

The Student Guide to Accessibility Services

Updated August 2025

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



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Welcome to North Shore Community College

North Shore Community College is responsive to the needs of students with disabilities. We have a simple procedure for students who would like to request services and establish eligibility for academic accommodations. There are many academic support options for qualified students.

Understanding the differences between services for students with disabilities in high school and college is essential to your success. This guide is designed to familiarize you with Accessibility Services' procedures and policies. The information in the following pages will prepare you to request and use approved accommodations. Additional information for you and your guardians is available at [Accessibility Services](#) home page.

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

Blue	Accessibility Services and documentation at NSCC
Orange	Specific accommodations
Red	Specific accommodations
Purple	Guidelines to support your success at college
Gray	NSCC's policies relative to student with disabilities

High School versus College

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 Accessibility 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 to approve an accommodation, adjustment, or auxiliary aid/service that requires fundamental alteration of a program of study or NSCC activity.

How do I request accommodations?

1. Apply and be accepted to North Shore Community College.
2. Take the **Computerized Placement Test** (CPT) in the Center for Alternative Studies (CAS).
3. Attend an **Orientation Session** where you will register for courses.
4. Go to [Accessibility Services](#) home page and download the [Service Packet\(s\)](#) that corresponds to your disability.
5. Complete the packet and submit it with any specified documentation to Accessibility Services **at least 6 weeks** before the start of the semester.
6. You will receive a call or an email from Accessibility Services when we receive your complete documentation. We will schedule an appointment for a one-on-one **Intake Interview** with you.
7. 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.
8. You will receive a Student Accommodation Decision letter electronically listing the Accessibility Team's decisions about your accommodation requests.
9. You must **activate** your accommodations every semester. There is a standard activation process. Some accommodations require special activation.
10. Know that you can call upon Accessibility Services and other resources at the college if you encounter academic difficulties.

General Guidelines for Documentation of a Disability

(Please refer to and submit the [Service Packets](#) available on the web)

Sensory Impairment

Accessibility 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

Accessibility Services requires clear documentation of physical limitations, including mobility, reaching, sitting, using 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

Accessibility 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

Accessibility 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

Accessibility 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 [Service Packets](#) available on the web)

Testing must be current and comprehensive (within 5 years)

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: 5th 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
- Wechsler Individual Achievement Test (WIAT) or specific achievement tests such as The Nelson-Denny Reading Skills Test, Test of Written Language 2 (TOWL 3), 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

Accessibility 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 an 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 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. 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 [Accessibility Services](#) home page.
- Request this accommodation as early as possible (in advance of a planned surgical procedure).

Special Activation Process (this accommodation requires standard activation)

- Register for classes at least 4-6 weeks before the start of every semester. Immediately after you register, email accessibility@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.
- Accessibility 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 Accessibility Services immediately if their schedule or classroom location changes.
- Students must contact Accessibility Services immediately if they find Accessible Furniture is missing or has been moved to another classroom.
- Room size and safety codes prevent Accessibility Services from having accessible furniture placed in some classrooms.

Assistive Technology Lab

The Assistive Technology 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 [Accessibility Services](#) home page.

Special Activation Process

- None (this accommodation requires standard activation)

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 must be proficient in the use of this software.

Alternate Format Textbooks

(Audio Books, Digital Talking Books, e-Texts, and Braille)

Alternative Format Textbooks accommodation makes the content of textbooks accessible for students whose disability affects their ability to interact with printed textbooks and process printed materials. Alternative Format Textbooks include Audio Books, Digital Talking Books, e-Texts, and Braille.

To be eligible for this accommodation, the student must:

Be registered with Accessibility Services and present current documentation that verifies a visual, learning or physical disability that significantly impacts the student's ability to use standard textbooks.

To request this accommodation, the student must:

- Register with Accessibility Services. To do so please follow the procedure to request services outlined on [Accessibility Services](#) web page.
- Provide Accessibility Services with appropriate and current documentation that fully supports the need for the requested accommodation.
- Understand that alternative format textbook may take up to 4 weeks to arrive after the student activates this accommodation.

