)</td>
</tr>
<tr>
<td>A-</td>
<td>3.7 (90-92)</td>
</tr>
<tr>
<td>B+</td>
<td>3.3 (87-89)</td>
</tr>
<tr>
<td>B</td>
<td>3.0 (83-86)</td>
</tr>
<tr>
<td>B-</td>
<td>2.7 (80-82)</td>
</tr>
<tr>
<td>C+</td>
<td>2.3 (77.79)</td>
</tr>
<tr>
<td>C</td>
<td>2.0 (73-76)</td>
</tr>
<tr>
<td>C-</td>
<td>1.7 (70-72)</td>
</tr>
<tr>
<td>D+</td>
<td>1.3 (67-69)</td>
</tr>
<tr>
<td>D</td>
<td>1.0 (63-66)</td>
</tr>
<tr>
<td>D-</td>
<td>0.7 (60-62)</td>
</tr>
<tr>
<td>F</td>
<td>0 (below 60)</td>
</tr>
</tbody>
</table>

STUDENT ADVISEMENT

Each WH student has as their academic advisor the Coordinator of the Program. The Vice President for Student and Enrollment Services coordinates advisement assignments and notifies students by mail. If a student has been assigned to a non-WH advisor, please bring to the attention of the WH Coordinator and the error will be corrected.

The role of the advisor is to:

- Counsel students on course selection
- Refer students to appropriate student services
- Develop an academic plan that is most appropriate for students; i.e., advising on the number of credits that you will likely be able to manage successfully, taking into account other responsibilities with job, family, etc.

Office hours for the Coordinator are posted outside Office DB 367A. If you have a conflict with the schedule, you must bring this to the attention of the Coordinator and an attempt will be made to accommodate your schedule.
REIKI, PROFESSIONAL CERTIFICATION AND LICENSURE

The Japanese folk art of Reiki came to the United States in the early 1970’s. Students of Reiki typically receive certificates of their attendance at a Reiki class whether it is a 3-4 hour class or a two day, 14 hour class. This is not certification in the sense of being a state approved, licensed therapy. There are no set standards of practice. Certification as it stands today simply means that one has a slip of paper naming the teacher and typically the number of hours of the class. It is even possible to get a certificate over the Internet. Hardly assurance to anyone of the quality of Reiki instruction, capabilities of Reiki instructors or ethical standards.

Since the early 1970’s the Art of Reiki has spread the world over. Along the way, teaching standards have been lowered and the original teaching of Hawayo Takata, who brought Reiki to the United States, drastically altered. There are now hundreds of “varieties” of Reiki. And many of these should not be considered Reiki. When North Shore Community College put Reiki on an academic basis for credit it was seen as a way to give further credence to the Art of Reiki when the standards of teaching Reiki were fast being eroded.

In the United States there has been a time-honored tradition of “hands-on healing” acceptable by the medical profession as it was considered to be a practice of many religions and protected by separation of church and state. For some time Reiki, as a “folk art”, has been exempt from the scrutiny of the medical profession. However, through the efforts of some people whose motive was to control Reiki, to turn it into a massive money-making venture for a few people, legislation was introduced in several states. Florida, North Dakota, and Utah come to mind as Reiki was placed under the control of massage licensing boards and organizations requiring Reiki practitioners to become massage therapists in order to practice Reiki. Reiki does not remotely resemble massage, nor is it a religion. In the State of Texas, for example, Reiki practitioners went to the statehouse and provided Reiki treatments to legislators to make it clear that Reiki was not massage.
Massage therapists have been especially nervous thinking that Reiki was somehow going to take away their clientele. Indeed, many massage therapists take Reiki to “enhance” their practice thinking that this will insure that their clients continue to walk through the door of their business establishment. The two arts serve a very special purpose in the field of energy medicine. It is time that the holistic healthcare community realized that all therapies have their place, no single therapy is superior to another, and clients might very well benefit by utilizing more than one therapy at a time. Incorporating Reiki with a massage treatment does a disservice to both traditions. A massage therapist who takes a weekend course in Reiki and then begins to add “a little Reiki” to the massage session will probably never fathom the true depth and efficacy of Reiki.

The foremost idea to remember about Reiki is that one needs to think of it as entering into a lifetime apprenticeship—an idea not too popular in our society whose very basis is “climbing the career ladder as fast as one can” or “going through the motions of getting a certificate or degree in minimum time” so that one can ‘make money’. Such ideas are antithetical to the art form of Reiki.

