INTRODUCTION

Each year, throughout America, increasing numbers of students with disabilities are attending colleges and universities. Cape Fear Community College is proud to be a part of this trend, and we welcome exceptional people to the challenges of higher education.

CFCC is committed to encouraging persons with disabilities to participate in all programs and activities. To do this there must be equal access physically, educationally, and functionally.

While this commitment to providing access is a campus wide endeavor, Disability Services is available as a resource to students, faculty, and staff.

REFERRALS AND DOCUMENTATION PROCEDURES

Reasonable accommodations enable a qualified individual with a disability to have an equal opportunity. CFCC is obligated to make these accommodations only to the known limitations of an otherwise qualified student with a disability. Final determination of reasonable accommodations is made by the Coordinator of Disability Services.

Student identifies him/herself as a person with a disability to Disability Services and provides appropriate documentation regarding impairment
Release of information signed
Services explained

Documentation reviewed by Disability Services

Need additional documentation
Approved
Denied (Other recommendations/referrals)

Reasonable accommodations determined

Accommodation form is completed and given to student

Student is responsible for making an appointment with instructor to present Accommodation Form and discuss these accommodations.
STUDENT RESPONSIBILITY

Students with disabilities are responsible for making a timely disclosure of their disability ensuring that the college is aware of the disabilities that require accommodations. Students should first contact CFCC Disability Services, as it is the only designated campus agency responsible for classroom accommodations.

After providing appropriate documentation of the disability, the student must register with Disability Services. Once the student is registered, s/he contacts instructors in each course to provide them with an Academic Accommodation Letter. This confidential form tells instructors of the student’s necessary and specific course accommodations. Students are responsible for requesting accommodations in a timely manner so that instructors and staff may plan for those accommodations.

Students with disabilities are expected to maintain the same responsibility for their education as other students. This includes maintaining the same academic levels, attending class, maintaining appropriate behavior, and providing notification of any special needs. It is the student’s responsibility to utilize the services and keep in close contact with Disability Services.

FACULTY RESPONSIBILITY

CFCC supports faculty who, in cooperation with Disability Services, provide authorized accommodations and support services, in a timely manner for students with disabilities. Students with disabilities are not required to register with any agency on campus. However, when requesting specific accommodations they are required to submit documentation to validate the request and to register with CFCC Disability Services to determine appropriate accommodations.

While it is true that faculty do not have the right to refuse to provide required accommodations or to question whether a disability exists (in accordance with ADA), faculty are encouraged to have input into the means for providing accommodations in their particular class. A student with a disability must be able to understand the material and communicate that comprehension to the instructor. Support services give the student the opportunity to achieve that outcome without altering the fundamental nature of the course or program. If a faculty member has questions about the appropriateness of a required accommodation, he or she should consult with the Coordinator of Disability Services. Faculty should always require students to submit an Accommodation Form from Disability Support Services before providing any accommodations.

SYLLABUS STATEMENT

Faculty are encouraged to make an announcement at the beginning of the semester or put a statement in the syllabus inviting students with disabilities to schedule appointments to discuss accommodations. If the student brings a disability issue to the attention of the instructor, please contact Disability Services for verification of the disability and to discuss accommodations.

The following is a sample of a statement for the syllabus, which may be used or modified.

If you are a person with a disability and anticipate needing accommodations of any type in order to participate in this class, you must notify Disability Services (Galehouse Bldg. Room A215, 362-7012), provide the necessary documentation of the disability and arrange for the appropriate authorized accommodations. Once these accommodations are approved, please identify yourself to me so we can implement these accommodations.
WEBSITE ACCESSIBILITY

In October 2002, the General Assembly of North Carolina passed Senate Bill 0866, titled “Changes to Persons with Disabilities Protection Law,” to guarantee people with disabilities the right to access electronic information, including web sites, ATMs, and computers. The Bill requires community colleges, universities, and any other agencies in state government to comply with making electronic media accessible. The principle goal of Bill 866 is to ensure that all new electronic and information technology produced, procured or developed by agencies in state government is accessible. This includes software, hardware, and web pages, and ensures that the state provides appropriate support and training to those who use adaptive equipment.