To activate this approved accommodation, the student must:

1. Register for classes at least 4-6 weeks before the start of every semester. Understand that if the student does not complete these steps in a timely manner every semester, Accessibility Services may be unable to fulfill requests.
2. Immediately after registering, send an email to accessibility@northshore.edu with the subject line "[Alternative Format Textbook Request](#)" and the following information for each course:
 - [CRN & Course Title](#) (for example: 90636, Composition 1)
 - [Course Code & Section](#) (for example: CMP 101-LB1)
 - [Any preference of format or playback method](#) (PDF, plain text, DAISY, Classic Audio, Victor Reader Stream, Kurzweil, JAWS, PC or Mac, portable device, etc.); be sure to also include [any restrictions or formats you CANNOT use](#).
3. Provide a proof of purchase (receipt, invoice, etc.) for all the textbooks, unless an alternative format textbook is requested through Learning Ally membership.
4. Sign the Alternative Format Agreement restricting the student against further reproducing and redistributing the materials as it is an infringement of copyright.

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 incoming students enrolled in credit programs/courses requiring communications and/or mathematics proficiency. The CPT is not a pass/fail exam; it is an assessment tool designed to place students in appropriate classes. There is no advantage in attempting to earn a score that is higher than the student's true ability level, as the student will need to continually demonstrate and build upon that 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 time for testing (1 hour) for all students. Accessibility 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.

Accessibility Services may approve use of the companion version or use of assistive technology on the CPT to students who meet the eligibility requirements. The Audio Version of the CPT is the companion version. JAWS and ZoomText are assistive technologies compatible with the CPT.

Eligibility Requirements

- Documentation of low vision, blindness, dyslexia, or an upper mobility disability.

Request Process

- Follow the outlined procedure to request services at [Accessibility Services](#) home page.
- Request this accommodation as early as possible, as the student will need to attend an intake appointment and make arrangements for testing with accommodations, if approved.

Special Activation Process

- Arrive at the CAS Testing Center promptly on the arranged date and time.

Notes

- A personal calculator is not permitted on the CPT. The math portion of the CPT begins with addition, subtraction, fractions, and decimals. According to higher education disability law, a calculator is not considered to be a reasonable

accommodation for basic mathematic computations. However, the test is untimed and, if the student reaches Algebra questions on the test, the student will have access to a “pop up” calculator on screen. Students who cannot access the “pop up” calculator due to visual or mobility disabilities may request appropriate assistive technology.

EXTENSIONS ON ASSIGNMENTS

Limited extensions on assignment deadlines when necessitated by the student's medical

condition: When requested, please allow this student to have a reasonable extension to complete an assignment without late penalty. This accommodation only applies to individually submitted work, not group work or assignments involving peer review or in-class components, and is limited to a single extension per assignment; additional extensions are at the instructor's discretion.

- Instructors and students should work together to determine the appropriate length of the extension based on the specific assignment. ○ This is not a blanket extension for all assignments in the course; the student is responsible for making individual extension requests for each assignment they need it for, and requests must be made before the assignment deadline.
- This accommodation is not meant to modify the essential course requirements. ○ The student is responsible for meeting all course requirements and submitting all assigned work.
- This accommodation does not go past the last day of classes in the semester.
 - For final assignments and projects, students and instructors should use the “In Progress” (IP) policy that is available to all students.
 - IPs are not assessed or determined by Accessibility Services
- Instructors, please do not ask students for medical documentation to verify their need for an extension, this has already been provided to Accessibility Services and is confidential.

We are happy to work with you if you have questions about whether an extension on an assignment would change an essential course requirement, need assistance determining what length of extension would be appropriate, or have any other questions.

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 [Accessibility Services](#) home page.

Request Process

- Follow the outlined procedure to request services at [Accessibility Services](#) home page
- Provide Accessibility Services with appropriate and current documentation that fully supports the need for the requested accommodation.
- Understand that Accessibility Services will consider all of these factors and make a decision on a case-by-case basis.
- If approved, the student is required to substitute the math requirements with two classes from the Science elective course options. The two courses need to over and above the Liberal Arts science sequence requirements.

