



Disability Services Newsletter

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

FALL 2015

INSIDE THIS ISSUE:

Director's Corner	1
Delta Alpha Pi (DAPI) Honor Society	2
Developing Inclusive Learning Goals	3
Feed Your Mind	4
Updated Syllabus Statement	5

IMPORTANT DATES

11/2

WINTER /
SPRING
REGISTRATION
BEGINS

11/25—11/29

THANKSGIVING
RECESS

11/30

LAST DAY TO
WITHDRAW
FROM CLASS
WITH "W"

12/18

DAY &
EVENING
CLASSES END

Director's Corner

Welcome to the fall semester! I do hope all of you enjoyed the beauty of our New England summer. We certainly earned it!

As with each semester, it is a pleasure to see our returning students, and it is most exciting to welcome our new students who are seeking services through our office. At the same time we were busy working with our students with documented disabilities; on July 26th, our great nation celebrated the 25th anniversary of the passing of the Americans with Disabilities Act (ADA). The signing of the ADA by George H.W. Bush in 1990 was a momentous occasion for many citizens but especially so for individuals with disabilities. This landmark legislation granted individuals with disabilities the same civil rights as those enjoyed by all other citizens. It is the most comprehensive piece of civil rights legislation ever signed in the United States and it is the world's first comprehensive declaration of equality for individuals with disabilities. Since the passing of this legislation, other nations have also adopted their own non-discrimination legislation, ensuring equality for their citizens with disabilities. I encourage you to take a moment out of your busy day to read more about the law that empowered and promoted the equality of individuals with disabilities in our great nation.

[10 Things to know about the Americans with Disabilities Act](#)

Susan Graham



We are pleased to announce our **Brown Bag Lunch** series taking place this fall and spring 2016!

Click the link above for more information!





What's new with DAPi?



The Delta Alpha Pi Honor Society (DAPi) is welcoming new ideas driven by members in the 2015-2016 academic year. Members of the honor society are students with a GPA of 3.1 or higher after completing 24 or more college-level credits. These students are also registered with Disability Services and work together to positively impact community awareness of disabilities through leadership activities.

- ◆ DAPi will offer new leadership workshops this fall based on areas of interest suggested by members. Topics may include mindful meditation as well as using your DAPi experiences to your advantage in your resume and academic applications.
- ◆ DAPi will create a college-wide event that will be planned and run by members. Several inventive ideas have been proposed, but it is up to this year's members to choose what to produce and how. Members shape every aspect of the event, which adds vibrancy and progressive change to our college.
- ◆ DAPi will have newly-designated officers this year, and they will run orientations, facilitate discussions, and create more opportunities for members to connect. If you're interested in applying for an officer position, please visit our website: [DAPi Honor Society Officers](#)

What's great about DAPi?

DAPi has won NSCC's *Outstanding Club of the Year Award* for the last two years in a row. Our chapter has also earned distinction as the only chapter across the nation that has met the founder's Scholarship Fundraising Challenge two years in a row. We invite you to consider joining this accomplished team of high-achieving students at NSCC. Membership is absolutely free and recommended by 100% of 2015 DAPi survey respondents.



Universal Design for Learning Tips for Developing Inclusive Learning Goals

Developing clear and measurable learning goals is essential to creating an inclusive curriculum and to determining which assessments, methods and materials will be effective based on your course goals. Included below are suggestions for developing inclusive goals from a Universal Design for Learning perspective.

Differentiate outcomes from means:

By separating how to attain the goal from the goal itself, you can provide flexibility in achieving the goal. When developing learning goals, reflect upon whether flexibility has been offered to demonstrate mastery of the intended goal. Flexibility may include multiple means of demonstrating mastery such as oral projects, papers, multimedia, and group projects. Flexibility can also be provided in regard to topic choice.

You may ask yourself:

1. How have I offered flexibility for learners to demonstrate mastery of the intended goal?
2. What barriers exist and how can I remove them by offering flexibility?
3. Am I providing flexibility in other areas, such as topic choice?

Divide large goals into sub-goals or objectives:

Helping learners to break large and long-term goals into smaller and short-term goals can make the learning process feel more manageable. Celebrating milestones such as achieving short and long-term goals can be meaningful and engaging for learners.

You may ask yourself:

1. Are the goals manageable for the time period allocated?
2. Have I provided learners with opportunities to create their own milestones in achieving long-term goals?

