



CAPE FEAR COMMUNITY COLLEGE

Disability Services

Faculty/Staff Handbook

INTRODUCTION

Cape Fear Community College 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.

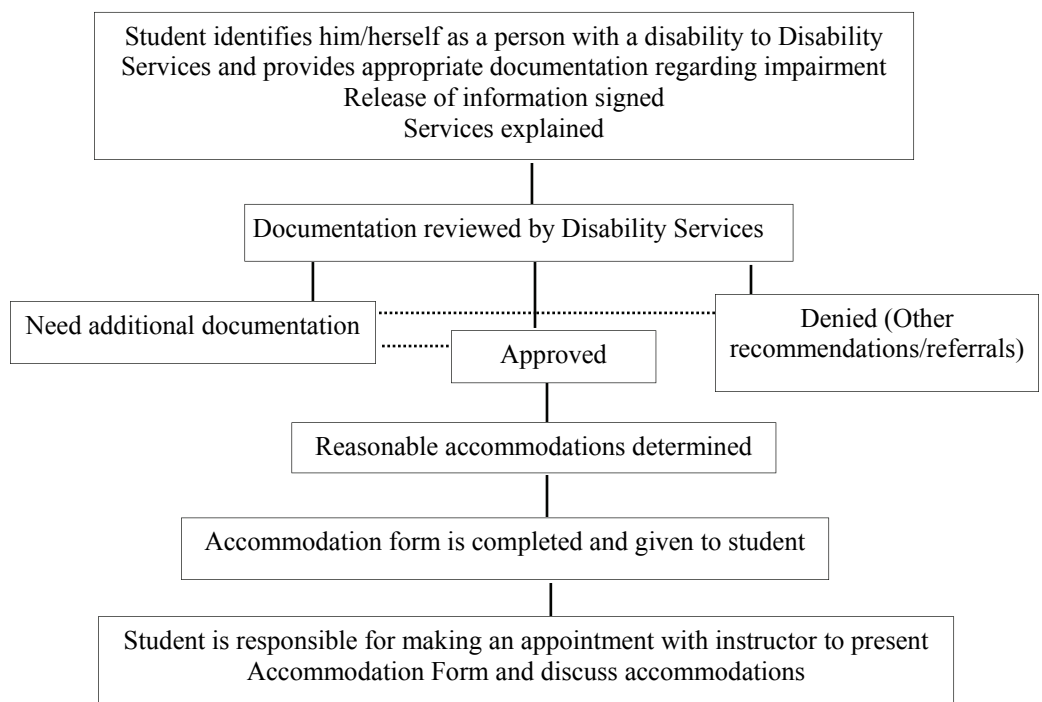
REFERRALS AND DOCUMENTATION PROCEDURES

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 Support Services.



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STUDENT RESPONSIBILITY

Students are responsible for making timely disclosure of their disabilities and for requesting related accommodations. Students should first contact CFCC Disability Support Services, the only designated campus agency responsible for classroom accommodations.

After providing appropriate documentation of the disability, the student must register with Disability Support Services. Once the student is registered, she/he contacts the instructor in each course to provide them with a Recommended Accommodations Form. This confidential form notifies instructors of the student's specific course accommodations. Students are responsible for requesting accommodations in a timely manner so that instructors and staff may plan .

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 students' responsibility to utilize services and maintain contact with Disability Support Services.

FACULTY RESPONSIBILITY

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

Faculty do not have the right to refuse to provide required accommodations or to question whether a disability exists in accordance with the ADA. However, faculty are encouraged to have input into the means for providing accommodations in their particular classes. A student with a disability must be able to understand the material and communicate that understanding 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 not address concerns with the student but should consult with the Disability Support Services Office. **Faculty should always require students to submit an Accommodations Form from Disability Support Services before providing any accommodations. Please be discrete when discussing disability issues with students: it is helpful to offer the privacy of your office. Do not address any disability related issue in front of the entire class!**

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 Support Services for verification of the disability and to discuss accommodations. **Instructors should not ask a student if he or she has a disability.**

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 Support 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 so we can implement these accommodations. Discussions regarding your disability and accommodations will be kept confidential.

WEBSITE ACCESSIBILITY

According to the law, faculty who teach distance learning courses and/or provide information via web pages have a responsibility to ensure that the information is accessible to students with disabilities. Listed below are web sites that provide information on web site accessibility:

**www.wave.webaim.org
www.aprompt.ca
www.at.ufl.edu/accessibility
www.osu.edu/grants/dpg/fastfacts**

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

ACCESSIBLE FILMS AND VIDEOS

If films and videos are used in your classes, you must make sure they are accessible to students who have hearing or vision loss. In other words, films and videos must be captioned for students who are deaf or hard of hearing, and any video or film with sub-titles must be made audible for students with vision loss. Please contact Disability Support Services for assistance with accessibility issues.

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**.

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
- Use of interpreters or transliterators
- Use of computers in class or for tests and exams
- Use of 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

Physical Disabilities

Students with physical disabilities may have difficulty getting to and from class, performing in class, and managing out-of-class tests and assignments. In addition to accessibility needs, students may require academic accommodations such as note-takers, tape recorders, use of laptop computer, and alternative testing arrangements. Occasional tardiness and absences may be unavoidable.

Specific Learning Disabilities

Students with learning disabilities have specific academic difficulties. Accommodations are based on these academic needs and 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
- Books on CDs
- Note-taker

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 for assignments and tests
- Note-taker
- Tape recorder
- Copies of overheads, transparencies, and notes
- Low distraction testing environment

Speech Disabilities

Speech disabilities 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 disabilities can be aggravated by the anxiety inherent in oral communication in a group. As a result, course accommodations such as one-to-one presentations may be considered.