For CFCC faculty who teach distance education courses and/or provide information via web pages, this means that the information must be accessible to individuals with disabilities, such as visual and hearing impairments. Several web sites are available that provide information on making web pages accessible, and some of them will check these pages for compliance. Following are three of the main resources used by other community colleges:

www.wave.webaim.org
www.aprompt.ca
www.at.ufl.edu/accessibility

*Please consult with the CFCC Web Master, Christina Heikkila, for advice and assistance in this matter.

ACCESSIBLE FILMS AND VIDEOS

If you use films and videos as part of your class, you must make sure they are accessible to students who are hearing and visually impaired. This means you must make sure that films and videos are captioned for hearing impaired students, and that any video or film with sub-titles can be made audible for visually impaired students. If captioning is not available, a transcript should be provided for the student. If sub-titles cannot be put into an audio format, then the film, along with a reader, should be made available outside of class for the student. Please contact Disability Support Services for assistance.

Each instructional department is encouraged to purchase or lease videos with captions as a classroom accommodation. Adding captions to videos is time consuming and expensive. To see if existing videos in your department are offered in captioned format, go to the website of the Captioned Media Program at: www.cfv.org.

For an excellent resource on information regarding teaching individuals with disabilities, as well as making web pages accessible try:

www.osu.edu/grants/dpg/fastfacts
ACCOMMODATIONS

Providing the necessary accommodations to ensure complete access to, and full participation in, the educational process does not require the instructor to compromise academic standards when evaluating academic performance. Rather, the accommodations make it possible for a student with a disability to truly learn the material presented, and for an instructor to fairly evaluate the student’s understanding of the material. Accommodations are made based on the documentation supplied by the students. These accommodations may include the following:

- Preferential seating in the classroom
- Use of note-takers and readers
- Enlargement of exams, notes, and readings
- Tape recording the answers to exams and tests
- Use of aids during tests – calculators, dictionary, and spell-checker
- Change in classroom
- Use of interpreters (signers for the deaf)
- Use of computers in class or for tests and exams
- Faculty and student wearing amplification equipment
- Tape recording of lectures and required readings
- Copies of overheads, transparencies, and notes
- Extended time on assignments and tests
- Alternative access to material covered in field trips
- Alternative test formats
- Alternative scheduling of exams

Physical Impairments

While the degree of disability varies, students may have difficulty in getting to or from class, performing in class, and managing out-of-class tests and assignments. In addition to physical accommodations and accessibility, students may require academic adjustments such as note-takers, tape recorders, alternative test arrangements, and extension of deadlines. Occasional lateness and absences may be unavoidable.

Specific Learning Disabilities

Students with learning disabilities have specific academic deficiencies. Accommodations are based on these academic needs. These accommodations may include but are not limited to the following:

- Tape recorder for lectures and discussions
- Extended time to complete assignments and tests
- Allowing access to appropriate tools such as dictionary, computer, calculator, electronic spellers, and other assistive devices
- Taped textbooks
- Note-taker
- Test modifications
- Multiple draft feedback from instructor

Attention Deficit Hyperactivity Disorder (ADHD/ADD)

ADHD is a neurobehavioral condition characterized by a developmentally inappropriate ability to sustain attention, focus on a task, or delay impulsive behavior. Students with ADHD usually have a developmental delay in their executive functioning skills. This delay means they have a harder time organizing, planning, sequencing, and structuring tasks. Accommodations may include but are not limited to the following:

- Allowing breaks for student to get up and move around
- Extended time to assignments and tests
- Note-taker
- Tape recorder
- Copies of overheads, transparencies, and notes
- Draft feedback from instructor

Speech Impairments

Speech impairments range from problems with articulation or voice strength to complete loss of voice. Some of these difficulties can be managed by such mechanical devices as electronic “speaking machines” or computerized voice synthesizers. Speech impairments can be aggravated by the anxiety inherent in oral communication in a group. As a result, course modifications such as one-to-one presentation may be considered.
Other Impairments
All disabilities requiring administrative or academic adjustments will be reviewed on an individual basis based on the documentation supplied. Please refer to the list of possible accommodations.

