PROJECT FORWARD STUDENT HANDBOOK

2010-2011

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PROJECT FORWARD STUDENT HANDBOOK

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WELCOME TO PROJECT FORWARD

Welcome to Project Forward at Cape Cod Community College. This handbook will explain some of the rules and guidelines that will enhance your college experience. Some of the information is about classes you will be taking and other information is about general college opportunities and guidelines. We encourage you to carry this with you each day when you come to college.

Peter Daley
Director

Joanne McCarthy
Student Coordinator

HOW TO CONTACT PROJECT FORWARD

You can reach any member of the Project Forward team by calling:

508-362-2131 ext. 4763

Students, please remember to call the number above if you will be late or you are unable to attend class for any reason. Be sure to speak clearly and state your full name. This is very important. If you reach the office answering machine, please leave a message. Your instructor(s) will be notified of your tardiness or absence.

You may also send an email message. All staff and students at Cape Cod Community College have email addresses—generally, first initial, last name followed by @capecod.edu

In case of **emergency**, dial **911** from any campus phone. Emergency personnel will know the exact location of your call.

Mission Statement

Project Forward's mission encourages students with learning difficulties to develop employability skills and become responsible learners and workers who:

- Build vocational skills for independent living
- Improve communication skills
- Improve self-awareness and self-advocacy skills
- Relate to others in constructive ways
- Demonstrate a motivated and responsible attitude toward work

How College Is Different from High School

Project Forward has been nationally recognized as a model program to help you build your skills for independent living and the world of work.

Once you enter college, you are considered to be an adult. Being a student in college is different from being a student in high school. You have many new freedoms and responsibilities. You are expected to behave in a more adult way. For example, it is ***your*** responsibility, not your instructors, to be sure that you are on time for class and ready to learn and work hard.

In high school, your parents, teachers, counselors and others were responsible for making sure that your educational needs were met. Now that you are in college, the laws are different. The primary responsibility for your education shifts from your parents and the school to ***you.***

When you become an adult, your parents, teachers, and support staff are still important people in your life. They can help you and guide you in many ways. However, their role becomes secondary because, as an adult, ***you*** are responsible for your own actions and decisions—you are free to make your own choices, and you are responsible for your own actions.

By law, you are required to attend high school. Adults attend college by choice. If you are attending Project Forward, it is because ***you, yourself***, want to be here.

In the adult world, there are important laws (Section 504 and the Americans with Disabilities Act) which protect your civil rights. You have the right to access educational opportunities if you are ***otherwise qualified***. Otherwise qualified means that, for example, you had to meet Project Forward's qualifications to be accepted. If you want to take some of the credit courses at CCCC, you must first pass the basic skills assessment to prove that you have the academic skills to handle the course. Requests for auxiliary aids and services regarding the Americans with Disabilities Act should be forwarded to Joyce Chasson, Director of the O'Neill Center for Disability Services.

This notice is available in large print, on audio tape, and in Braille from Chet W. Yacek or Dr. David Mishkin, A.D.A. Compliance Coordinators. Telephone: 1-508-362-2131 or TTY 1-508-375-4027.

The ADA protects you from discrimination in the adult world. In college and at work, you must be provided with the *accommodations* you need to be able to do the job, as long as you are qualified to do so. Examples of accommodations include: wheelchair ramps, enlarged print, use of *assistive technology*, and extra time to complete tests. Again, in the adult world, it is your responsibility to provide documentation and to *self-advocate* for any accommodations you may need at college and at work. You will learn more about the ADA and self-advocacy skills in your classes.

Differences Between High School and College

The biggest difference in the laws is that when you were in high school, your parents and school were legally responsible for your educational needs. In college, the responsibility shifts to ***you***.

New laws:

Secondary School	**Higher Education**
Education is a right under IDEA and must be provided in an appropriate environment to all individuals.	Education is not a right. Students must meet admissions criteria defined under ADA as being "otherwise qualified".

IDEA (Individuals with Disabilities Education Act) is about success.	ADA (Americans with Disabilities Act) and Section 504 are about access.
Education is a ***right*** and must be accessible to you.	Education is ***not*** a right. Students must apply to attend.

The New Role of Parents

When you were younger, your parents worked hard to be sure the school provided the support and educational services you needed. Now that you are an adult, your parents can still support you in many ways. They take on the role of advisors and ***mentors*** to help you become more independent. Talk to them about college. Ask for their advice. Show them some of the things you are learning. Now that you are an adult, remember that, ***you*** are the one to make things happen.

Secondary School	**Higher Education**
Parent permission is required.	Student is an adult with all decision making authority. Parent permission not required.
Parent has access to student records and can discuss progress with teachers and specialists. School must respond to parent concerns.	Parent has no access to student records without student consent. Information about student progress must be shared directly with the student. Private conversations with parents can be done only with student consent.

