POSSIBLE TYPES OF DISABILITIES

- Blindness and visual impairment
- Deafness and difficulty hearing (ranging from slight hearing loss to total deafness)
- Mobility impairments (a broad term indicating partial or complete loss of the function of a bodily part)
- Learning disabilities
- Attention Deficit/Hyperactivity Disorder
- Certain medical conditions or chronic health conditions (including seizure disorders, acquired brain injuries, diabetes, HIV/AIDS, cerebral palsy, and muscular dystrophy)
- Psychiatric disorders (diagnoses may include depression, manic depression, schizophrenia, post-traumatic stress disorder, multiple personality disorder and borderline personality disorder).

ACCOMMODATIONS MAY INCLUDE...

- Extended time on tests and short-term/daily assignments
- Quiet/low distraction setting for tests
- Make-up work created by absences due to documented medical disability
- Interpreters/Aides/Note-takers
- Auxiliary aids and other assistive technology.

*Accommodations for the ASSET Placement Test must be arranged, in advance, through the Disability Support Services office.

RESOURCES

Office of Civil Rights
U.S. Dept. of Education
Phone: 800-421-3481
www.ed.gov/ocr

U.S. Dept. of Justice ADA Home Page
www.usdoj.gov/crt/ada

Association on Higher Education and Disability (AHEAD)
www.ahead.org

NC Div. of Vocational Rehab. Services
Phone: 910-251-5710
www.dvr.dhhs.state.nc.us

NC Division of Services for the Blind
Phone: 919-733-9700
www.dhhs.state.nc.us/dsb/

Regional Disability and Business Technical Assistance Centers (DBTACS)
Phone: 800-949-4232
www.sedbtac.org

Books on tape, cd-rom, e-text
www.rfbd.org
www.gutenberg.org
www.bookshare.org

Screen Reader Software
www.nextup.com (TextAloud 2.0)
www.zabaware.com (UltraHal Text-to-Speech Reader)
www.assistivetechnologies.com (ScreenReader4)
OVERVIEW

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 Support Services is available as a resource to students, faculty, and staff.

DISABILITY LAWS

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in programs, public and private, that receive federal financial assistance.

The Americans with Disabilities Act of 1990 prohibits discrimination solely on the basis of disability in employment, public services, and accommodations. The person must be otherwise qualified for the program, service, or job.

An individual with a disability is defined as a person who: (1) has a physical or mental impairment that substantially limits one or more life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment.

STUDENT RESPONSIBILITIES

1) The student must request accommodations by speaking to someone in the Disability Support Services’ office.

2) The student must provide up-to-date documentation by a qualified professional that specifically states the student’s diagnosis, how the disability will affect the student in an academic setting, and suggestions on what accommodations may be needed.

3) Once appropriate documentation of the disability has been evaluated, the student and the Disability Services Counselor will meet and determine what accommodations are necessary for equal access for the student.

4) The student will notify each of his/her instructors by giving them a copy of the Accommodations Form signed by a Disability Services Counselor.

5) When applicable, the student will remind the instructor, in advance, of required accommodations (e.g., extended time, note taker, special seating, low distraction setting for exams, etc.).

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

FACULTY RESPONSIBILITIES

While it is true that faculty do not have the right to refuse to provide reasonable and effective 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 Support Services.

Disability Support Services Locations

Downtown: A215 Galehouse Bldg
North Campus: 100D McKeithan Ctr

910-362-7012/7158
Fax: 910-362-7080

For more information, go to the Disability Support Services web-site at www.cfcc.edu under Administrative Departments