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/her program without meeting proficiency requirements.

Math proficiency requirement is met by:

- successful completion of Math Literacy course MAT 050,
- high school GPA of 2.7 (graduated from HS 2014 or later)
- or a passing score on the Math Placement Exam, or SAT.

Please note: It is only under very rare and special circumstances that a student qualifies for a waiver.

To be eligible for this accommodation, the student must

- Be in a program of study that requires no math courses beyond proficiency.
- Be in a program that does not require any courses for which math proficiency is a prerequisite.
- Present current documentation of a mathematical learning disability, such as dyscalculia, to Accessibility Services. The documentation must meet the criteria outlined in NSCC's documentation guidelines (see [Learning Disabilities Registration Packet](#)).
- Take 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's Tutoring Center, which is documented and tracked.
- Have support from the course professor that the student 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.

To request this accommodation, the student must:

- Follow the procedure to request services outlined at [Accessibility Services](#) home page.
- Provide Accessibility Services with appropriate and current documentation that fully supports the need for this accommodation.

To activate this accommodation, the student must:

- The student must activate the Waiver by meeting with a Disability Counselor. The Waiver is not in effect until the accommodation is activated.

Reasons for denial of this accommodation include but are not limited to:

- The student's program is one in which math proficiency is required because math proficiency is a pre-requisite to progress through required classes, and/or the program has math requirements as part of the program of study.
- Accessibility Services determines that the student's documentation is insufficient.
- The student fails to demonstrate consistent use of all of the above supports from the beginning of the semester.
- The student's math professor does not verify the student's good faith effort as demonstrated by all of the practices listed above.

Please Note

The following strategies are highly recommended to ensure the best outcome when attempting a proficiency-level math class:

- Choose a math course that meets 3 times per week
- 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 [Accessibility Services](#) home page.
- Provide Accessibility 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 accessibility@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.
- Accessibility 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 Animals

Policy on Service Animals

North Shore Community College generally permits service animals assisting individuals with disabilities in all facilities maintained by the College. Therefore, an individual with a disability shall be permitted to be accompanied by his/her service animal in all areas of the College's facilities where members of the public are permitted. The College reserves the right to impose restrictions on the use of service animals on its property in order to maintain safety or to avoid disruption of College operations.

This policy applies only to facilities owned by the College or under its control.

Please be advised that there may be restrictions imposed on the use of service animals in non-college facilities, such as hospitals, science laboratories or other clinical or internship experience locations. Such restrictions are established by the individual facilities according to their own policies and procedures and the College has no control over such restrictions.

"Service Animal" Defined.

The Americans with Disabilities Act's regulations define "service animal" as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. However, in certain instances, the use of other animals as a service animal may be permitted under other laws so please consult with Susan Graham, the College's Director of Accessibility Services via email at sgraham@northshore.edu or by phone 978-762-4000 ext. 4373.

Type of Work or Tasks a Service Animal May Provide.

Work or tasks performed by a service animal must be directly related to its handler's disability. Examples of work or tasks performed by service animals include, but are not limited to:

- assisting individuals who are blind or have low vision with navigation and other tasks;
- alerting individuals who are deaf or hard of hearing to the presence of people or sounds;
- providing non-violent protection or rescue work;
- pulling a wheelchair;
- assisting an individual during a seizure;
- alerting individuals to the presence of allergens;
- retrieving items such as medicine or the telephone;
- providing physical support and assistance with balance and stability to individuals with mobility disabilities; and
- helping persons with psychiatric and neurological disabilities by preventing or

interrupting impulsive or destructive behaviors.

Services that do not qualify as work or tasks performed by a service animal include:

- crime deterrent effects; or
- the provision of emotional support, comfort, or companionship, often referred to as “therapy” or “companion” animals.

Service Animal Documentation.

Consistent with state law, all dogs on campus shall:

- possess an animal license in compliance with Massachusetts law;
- be properly immunized and vaccinated; and
- wear a current license and rabies vaccination tag.