Other Disabilities

All disabilities requiring accommodations will be reviewed on an individual basis based on the documentation supplied.

TEACHING SUGGESTIONS

Many students with disabilities learn in different ways. However, 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 students' own experiences to determine the kind of strategies the students 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.

- **Textbooks and Printed Course Material**
 - 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.
 - Help identify supplemental instruction and/or other tutoring resources.

- **Math**
 - Allow use of basic, four-function calculator in class when it is a documented accommodation.
 - 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.

- Use of note-taking accommodations:
 - When requested, please help identify a note-taker who is a good student and 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, when possible, for those classes the student attends.
 - Allow the student to tape record lectures.
 - Provide copies of transparencies.
 - Read aloud material that is written on the board.

- **Written Assignments**
 - Allow the student to use a word processor in class.
 - Minimize penalties for misspellings, incorrect punctuation, and poor grammar unless the object of the assignment is to demonstrate written skills.
 - Allow the student to use a dictionary and/or electronic spellchecker.
 - Critique an early draft of the paper.
 - Allow extended time for in-class writing assignments and/or permit student to utilize a computer lab for writing.

- **Evaluation**
 - Allow the student to use a blank card or paper to assist as a reading guide.
 - Provide alternatives to computer-scored answer sheets (e.g., allow the student to mark the exam rather than a separate answer sheet.)
 - Allow the student to respond orally to exam questions if it is a documented accommodation. Answers may be relayed directly to the instructor, tape recorder, or scribe.
 - Give the student prompt, explicit written and oral feedback.
 - Avoid overly complicated language on exam questions.
 - Clearly space and separate test items (leave plenty of white space).
 - Give reminders about assignment deadlines and test dates, orally and in written form.
 - When the Accommodations Form states that a student should be provided extended time on tests and/or tested in a low distraction setting, please do one of the following:
 - Find a room that is adequate for the testing – not an office where other people may be walking in and out.
 - If you are unable to find an adequate room or provide extended time on tests, Disability Support Services can help provide these accommodations. It is the student's responsibility to contact Disability Support Services and provide the Testing Materials Checklist Form for you to complete 2-3 days in advance.

Deaf or Hard of Hearing

- Disability Services will contact you in advance if you have a Deaf/Hard of Hearing student in your class. You will receive further information regarding the use of interpreters and transliterators at the beginning of the semester.
- Captioned films and movies and front-row seating are necessary.
- Student's view should include interpreter and instructor.
- Face the student when speaking.
- Speak directly to the student, not the interpreter.
- Recognize the processing time required to translate.
- Repeat questions and remarks of other people in the room.
- Use visual aids to reinforce spoken presentations.
- Provide class outlines, lecture notes, printed transcripts of audio materials.
- Instructor should keep some lighting on when presenting audiovisual information so the interpreter can be seen at all times.

- A note-taker may be necessary so the student can watch the speaker or interpreter.

Visual Disabilities

- Provide reading lists or syllabi 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.
- Give preferential seating to low vision students.
- Allow a note-taker and/or use of a tape recorder for class lectures.
- Verbalize the content of material printed on transparencies or on the board.
- Provide large-print copies of classroom materials.
- Please consider flexibility with assignment deadlines when library research is involved.
- Give advance notice of field trips and special projects.

Physical Disabilities

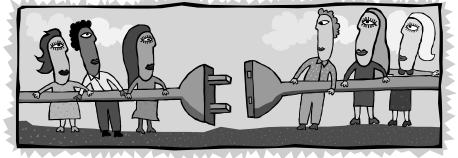
- Be aware of the building's emergency evacuation plan.
- Team the student with a laboratory partner.
- Please consider leniency when a student is occasionally late getting to class, particularly in inclement weather.
- Extra time or advanced notice may be needed for assignments due to the student's slow writing speed. When assignments include library research, students may need to arrange library assistance.
- Evaluate the physical access of the classroom. Be prepared to arrange or change the classroom. 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 transportation to required field trips is provided to all students, accessible transportation must be available for students with physical disabilities.

Speech and Language Disabilities

- Permit the student the time he/she requires to express himself/herself. 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.
- Permit the student to use assistive technology necessary for communication.

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

- 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.

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 student with low vision 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 low vision, 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 one hundred feet" or "right two yards" when directing a person with low vision..

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 you are 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.

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.

Cognitive

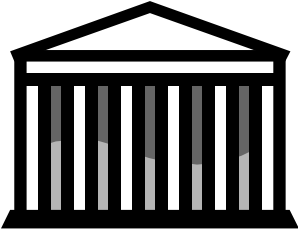
- Be patient. Take the time necessary to assure clear understanding. Give the person time to put his/her thoughts into words, especially when responding to a question.
- Use precise language incorporating simpler words. When possible, use words that relate to things you both can see. Avoid using directional 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 service 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 do so.
- 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, stool, etc., leave the wheelchair within easy reach. Always make sure the chair is locked before helping a person transfer.



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 that 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. To assure equal opportunity for all students, 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 Support Services portion of the CFCC web site for additional information.

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

“In oneself lies the world, and if you know how to look and learn, then the door is there and the key is in your hand.”

J. Kishnamurti

For more information contact
Susan Dermid, Coordinator (sdermid@cfcc.edu)
Gwen Morris, Assistant Coordinator (gmorris@cfcc.edu)
 Disability Support Services
 Galehouse Bldg., Room 215

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