One needs to explore the many aspects of Reiki through active and consistent practice. Hawayo Takata said, “Reiki will teach you!” It is an idea difficult for most to comprehend, but—then, one only needs to begin the journey to realize how correct she was. Nothing is learned without first trying and without continued practice.

By placing Reiki under the aegis of an academic institution, it is hoped that, should the State of Massachusetts or the medical profession seek to regulate Reiki, our graduates will be in a good position—having had ample knowledge, testing, clinical training, and 105 hours supervised training in Reiki.
COMMUNICATIONS AND GRIEVANCE POLICY

A student who wishes to discuss an issue of academic concern should adhere to the following procedure:

1. The student should first have a discussion with the instructor who is responsible for the course in which there is a concern. Most circumstances that arise can and should be addressed with the instructor who is directly involved. Rarely will situations occur that require more than a calm and open discussion between the student and his/her instructor.

2. However, if the student does not believe that the issue has been resolved in a reasonable way, the student may discuss it with the faculty member who supervises the program. The Coordinator will attempt to gather all necessary information from all available sources in order to determine the appropriate resolution of the problem.

3. If the Coordinator is contacted before any discussion has taken place with the instructor in question, then the student will be immediately referred back to the instructor for the appropriate discussion/resolution.

For additional information on Grievance Procedures, refer to the college catalog as well as the Student Rights and Responsibilities Manual.

ORGANIZATIONAL CHART
OF SUPERVISION

WELLNESS & HEALING ARTS FACULTY

WELLNESS & HEALING ARTS PROGRAM COORDINATOR
KRISTIN WEBB
DB 367A – Tele # 978-739-5566

DEAN OF LIBERAL STUDIES
MAUREEN O’NEILL
LE-317 – Extension 2160
POLICY AND PROCEDURES RELATIVE TO STUDENTS WITH
DISABILITIES

Policy of Nondiscrimination:

North Shore Community College is a public, open admission, comprehensive institution. The college affirms the principles of equal access and reasonable accommodations for students with disabilities as stated in Section 504 of the Rehabilitation Act of 1973. The college will strive to maintain and extend its barrier-free environment; the college will practice nondiscrimination in its academic and non-academic components; the college will seek to ensure that a student’s level of achievement will be assessed in ways that measure learning and minimize the interference of disability-related factors.

Procedure for Establishing Eligibility for Accommodations

Students seeking support services and/or accommodations on the basis of a disability should contact NSCC Disability Services at ext. 4301 or visit the website: http://www.northshore.edu/disability/ Following are guidelines:

Student’s Responsibilities:

1. FIRST. A student must self-identify and submit documentation estimating the disability’s effect on their participation in academic activities. Documentation must be provided from a physician, psychologist, learning disability specialist, or comparable professional.

2. SECOND. A student must make an appointment with the Student Support Center to review their documentation and complete a “Request for Services Form” with an Educational Specialist AT LEAST two (2) weeks prior to the time of the requested accommodations.

ALL DOCUMENTATION IS CONFIDENTIAL AND SHOULD BE SUBMITTED TO:

DIRECTOR OF DISABILITY SERVICES
NORTH SHORE COMMUNITY COLLEGE
ONE FERNCROFT ROAD
P.O. BOX 3340
DANVERS, MA 01923
I, _________________________________, have received, reviewed, and understand the content in this Wellness & Healing Arts Program Student Orientation Handbook. I am aware of and accept my responsibility to both the college and the program in regard to rules and regulations governing student performance. As a student of North Shore Community College’s WH Program, I understand that I am to maintain the attitudes and behaviors reflected in these guidelines. My signature below indicates my commitment to abide by the policies and procedures within this handbook.

___________________________________________           _____________
Student’s Signature                                                Date

___________________________________________
Student’s Printed Name

___________________________________________
Coordinator’s Signature
STUDENT ORIENTATION HANDBOOK

ACKNOWLEDGEMENT FORM

I, ________________________________________, have received, reviewed, and understand the content in this Wellness & Healing Arts Program Student Orientation Handbook. I am aware of and accept my responsibility to both the college and the program in regard to rules and regulations governing student performance. As a student of North Shore Community College’s WH Program, I understand that I am to maintain the attitudes and behaviors reflected in these guidelines. My signature below indicates my commitment to abide by the policies and procedures within this handbook.

___________________________________________           _____________
Student’s Signature                                                Date

___________________________________________
Student’s Printed Name

___________________________________________
Coordinator’s Signature