Parent may observe student in the educational setting.	It is not considered appropriate for parents to attend classes or work-based internships with their son or daughter.
Parent is expected to be an advocate for their child.	Student is expected to be his/her own advocate.
Parent or some other adult is considered legal guardian.	Student is considered his/her own legal guardian unless there is a court order to the contrary.

The New Role of Student

The most important skill you will learn as an adult is how to self-advocate. This means understanding your learning style and being able to talk about any special needs you may have for accommodations and support. Your classes will help you become more aware of your abilities and aptitudes. You will also learn how, and when, to communicate with your supervisors about your needs and accommodations.

Secondary School	**Higher Education**
School district is responsible to identify a student's disability.	Student must self-identify.
IEP Team (including student) determines IEP supports and services that will be provided.	Student is responsible to self-advocate for services.
Special education teachers and parents help student plan study time and complete assignments.	Student is responsible for setting and following through on all study time and homework assignments.

Teachers and specialists are responsible for providing help when you need it.	You are responsible of contacting your instructor, supervisor, or advisor and asking for help when you need it.
Students are close to the same age.	Some students are your age, and some may be much older than you.
You have a right to attend school even if your behavior is disruptive to others.	College will not tolerate inappropriate behavior if it interferes with the rights of others.
Secondary schools may be more tolerant of "horsing around"---teasing, "play fighting", shoving, grabbing, punching or slapping another student.	Physical assaults on others, even in jest, are not tolerated. The victim must be advised of the right to press legal charges.

The New Role of the School

Secondary School	**Higher Education**
Modifications of classes and materials are required.	No fundamental modifications to the curriculum are required—only accommodations.
Personal care services for medical or physical disability are required.	Student is responsible for his or her own personal care and provided services, if needed.

School year runs from September to June.	Academic year is divided into two semesters. First semester runs from September to December. Second semester runs from the end of January to May.
The main office exists as a center for the school.	Students are responsible to know how to locate information, assistance, and support.
Classes follow rigid schedule with constant supervision.	Greater flexibility of scheduling; little or no supervision outside of class time.
Classes meet daily.	Classes meet one, two or three times per week.
Classes are generally held in one building.	Classes are held at many different sites on campus.
Average class is 45 minutes.	Class times vary from 50 minutes to 3 hours.

The New Role of Teachers

Secondary School	**Higher Education**
Daily contact with teachers and support staff.	Classes meet less frequently, impacting access to instructors and assistance.

Teachers often remind you of due dates.	Professors expect you to read the course syllabus. They may not remind you of upcoming events. ***Keeping your own assignment calendar is very important!***
Teachers are responsible for instructing you even when you are late to class. They must help you make up work when you are or absent from school.	You are responsible for making up work you miss. You may contact the instructor on your own time, but do not expect the teacher to come after you. The instructor has a right not to teach you if you arrive late.

Do not expect your instructors to "chase you down" as they may have done in high school when you were missing something. Sometimes it is difficult for instructors to talk to you privately during class or during class breaks. If you need to talk to your instructor privately, you may ask him or her to talk to you at a convenient time. You may call the office to request an appointment or you may send an email to your instructor.

What it Means to Act Like a College Student

First, your time in class is much more precious.

- Be on time. Tardiness will not be tolerated
- Have your books, homework, and equipment ready
- Pay attention
- Wait for the instructor to dismiss you from class
- Plan your bathroom breaks, etc., for before or after class, not during it
- Leave your social problems at the door
- Be ready to work

Second, you will have more free time to spend outside of class. This is very special and valuable. Think about how you want to spend it.

- Do you need study time?

- Are there special activities at the college that you would like to attend?
- You will have the chance to make new friendships at Project Forward. Would you like to invite a friend to meet you for lunch or a cup of coffee?
- Have you read the college newspaper, ***The Mainsheet***, to check out what is happening on campus?
- Would you like to use the library, computer lab, or fitness center?

Mutual Respect

In college, no one is allowed to interfere with your right to learn or your instructor's right to teach. Disruptive behavior is not tolerated. When you registered for Project Forward, you signed a pledge promising that you would respect the rights and property of others. If another student's behavior bothers you, follow these steps.

First, try to talk to the person who is bothering you and try to work things out. It is helpful to use an "I message". For example, you might say:

When you …… (Tell what the person did**)**
I feel …… (Tell how you feel)
Because…… (Tell why the behavior bothers you).

You will have the opportunity to practice giving "I messages" as you role play different conflict situations in class.

Then, if talking to the person does not solve the problem, ask your teacher or advisor for help. Remember that we all learn from our mistakes, and our goal at Project Forward is to help one another learn.