TEACHING SUGGESTIONS

College students with disabilities come to college for the same reasons all students come to college. Their similarities far exceed their differences. While many of these students with disabilities learn in different ways, the differences do not infer inferior capacities. Accommodations may be necessary but there is no need to reduce course requirements or to adjust academic performance standards. Faculty are encouraged to draw from the student’s own experience to determine the kind of strategies the student may need to be successful in the classroom. In addition, the following general strategies may be helpful.

ADD/ADHD (Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder) and Specific Learning Disabilities (SLD)

- Provide students with a detailed course syllabus.
- Clearly spell out, in writing, your expectations of material to be covered, due dates, grading, etc. at the outset of the course.
- Start each lecture with an outline or overview of the material to be covered during that period, including the context of previously covered material. At the conclusion of the class, briefly summarize key points.
- Face students when speaking; use gestures and natural expressions to convey meaning.
- Present new or technical vocabulary on the board or a handout. Use new terms in context to convey meaning.
- Give assignments both orally and in written form to ensure correct interpretation.
- Provide individual orientation to laboratory and equipment.
- Prior to exams, provide review sessions and study questions that demonstrate the format and content of the test. Explain what constitutes a good answer and why.
- Encourage students to use services provided through Disability Support Services.

Textbooks and Printed Course Material

- Inform students that textbooks may be available in alternative formats. Students who have textbooks on tape as an accommodation can often obtain them from Recordings for the Blind and the Dyslexic.
- If the textbook has a study guide or computer tutorial, suggest that the student use it.
- Double space all material
- Provide handouts in high contrast form: black print on white or yellow paper.
- Make the syllabus available prior to the first day of class to allow students to begin their reading early.
- Make available cue cards and labels designating steps to master sequences.
- When reading comprehension is an issue, allow student to use the Kurzweil 3000 Scanner Reader in the Learning Lab to scan textbook chapters, tests or other reading material. This program will read the material out loud to the student.
- Help coordinate/identify supplemental instruction and/or other tutoring resources.
• **Math**
  ♦ Allow use of basic, four-function calculator in class.
  ♦ Examine the test for the types of errors. It may be appropriate to give partial credit for work shown even when the final answer is incorrect due to transposed numbers, etc.

• **Lectures**
  ♦ Slow down when lecturing. Avoid writing on board and talking at the same time. Don’t talk when your back is to the class.
  ♦ Ability to copy off the board is not an essential part of any curriculum, and it is a task that is extremely difficult for most SLD/ADD students. Keep this in mind, and provide handouts and/or materials in alternative formats as much as possible.
  ♦ Use multimedia presentations.
  ♦ Teach materials in a variety of formats (visual and auditory) to accommodate different learning styles. Students with ADHD and other at-risk students learn better by demonstration, discussion groups and teaching others than they do by just listening to lectures and reading the textbook.
  ♦ Use note-taking modifications:
    ⇒ A note-taker may be requested. This person should be a good student who takes complete notes.
    ⇒ It is the student’s responsibility to provide carbonless paper or photocopies for the notes.
    ⇒ Provide copies of the instructor’s notes for those classes the student attends.
    ⇒ Allow students to tape record lectures.
    ⇒ Provide copies of transparencies.
    ⇒ Read aloud material that is written on the chalkboard or that is given in handouts or transparencies.

• **Written Assignments**
If students are having a hard time getting information down on paper, allow them to verbalize the information, preferably in a one-on-one setting.

Give reminders about assignment deadlines and test dates, orally and in written form.

When the Accommodation Form states that a student should be tested in a quiet/low distraction setting, please do one of the following:

⇒ Contact Disability Support Services, at least 1 to 2 days ahead of time, and have them coordinate a room for testing. Be sure to fill out the Testing Materials form.
⇒ Find a room that is adequate for the testing – not an office where other people may be walking in and out.

Disability Support Services can help when extended time for testing is required. Please have students contact us in advance if assistance in monitoring testing is needed.