It is recommended that a service animal wear some type of recognizable symbol identifying it as a service animal. However, there is no requirement for documentation to prove that the animal has had particular training or is a “certified” service animal.

Registration of a Service Animal on Campus.

When practicable, a student or employee seeking to use a service animal is requested to notify the Office of Accessibility Services prior to bringing the animal on to College property. A service animal’s handler will be asked to complete a voluntary *Service Animal Registration Form* and an *Acknowledgement of Responsibility and Waiver of Liability Agreement*. These documents shall be maintained confidentially by the College. If the animal qualifies as a service animal, the handler will voluntarily agree to comply with this policy at all times while the animal is on College property. Members of the general public intending to visit the college with a service animal should notify the College’s Office of Accessibility Services in advance when practicable.

Specific questions related to the use of service animals on College property can be directed to Susan Graham via email at sgraham@northshore.edu by phone at 978-762-4000 ext.4373.

Permissible Inquiries about a Service Animal.

It is permissible for the College to make the following inquiries in order to determine whether an animal qualifies as a service animal:

- is the animal required because of a disability? and
- what work or task is the animal trained to perform?

The College shall not inquire about the nature or extent of a person’s disability. Further, the College shall not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind, pulling a person’s wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

Control of a Service Animal.

The College is not responsible for the care or supervision of a service animal. A service animal must be under the control of its handler at all times. A service animal shall have a leash or other tether, unless the handler is unable because of a disability to use a leash or other tether, or the use of such would interfere with the service animal's safe, effective performance of its work or tasks. Under those circumstances where a service animal is not tethered, the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

Health, Hygiene and Cleanliness.

Service animals must be clean. Daily grooming and occasional baths should be utilized to keep the animal's odor to a minimum. Adequate flea prevention and control must be maintained. If a service animal's odor is offensive to other individuals, the handler will be requested to bathe the service animal prior to returning to the College. A service animal's handler must clean up after the animal. If due to a disability the handler is unable to do so, the handler shall make alternative arrangements to do so.

Exclusion of a Service Animal from College Property.

The College may direct an individual with a disability to remove a service animal from the premises if the animal:

- is out of control and its handler does not take effective action to control it (including the animal poses a direct threat to others on campus and/or exhibits behavior that interferes with the educational process);
- is not housebroken, is ill, or presents a reoccurring offensive odor; and/or
- is not properly licensed and/or vaccinated.

If the College excludes a service animal from its premises, it shall still afford the individual with a disability the opportunity to participate in its programs or activity without having the service animal on the premises.

Public Etiquette Rules.

Members of the public should avoid:

- petting a service animal as it may distract the animal from its work;
- feeding a service animal;
- deliberately startling a service animal;
- calling or attempting to attract the attention of a service animal; and
- attempting to separate a service animal from its handler.

Grievances.

Any person who believes that his/her rights to use a service animal on College property have been violated may file a complaint under the College's Affirmative Action Plan by contacting, the College's Affirmative Action Officer via email at

npelonia@nortshore.edu or by phone 978-762-4000 ext. 0000

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, Accessibility 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 Accessibility Services home page.
- Provide Accessibility 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. Accessibility 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 accessibility@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 Accessibility 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 [Accessibility Services](#) home page.
- Provide Accessibility 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 activate their accommodation in order to share with professors their **Faculty Letters**, which list approved accommodations. If you choose not to activate your accommodations, no one will be notified of your accommodations.

Standard Activation

Standard Activation is the process of emailing the Accessibility Services Office, accessibility@northshore.edu, at the start of every semester, requesting activation of services. We will activate you in our system and send electronic Faculty Letters to the faculty members for your classes. Faculty members electronically sign the letter via Adobe Sign and the letter is automatically returned to our office. 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.

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 can 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 such as E-texts;
- Alternate Format or Assistive Technology on the CPT;
- Reduced Course Load;
- Service Providers;
- Temporary Parking.

Extended Time for Testing and Reduced Distraction Testing in CAS

Extended time is usually considered to be 100% of the given test time plus 50% more than that afforded to other students.

