



Cape Fear Community College Disability Support 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.

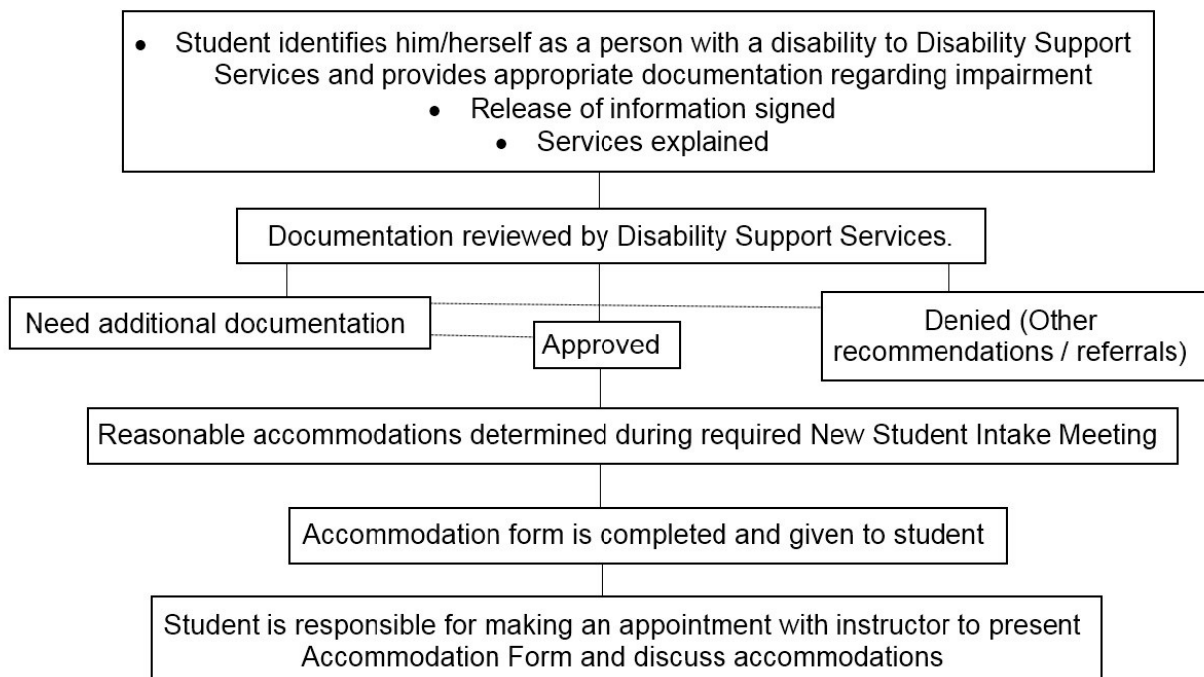
Contents:

Student and Faculty Responsibilities Syllabus Statement	2
Accommodations	3
Disability Laws, Web Accessibility & Videos	4
Contact Information	5

REFERRAL 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 Director of Disability Support Services.

Registering with DSS:



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 designated CFCC office 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 an Authorized Accommodation 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 Disability Support Services. However, when requesting specific accommodations, they are required to submit supporting documentation and register with CFCC Disability Support Services to determine appropriate accommodations.

Service dogs must be allowed in class. If it is not obvious what service the animal provides, only limited inquiries are allowed. Two questions may be asked: 1) Is the service animal required because of a disability and 2) What work or task has the animal been trained to perform? Do not ask about the person's disability, require medical documentation, require a special identification card or training documentation for the dog or ask that the dog demonstrate its ability to perform the work or task.

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 a current 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 and 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 and is not registered with Disability Support Services, please instruct the student to contact Disability Support Services in order to request services. **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 (Union Station, U218. 910.362.7800), 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.

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 student, interview with the student, and the history of accommodation receipt. These accommodations may include, but are not limited to:

Preferential seating	Enlarged copies of exams and handouts
Use of note-takers	Use of word processor for notetaking or essay exams
Use of assistive technology	Copies of instructor notes and/or powerpoints
Alternative format textbooks	Extended time for tests / quizzes / timed in-class assignments
Tape recording of lectures	Alternative access to material covered in field trips
Use of amplification equipment	Use of aids during tests, i.e. calculators, dictionary, and spell-checker
Use of interpreters or transliterators	

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 word processor, 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 extended time for tests/quizzes/timed in class assignments, use of calculators, dictionary, and spell-checker, alternative format textbooks or tape-recorders, and note-takers.

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.

Speech Disabilities

Speech disabilities range from problems with articulation or voice strength to complete loss of voice. Speech disabilities can be aggravated by the anxiety inherent in oral communication in a group. As a result, course accommodations such as one-on-one presentations may be considered.

Other Disabilities

All disabilities requiring accommodations will be reviewed on an individual basis.

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 and ADA Amendments Act of 2008 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.

WEBSITE ACCESSIBILITY

According to the law, faculty who teach online or hybrid 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.cfcc.edu/onlinefaculty/ada/
www.wave.webaim.org
www.aprompt.ca
www.at.ufl.edu/accessibility
www.blackboard.com/accessibility

**Please consult with Justin Floyd (910) 362-7234 or jfloyd@cfcc.edu for additional 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.

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 at www.cfcc.edu/disabilityservices

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.

For more information contact:

Disability Support Services

Aimee Helmus, Director - ahelmus@cfcc.edu or 910-362-7012
Gwen Morris, Assistant Director - gmorris@cfcc.edu or 910-362-7158

Downtown Campus

Union Station Bldg., Room 218

Phone: 910-362-7800

Fax: 910-362-7113

North Campus

McKeithan Center - 100

Phone: 910-362-7812

“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