**Hearing Impairments**

- The student who is deaf or hard of hearing will need a note-taker so that he/she can give full attention to watching the speaker or interpreter.
- The speaker should face the class as much as possible and should speak clearly and audibly.
- Students need to sit close to the speaker for maximum intake of visual cues.
- Many students with hearing disabilities need to receive assignments in written form in order to ensure proper understanding of the requirements.
- The instructor should write technical or unfamiliar vocabulary on the chalkboard or on an overhead transparency.
- Instructor should keep some lighting on when presenting audiovisual information so the instructor or interpreter can be seen at all times. It would be helpful to supply the student with a written explanation of a demonstration in advance. Video tapes or movies should be open or closed captioned. If they are not, the student should be provided with notes or a summary. Disability Support Services should be notified of video use that is not captioned so that the interpreter may review it in advance.
- The instructor should give a deaf student adequate time to respond to questions or participate in class discussions. There is a lag time between the end of a spoken comment and the end of the interpretation into sign language.
- The instructor may allow extended time for tests.

**Visual Impairments**

- Provide reading lists (titles, publishers and editions) and/or syllabi well in advance so that ordering books on audiotape or conversion of printed materials into Braille can be completed prior to the first day of class.
- Note-taker, use of tape recorders for class lectures, or the use of compact personal computers such as Braille ‘n Speak or Type ‘n Speak.
- Extended time for testing and special arrangements (oral, large print, Braille, scribe, taped).
- Seating preferences.
- Verbalize the content of printed on transparencies or on the board.
- Encourage the student to remind you if you forget to verbalize printed information.
- Provide large print copies of classroom materials by enlargement on the photocopier, or use a large font on word processor.
- Flexibility with assignment deadlines or give student advance notice especially when library research is involved.
- Consider alternative assignments that still meet course objectives.
Physical Impairments
- Be aware of the building’s emergency evacuation plan.
- Team the student with a laboratory partner or assistant.
- Early/priority registration may be necessary to schedule classes physically close together on campus and for allowing travel time between classes.
- Provide reading lists (titles, publishers and editions) and syllabi well in advance. This allows ordering books on audiotape prior to the first day of class. Syllabi can also be placed on audiotape.
- Leniency when students are occasionally late getting to class, particularly in inclement weather.
- Note-takers, use of laptop computers, and/or tape recorders for class lectures.
- Extended time for testing and special arrangements (use of computer, scribe, audio-taping answers or oral exams).
- Extra time or advanced notice may be needed for assignments due to the student’s slow writing speed. Also, when assignments include library research, students may need to arrange library assistance.
- Adjustable furniture, such as tables, lab benches, drafting tables and other items may be utilized for accessibility.
- Some students may require help manipulating tools, laboratory equipment, and/or chemicals in science lab classes.
- When changing a classroom location or scheduling a field trip it is the instructor’s responsibility to check that the new site/sites are accessible.
- When field trips are part of the course requirements, accessible transportation must be available.

Head Injury/Traumatic Brain Injury
- Assistance with course selections, reduced class load, registration and campus orientation.
- Reading lists (titles, publishers and editions) and syllabi provided well in advance. This allows ordering books on audiotape prior to the first day of class. Syllabi can also be placed on audiotape.
- Note-takers, use of tape recorder for class lecture or provide copies of the instructor’s notes for those classes the student attends.
- Extended time for testing and special arrangements (oral, large print, scribe, taped).
- Extra time or advanced notice may be needed for assignments. Also when assignments include library research, students may need to arrange library assistance.

Speech and Language Disorders
- Permit students the time they require to express themselves, without unsolicited aid in filling in gaps in their speech. Don’t be reluctant to ask the student to repeat a statement.
- Do not compel the student to speak in class, unless speech is a required course competency appropriate for the particular student.
- Consider course modifications, such as one-to-one presentations and the use of a computer with a voice synthesizer.
- Permit students to use augmented communication boards.
WORKING WITH INTERPRETERS IN THE CLASSROOM

Most hearing impaired and deaf students will be working with a sign language interpreter using American Sign Language or ASL. The sign language interpreter is a trained professional whose job overlaps considerably with your own. Their job is to understand complex materials and break that material down into a format that their student can comprehend. The interpreter is not responsible for the student’s attendance, preparation, behavior or performance. Neither do they relay messages to, take notes for, or make deliveries to the student.