Reduced Distraction Testing in The Center for Alternative Studies and Educational Testing (CAS) is an essential part of this accommodation. It provides a quieter space with fewer distractions than the classroom. Students approved for this accommodation have a right to test in CAS for all quizzes and exams.

- **You are responsible to notify your professors** that you have this accommodation by emailing the Accessibility Services Office, accessibility@northshore.edu, to request activation of services each semester. Professors do not know that you are approved for Extended Time for Testing with Reduced Distraction Testing unless you request activation and they receive the Faculty Letter outlining your accommodations. It is your responsibility – not your professor's or your counselor's – to make sure that you activate your accommodations and use this accommodation when needed.
- **Remind your professor about this accommodation at least 48 hours before every quiz or exam.** If you fail to do so, you may not be able to access this accommodation for that specific test.
- **Take your test at the same time as it is being given in the classroom.** If this is not possible 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. Please talk with your Disability Counselor if you need assistance with this process. We are here to help you!

CAS is located in DB 213 and LS 215

Please see the CAS home page for hours and additional policies with questions about CAS.

[Center for Alternative Studies and Testing](#)

- You will be asked to present a photo ID in order to test in CAS.
- During testing, all belongings including backpacks, hats, coats, hooded sweatshirts, food, drinks, gum, purses, laptops, and cell phones must be left outside the testing room. CAS is not responsible for lost or stolen items.
- Testing occurs on a first-come, first-served basis. If CAS is full, there is a waiting area.

Extended Time for Testing and Reduced Distraction Testing in Assistive Technology Lab

Extended time is usually considered to be **100% of the given time, plus 50% more** than that afforded to other students.

**Lynn Campus, LW 116
(781) 593-6722 x.6608**

**Danvers Campus, DB 212
(978) 762-4000 x.4415**

- **Activate your Accommodations** by emailing Accessibility Services, accessibility@northshore.edu, to request activation during the 1st week of every semester. Your professors will receive an electronic Faculty Letter outlining your accommodations, which they will sign. The letter is automatically returned to the Accessibility Services Office.
- **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.

FAQs about Extended Time for Testing and Reduced Distraction Testing

Do I have to use Extended Time for Testing and Reduced Distraction Testing on every test and quiz?	No. You do not have to use this accommodation. You can always choose to test in the classroom without Extended Time for Testing. Be prepared to write “I am waiving Extended Time for Testing” on the test with your signature and date to verify this decision. You can still choose to use Extended Time for Testing on future tests in that course.
Can I test in the classroom with Extended Time for Testing instead of going to CAS?	No. The designated testing site for Extended Time for Testing is CAS. Professors are not equipped or expected to proctor tests with Extended Time for Testing in the classroom.
What should I do if an exam or quiz takes place during the beginning of the class with lecture/activities that follow?	You need to be present for class lectures/ activities that occur after a test. When you remind your professor that you will test in CAS, ask how long the test will take and what time you are expected to be present in class after taking the test. Write this information down and test earlier than the start of class so that you do not miss any class time. It is your responsibility to arrange testing that does not overlap with other class activities.
What should I do if my professor has unannounced quizzes or pop quizzes?	Talk to your professor about your accommodation and the importance of using it. Your professor should work with you to find a solution. That might mean that your professor tells you privately when a quiz is coming so that you can test in CAS before class.
What should I do if a professor suggests that I take a test without Extended Time for Testing or without going to CAS?	You have the right to use Extended Time for Testing in CAS for all quizzes and exams except lab exams. You can agree to your professor’s suggestion if you feel comfortable doing so. However, feel free to tell your professor “I have been approved for this accommodation and I prefer to use it.” If you encounter any difficulties, please contact your Disability Counselor. Our goal is to support open lines of communication while ensuring students’ access to accommodations.
Why do I need to remind my professor that I am going to test in CAS?	Your professor will need a reasonable amount of time to deliver your test to CAS and complete paperwork prior to your testing.
Can I start my exam in the classroom and then decide to use Extended	No. Once you start taking an exam, you cannot stop and continue taking it at another time or in another place.