Make time for reflection:

Given the amount of content delivered in a course, it's important to provide time for learners to reflect on the goals and for the instructor to reflect on how the activities and assessments supported learners in achieving those goals.

Ask yourself:

1. Have I provided opportunities to reflect on the learning experiences and goals?
2. Did I notice and address barriers to attaining the goals in my assessments, materials, or methods?
3. What changes would I make to my goals, if any?

For additional information, please visit:

<http://udl-irn.org/instructional-process>

http://accessproject.colostate.edu/udl/documents/udl_quick_tips.pdf

Feed Your Mind

It takes some time and effort to create balance in your life while you are in school. Many students are not only taking classes but managing jobs and family life at the same time. One of the best things to do when you find yourself busy and managing a lot of priorities is to put *your* needs at the top of the list. Eating nutritious meals, getting decent sleep, and squeezing in physical activity are important components of taking care of yourself. Balancing school, work, and home become much easier when you commit to taking care of your mind and body.

There are a few foods that feed your mind *and* body. These power foods are high in healthy fats (oil for the brain), minerals, anti-oxidants, proteins, and vitamins. Here are some tips on which foods to stock up on and how to incorporate them into your college lifestyle.

Stocking up on these foods each week at the grocery store will save you money and give you something quick to grab on your way out the door. This gives you the option of eating healthy. If you are super organized you can set aside food the night before:

- Almonds, or any nuts or seeds you like
- Dried fruit
- Apples, or other whole fruit (Don't be afraid to eat more than one apple at a time!)
- Yogurt
- Dark chocolate
- Avocados
- Water bottle (Drink 4 glasses of water while on campus.)

What if you are hungry at school?

The school offers nuts, trail mix, and energy bars for sale. You will pay more for them here, but these are still great options for foods that will not slow you down or make you tired while you are trying to learn. Avoid sugar and fried food or balance these foods out with high protein and/or fresh veggies. A little caffeine from tea or coffee or dark chocolate can actually be healthful, especially when you make sure to eat protein like nuts and seeds at the same time.

If you are in a hurry, the salad bar is a great option, too. Add protein (beans, hardboiled eggs, seeds, or meat) to the greens, along with olive oil dressing or olives for a meal that hydrates the brain and energizes the body.

Sandwiches and soups with veggies and proteins are a better choice than fried foods; fried foods will actually slow down your brain and make you tired while your body is trying to digest the saturated fats.

Most importantly, make the commitment to take care of yourself this semester. Set yourself up for success by taking 20 minutes at the beginning of the week to plan, shop and prepare for your food needs at school.

Click here for an article that talks more about the science of [Feeding the Brain for Academic Success](#).



The Role of the Syllabus

Information on services and accommodations for eligible students with disabilities is widely disseminated in various publications and at orientations, but your syllabus can be a “fail safe” vehicle to assure that all eligible students are aware of the opportunities available to them. **Disability Services strongly recommends that syllabi for all courses include the following language:**

"As a student at North Shore Community College (NSCC), you are invited to engage in an interactive, collaborative partnership with Disability Services and your professor to meet any disability-related need for reasonable academic accommodations in this course.

- To begin this process, please visit **www.northshore.edu/disability_services** and follow the outlined procedure to request services.
- If you have already received approval for accommodations from Disability Services at NSCC, please present your professor with your Faculty Notice of Academic Accommodations during the first week of the semester or as soon as possible. Accommodations go into effect once you hand-deliver this notice to your professor.
- If you will require assistance during an emergency evacuation on campus, please notify your professor immediately. For your reference, evacuation procedures are posted in all classrooms."

Many students have “hidden” disabilities. This statement encourages students to self-identify and request accommodations early, which maximizes students’ support and opportunities for success.

Is there a topic you would like to see covered in a future newsletter?

Kindly send your ideas to disability@northshore.edu.

Thank you!

Disability Services Staff

Rita LoGrasso Agnello, Assistive Technology Learning Specialist

Michele Almeida, Disability Counselor

Lucy Bayard, Disability Counselor

Carolyn Burke, Disability Services Assistant

James Goodwin, Disability Counselor

Susan Graham, Director of Disability Services

Aillie McKeever, Disability Counselor

Estelle Rand, Disability Services Assistant

Alena Vitvitskaya, Assistive Technology Learning Specialist