Recommendations for Communicating Through an Interpreter

Talk to and make eye contact with your student, not the interpreter. The interpreter is not part of the conversation and is not permitted to voice personal opinions or enter the conversation. Face the student and speak to him/her in a normal manner. Don’t make comments to the interpreter which you don’t mean to be interpreted to the student. The interpreter interprets everything that is said or that happens.

- Remember that the interpreter is a few words behind the speaker. Give the interpreter time to finish before you ask questions so that the student can ask questions or join in the discussion.
- Treat the interpreter as a professional. It is courteous to introduce the interpreter to the group and explain why he/she is attending.
- Provide good lighting for the interpreter. If the interpreting situation requires darkening the room to view slides, videotapes or films, auxiliary lighting is necessary so the student can see the interpreter. The student must be able to see their interpreter at all times.
- Make sure the student does not miss vital information. Allow extra time when referring to manuals or texts since the students must look at what has been written and then return his/her attention to the speaker.
- Slow down the pace of communication slightly. Many speakers talk too fast. Allow extra time for the student to ask or answer questions.
- Repeat questions or statements made from the back of the room. Remember the student is cut off from whatever happens outside their visual area.
- Let the interpreter and student know beforehand if special activities are happening. There may be a need for extra interpreters. A drama performance, debate, or large group activity are examples of this need.
- Avoid unnecessary pacing and speaking when writing on a chalkboard. Write or draw on the board, or overhead projector, then face the class when speaking.
- Students who are deaf or hearing impaired will benefit from front-row seating. An unobstructed line of vision is necessary for students who use interpreters. This view should include the interpreter and the professor.
- Repeat questions and remarks of other people in the room.
- When possible provide the student with class outlines, lecture notes, lists of new technical terms and printed transcripts of audio and audio-visual materials.
- Get the student’s attention before speaking (a tap on the shoulder, a wave, or other visual sign). Speak slowly and clearly, but don’t yell, over pronounce or exaggerate.
- The student will also require a note-taker as they cannot look down to write notes and watch the interpreter at the same time.
- At times you may need to allow the interpreter to catch up with you. Some concepts that you can express in a few words may take many signs to express.
- Do not have lower expectations for your deaf and hearing impaired students. They need patience, understanding and extra support services, not lower standards.
TIPS FOR INTERACTING WITH PEOPLE WITH DISABILITIES

When interacting with people with disabilities, it is important to extend them the same courtesies and respect that is shown to others. However, there are some rules of etiquette that will help both you and the person with the disability feel more comfortable.

**General**
- Relax. Be yourself. Don’t be embarrassed if you happen to use accepted, common expressions such as “See you later” or “Got to be running along” that seem to relate to the person’s disability.
- Offer assistance to a person with a disability if you feel like it, but wait until your offer is accepted BEFORE you help. Listen to any instructions the person may want to give.
- Be considerate of the extra time it might take for a person with a disability to get things done or said. Let the person set the pace in walking and talking.
- When talking with someone with a disability, speak directly to that person rather than through a companion who may be present.
- It is appropriate to shake hands when introduced to a person with a disability. People with limited hand use or who wear an artificial limb do shake hands.

**Hearing**
- To get the attention of a person who is deaf or hard of hearing, tap the person on the shoulder, wave your hand, stamp your foot or flash the lights.
- Follow the person’s cues to find out if he/she prefers sign language, gesturing, writing or speaking.
- Look directly at the person and speak clearly to establish if the person can read your lips. Those who do will rely on facial expressions and other body language to help in understanding. Remember, not all persons who are deaf or hard of hearing can lip read.
- Speak in a normal tone of voice. Talking too loudly or with exaggerated speech can cause a distortion of normal lip movements. Shouting won’t help.
- Try to eliminate background noise.
- Written notes can often facilitate communication.
- Encourage feedback to assess clear understanding.
- If you have trouble understanding the speech of a person who is deaf or hard of hearing, let him/her know.