Student's Procedure for Assistive Technology Lab

(Extended Time for Testing and Reduced Distraction Testing)

Learning Specialists in the Assistive Technology Lab provide one-on-one training to students who have received Accessibility 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.
- Accessibility 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

SAMPLE

As a student approved to record lectures, you are responsible for using the recorded material appropriately and only in conjunction with the course. Your signature below indicates that you have read and agreed to the following policy. If you are found in violation of this agreement, you may be subject to disciplinary action under the Code of Conduct and/or subject to penalties under state and federal law (e.g. copyright law).

- I understand that the recorded material is only for my use.
- I understand that the recorded material is only for use in conjunction with the course.
- 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 before or at the conclusion of the semester.
- I understand that instructors 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 information in the recorded lecture may be protected by state and federal law (e.g. copyright law).

Student's Signature: _____

Student's Printed Name: _____

Student's Number: N00_____

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 Accessibility 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. Accessibility 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 Accessibility Services immediately to report any changes to the courses for which you are registered. If Accessibility 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 Accessibility 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 Accessibility Services at least 24 hours in advance to inform us of absence and your cancellation of provider services.
- Failure to notify providers and Accessibility Services can jeopardize your eligibility for services. All services will be suspended if you fail to notify providers and Accessibility Services of an absence on three occasions. You will need to request a meeting with the Director of Accessibility Services to discuss the situation and the possibility of reinstating services. Accessibility 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 Accessibility 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 Accessibility 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 Accessibility Services at least 24 hours in advance, Accessibility 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 Accessibility Services of a substitute in a timely manner, Accessibility 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 Accessibility 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 Accessibility Services has not informed you of the provider's lateness, please quickly notify us of the lateness.
- Please always contact Accessibility 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 Accessibility 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 Accessibility 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 Accessibility 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 Accessibility 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 building 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.

Health Professions & Student Support Building

- Persons with disabilities on the first floor are to exit using the nearest posted fire exit.
- Persons on the second floor are to proceed to the Center of the building main exit.
- Persons on the Third Floor are to Center & the West stairwells where a monitor will assist in your evacuation should an actual emergency exist.

Math & 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 [Emergencies and Evacuations](#) 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. Accessibility 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 Accessibility 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. Accessibility 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 of NSCC's Students

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 Accessibility 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 Accessibility 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.

Rights and Responsibilities of NSCC's Accessibility Services Department

NSCC's Accessibility Services Department has the right to	NSCC's Accessibility Services Department has the responsibility to
<p>Maintain the NSCC's academic standards.</p> <p>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.</p>	<p>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.</p> <p>Evaluate students for eligibility of services in a timely and efficient manner upon the student's self-identification and formal request of services.</p>
<p>Discuss the student's needs for accommodations, adjustments, or auxiliary aids with professional sources when authorized in writing by the student.</p>	<p>Provide reasonable and appropriate accommodations, adjustments, or auxiliary aids in a timely manner for students with disabilities who have been deemed eligible for services.</p>
<p>Select among equally effective and appropriate accommodations, adjustments, or auxiliary aids in consultation with the student.</p>	<p>Provide information about NSCC's policies and procedures to students with disabilities and to have those materials available in accessible formats upon request.</p>
<p>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.</p>	<p>Maintain appropriate confidentiality of records and communication and disclose only when permitted by law or when the student provides written consent.</p>

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.

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.

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).

Expect students and faculty to work in partnership with Accessibility Services to appropriately facilitate accommodations, adjustments, auxiliary aids, and services.

Assist students with disabilities with the skills to self-advocate and to understand their strengths and functional limitations.

Rights and Responsibilities of NSCC's Faculty

NSCC's Faculty have the right to	NSCC's Faculty have the responsibility to
<p>Receive written confirmation that Accessibility Services has approved a student for accommodations.</p> <p>The Faculty Notice serves as the official verification. Accessibility 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 Accessibility Services; faculty are not permitted to modify an accommodation that has been approved by Accessibility 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 Accessibility 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>

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.

Maintain the confidentiality of a student with disability as required by law.

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 Accessibility Services.