**Vision**
- When greeting a person with a severe loss of vision, always identify yourself and others who may be with you.
- When speaking in a group, remember to say the name of the person to whom you are speaking to give verbal cues.
- Speak directly to the vision impaired student and address him or her by name.
- Speak in a normal tone of voice, indicate when you move from one place to another and let it be known when the conversation is at an end.
- When you offer to assist someone with vision impairment, allow the person to take your arm. This will help you to guide rather than propel or lead the person. When offering seating, place the person’s hand on the back or arm of the seat.
- Use specifics such as “left a hundred feet” or “right two yards” when directing a person with a visual impairment.
Speech
- Give whole, unhurried attention when you’re talking to a person who has difficulty speaking. Allow extra time for communication.
- Keep your manner encouraging rather than correcting. Be patient — don’t speak for the person.
- If necessary, ask short questions that require short answers or a nod or shake of the head.
- Never pretend to understand if your having difficulty doing so. Repeat what you understand. The person’s reaction will clue you in and guide you to understanding.
- Use hand gestures and notes.

Cognitive
- Be patient. Take the time necessary to assure clear understanding. Give the person time to put his/her thoughts into words, especially when responding to a question.
- Use precise language incorporating simpler words. When possible, use words that relate to things you both can see. Avoid using directional terms like right, left, east, or west.
- Be prepared to give the person the same information more than once in different ways.
- When asking questions, phrase them to elicit accurate information. People with cognitive disabilities may be eager to please and may tell you what they think you want to hear. Verify responses by repeating each question in a different way.
- Give exact instructions. For example, “Be back from lunch at 12:30,” not “Be back in 30 minutes.”
- Too many directions at one time may be confusing.
- Depending on the disability, the person may prefer information in written or verbal form. Ask the person how you can best relay the information.

Mobility/Wheelchair Users
- Any aid or equipment a person may use, such as a wheelchair, guide cane, walker, crutch or assistance animal, is a part of that person’s personal space. Don’t touch, push, pull, or otherwise physically interact with an individual’s body or equipment unless you’re asked to.
- When speaking with someone in a wheelchair, talk directly to the person and try to be at his/her eye level, but do not kneel. If you must stand, step back slightly so the person doesn’t have to strain his/her neck to see you.
- When giving directions to people with mobility limitations, consider distance, weather conditions and physical obstacles such as stairs, curbs and steep hills.
- Always ask before you move a person in a wheelchair — out of courtesy, but also to prevent disturbing the person’s balance.
- If a person transfers from a wheelchair to a car, barstool, etc., leave the wheelchair within easy reach. Always make sure the chair is locked before helping a person transfer.

Service animals
- Service animals should not be petted or otherwise distracted when in harness.
- If the animal is not in harness, permission from the animal’s companion should be requested and received prior to any interaction with the animal.
- Guide dogs will need special consideration when you plan laboratory exercises and field trips.
DISABILITY LAW

The rights of students with disabilities are outlined in Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA). Section 504 is a Federal Civil Rights Law, which prohibits discrimination against individuals with disabilities. Section 504 states:

_No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap be excluded from the participation in, be denied the benefits of, or be subjected to, discrimination under any program or activity receiving federal financial assistance._

The Americans with Disabilities Act (ADA) of 1990 expands the scope of institutional and service provider responsibility for providing reasonable accommodations to people with disabilities. The ADA is a civil rights statute – nothing more and nothing less. It promises equal access to opportunities for persons with disabilities. A “person with a disability” as defined by law is someone who has a physical or mental impairment that substantially limits one or more major life activities.

Students with disabilities are a rapidly growing minority at CFCC, as elsewhere in American higher education. The obligation to accommodate students with disabilities extends beyond the moral responsibility and beyond the college’s commitment to fulfill the promise of access. To assure equal opportunity to participate, both physical and programmatic access must be provided. This means more than the removal of architectural barriers and the provision of auxiliary services. It means that reasonable accommodations must also be made in the instructional process.

CONTACT INFORMATION

_In addition to this handbook, instructors are encouraged to review the Disability Services portion of the CFCC web site for additional information._

Disability Services would like to thank the faculty, staff, and administration for all of the important work done on behalf of students with disabilities.

For more information contact:

Bill Parker, Coordinator (bparker@cfcc.edu)

or

Susan Sullivan, Assistant Coordinator (ssullivan@cfcc.edu)

Disability Support Services
Galehouse Bldg., Room A215

Phone: 362-7012 or 362-7158

Fax: 362-7080