POLICY STATEMENT ON AFFIRMATIVE ACTION, EQUAL OPPORTUNITY & 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, gender identity, sexual orientation, age, disability, genetic information, maternity leave, military service and national origin (“protected class(s)/classification(s).” Further, this policy prohibits retaliation and incorporates by reference, and where applicable, the requirements of Titles VI and VII of the Civil Rights Act of 1964; Title VI of the Civil Rights Act of 1968; Titles I and II of the Civil Rights Act of 1991; Title IX of the Education Amendments of 1972 and its regulations found at 34 C.F.R. part 106; Equal Pay Act of 1963; Civil Rights Restoration Act of 1988; Sections 503 and 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; Section 402 of the Vietnam-era Veterans Readjustment Act of 1974, Uniformed Services Employment and Reemployment Rights Act (USERRA); Age Discrimination Act of 1975; Age Discrimination in Employment Act of 1967, as amended; Family and Medical Leave Act of 1993; Federal Executive Order 11246 of 1965, as amended by Executive Order 11375 of 1967; Federal Executive Order 12900 of 1994; Federal Executive Order 13145 of 2000; Federal Executive Order 13160 of 2000; Federal Executive Order 13166 of 2000; Massachusetts Civil Rights Act; Massachusetts General Laws Chapters 151B, 151C, and Chapter 149; directives of the BHE, the Boards of Trustees of the Community Colleges and the Commonwealth of Massachusetts; and other applicable local, state and federal constitutions, statutes, regulations and executive orders.

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 a protected classification. 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 – whether in person or in the virtual/online setting - 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.

The purpose of the Affirmative Action component of this Policy is to establish a set of programmatic objectives, which shall provide for the recruitment, access and advancement of qualified persons from within the protected classes/classifications recognized under this Policy with respect to employment and enrollment opportunities. The intent of this Policy is to responsibly recognize, and to whatever extent possible, resolve the effects of past societal discrimination and the impact which that discrimination has had, not only on victims of such discrimination, but on the total academic, educational and social system as well. It is not intended and should not be used to discriminate against any applicant, employee, or student because of a protected classification.

In response to that recognition, the Colleges, through their Boards of Trustees and Presidents, fully endorse the plan of action set forth in this Policy and shall oversee and monitor its implementation through the Affirmative Action Officer and other assigned personnel.

The following specific policies are established:

- Equal opportunity and affirmative action shall apply to all segments of the College; full and part-time employment; day and continuing education; the curriculum and offerings of the College.
- Equal opportunity and affirmative action shall be applied to the recruitment process for employment and/or access to education.
- Students will have access to the College, programs of study, activities, and other resources intended to serve them, according to the policies of the individual Colleges.
- Equal employment opportunity and affirmative action will be realized in all personnel employment, including recruitment, application for employment, hiring, benefits, compensation, training, promotion, and termination.
- All policies, procedures, privileges, and conditions of the College will follow and

incorporate applicable equal opportunity and affirmative action rules and regulations.

The above-stated policies are intended to be applied broadly with the goal of promoting equal opportunity and diversity in Community Colleges. The Community Colleges pledge to apply all policies consistently, fairly, and vigorously. Attempts to subvert or abuse these policies will not be tolerated. Appropriate disciplinary action will be taken in the case of an infraction. Such disciplinary action shall be consistent with the appropriate collective bargaining agreement, if applicable.

All policies are made in compliance with laws and regulations and executive orders promulgated by the federal and state governments and other appropriate agencies and authorities, where applicable.

Non-Discrimination and Accommodations for Persons with Disabilities

It is illegal to discriminate against an otherwise qualified individual with a disability. 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. 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 Complaint Procedures found at Section L of this Policy.

a. In Employment

The Community Colleges will take constructive measures to ensure equal opportunity in all areas of employment including recruitment, selection, upgrading, opportunities for training and development, rate of compensation, benefits and all other terms and conditions of employment. Further, the Colleges will periodically examine all existing employment policies, practices and facilities to ensure that they do not pose a disparate impact for otherwise qualified persons with disabilities. 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.

b. In Education

The Colleges will periodically examine all existing admissions, student support and other student life policies, practices and facilities to assure that they do not pose a disparate impact for otherwise qualified disabled students. 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 non discrimination with respect to admissions, access to programs and facilities and services for all otherwise qualified disabled persons.

c. Reasonable Accommodations

A “reasonable accommodation” under state and federal law is defined as “modifications or adjustments to an application process, job, work environment, the way in which work is customarily performed, or a course of study that permit a qualified individual with a disability to perform the essential functions of a position or to enjoy the benefits and privileges of employment or education equally with persons without disabilities.”

Reasonable accommodations in employment may include, but are not limited to:

- making existing facilities used by employees readily accessible to and usable by persons with disabilities;
- job restructuring;
- modification of work schedules;
- providing additional unpaid leave;
- acquiring or modifying equipment or devices; and
- providing qualified readers or interpreters.

The Community Colleges are not required to lower performance standards to make an accommodation and are not obligated to provide personal use items, such as eyeglasses or hearing aids.

Reasonable accommodations in education may include, but are not limited to:

- in-class aids, such as note takers;
- extended time for examination;
- quiet rooms or alternate locations for testing;
- alternatively formatted testing; alternatively formatted textbooks and other course materials; and/or access to assistive technology.

Possible course reductions or substitutions on the basis of a disability will be carefully evaluated. Students with disabilities must meet the essential requirements of all academic degree programs.

d. Interactive Process

State and federal laws define the “interactive process” as an ongoing communication between, among other parties, employer and employee, college and student, with a known disability in an effort to provide reasonable accommodation. Both parties must engage in the interactive process and communicate directly with each other in order to formulate an effective accommodation plan. Neither party can delay nor interfere with the process.

e. Undue Hardship and Fundamental Alteration

The Community Colleges are required to make reasonable accommodations to qualified individuals with disabilities unless doing so would impose an undue hardship on the operation of a College’s business or result in a fundamental alteration of a job or academic course or program. Undue hardship means an action that requires significant difficulty or expense when considered in relation to factors such as a College’s size, financial resources, and the nature and structure of its operation. Fundamental alteration is a change that is so significant that it alters the essential nature of a job or an academic course or program.

f. Process for Requesting a Reasonable Accommodation

An employee or job applicant seeking a reasonable accommodation for a disability may contact the

College's Office for Human Resources. A student or student applicant seeking a reasonable accommodation for a disability may contact the College's Accessibility Services Office. All requests for an accommodation are evaluated on a case-by-case basis. Individuals seeking accommodations should be prepared to submit current medical documentation for review in the accommodation process.

***The full text of the [Policy on Affirmative Action, Equal Opportunity, and Diversity](#) (PAA) 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 MyNorthshore (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, Accessibility 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 Accessibility Services receives the request for services with the

appropriate documentation, Accessibility 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 Accessibility 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)]

Accessibility Services is the central office responsible for coordinating services and academic accommodations. The Accessibility 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 Accessibility Team, which is made up of the Executive Director of Accessibility Services and Wellness, the Assistant Director, several Disability Counselors and Assistive Technologists, 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 requests activation of services by emailing the Accessibility Services Office at the beginning of each semester or soon after formal approval so that the accommodations can be implemented in a timely manner. Upon receipt of that email from the student, a Faculty Notice of Academic Accommodations is sent electronically to via Adobe Sign by Accessibility Services to the instructors listing the approved accommodations. Instructors sign the letter electronically to confirm receipt.

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 Accessibility 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 understands 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 Accessibility Services, the instructor's Division Dean, in consultation with the Provost or an appointed designee 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 at least five college members:

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

The Faculty Members who are knowledgeable in the field of students with disabilities and are appointed by the Provost or an appointed designee. 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 Provost or an appointed designee.

A Professional Staff Member who is knowledgeable in the field of students with disabilities and is appointed by the Provost or an appointed designee.

The Executive Director of Accessibility Services and Wellness who is also a seasoned professional in the field of working with students with disabilities.

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 Accessibility 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 Provost and/or an appointed designee 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 Provost or the appointed designee, 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 Accessibility 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.