Dress Code and Conduct

Behaving like an adult means that you treat others with respect. You do not want to do anything that will draw negative attention to yourself. Listen and learn from others. Talk, do not yell, on campus and in buildings. Let your teacher know if you have a problem that affects your work. They can help you. All of the students in Project Forward received special education help

in high school. You will find you can learn a lot from your peers, who can be a great source of support and encouragement.

Professional, business-like clothing and behavior are expected at all times on campus. You should conduct yourself as though you were on the job. Pushing, name-calling, and yelling are considered inappropriate for college. Hats, or any other clothing that may be distracting to others, are not to be worn in class.

Some classes have special dress requirements. Each student in Basic Food Preparation must have a clean uniform each week. The uniform will be provided. Open-toed or high heeled shoes, dangling jewelry, and colored nail polish are not allowed in Basic Foods class for safety and sanitation reasons.

Bringing Valuables to College

Cell phones & iPods must be turned off when you are in class. *During orientation this cell phone policy will be reviewed and you will be asked to sign a form confirming that you understand this policy. Failure to comply with the cell phone policy will result in disciplinary action. Use of cell phones and/or iPods during class is disruptive to the entire class and will not be tolerated.* Do not bring a lot of money, jewelry, or expensive equipment such as laptop computers, digital cameras, iPods, and CD players to college unless they are part of your class work. Any personal items left unattended may be stolen. If you ***do*** bring equipment such as an iPods or CD player for use during your free time, be sure it is stowed away as soon as you enter class.

Lost and Found

If you have lost something, please check with the Security Office in the administration building. Any found items should also be turned into the Security Office.

College Identification Card

You will be given a college ID at the beginning of the year. This should be kept with you in a safe place while you are on campus. You will need your ID to write a check in the bookstore, use the library, computer lab, or gym,

and for entrance to certain campus events. There is a fee to replace a lost ID card. Your student ID is valid for the entire time you are a student at CCCC. You will need to get a new sticker to update your ID card at the start of each semester.

Attendance Policy

You are expected to attend all classes. If you know that you must miss a class, you should let your instructor know ahead of time so that you can make up any work that you will miss. If you do not know ahead of time that you will be absent, because, for example, you are sick, you must call the Project Forward office on the day of the class.

This is very important and is a skill you will need for work! When you call the office, you do not need to explain why you will not be in. If you do not call in, it is considered to be an unexcused absence. Too many unexcused absences could affect your ability to complete the program.

Sometimes when you call, you will need to leave a voice mail message. ***Be sure to speak clearly and state your full name***. You may practice calling in sick during Work/Life Skills class.

B-Bus

508-385-1430 or 800-352-7155

The B-Bus picks up and drops off students at college. You must call them ahead of time to make transportation arrangements. Students generally meet the B-Bus at the flagpole near the college entrance or at the back door of the Grossman Commons building. (The back door is near CG11, the Basic Food Preparation classroom.)

Important Places on Campus

Bookstore

The bookstore is located in the Grossman Commons, next to the cafeteria. The hours of operation are posted at the bookstore. You may pay by cash, check, or credit card. Your check must have your name imprinted on it and you will need to have a valid photo ID card with your signature (driver's

license, state ID card, etc.) and/or a valid CCCC student ID. You may purchase books, magazines, snacks, notebooks, pens/pencils, or college clothing at the bookstore.

Cafeteria

The cafeteria is located in the Grossman Commons. The hours of operation are posted outside the cafeteria. Sandwiches, hot meals, snacks and drinks are available.

Computer Labs and Stations

We are very proud to have access to ***state of the art*** technology here at Cape Cod Community College. Once you know the computer basics, which you will learn in Information Technology, your instructors will show you the computer labs and stations on campus. As a college student, you will have your own email address and account. You will be able to log into the computer, check your email, and use the Internet. Most college students use the Internet for research and class projects. If you are going to use college computers, it is important to do so responsibly. It is important to follow the rules. For example, no food or drinks are allowed when you use computers.

The college monitors all computer usage. It is not appropriate to go to chat rooms or other inappropriate sites. You are not allowed to use the computers for any activity that might make others feel uncomfortable.

Library-Learning Resource Center

The library has many magazines, newspapers, books, and audio visual materials. The library staff will be pleased to help you find anything you need. Do not hesitate to ask for their assistance. Your student ID card will be required if you wish to borrow a book. You are responsible for any material that you borrow and you will be charged a fine if you are late returning any borrowed item.

Life Fitness Center

You may use the Life Fitness Center (the gym) on the campus. It is located next to parking lots #10-11 and the Health Services Office. Your student ID card will be required. Towels, combination locks, and lockers are provided.

If you prefer to use a lock key, you will need to bring your own lock. For health and safety reasons, check with the fitness staff and, if necessary, your physician before using any of the exercise equipment. If you do not know how to use the equipment, the staff can help you use it properly so you do not hurt yourself.

Student Activities

The student activity office is located on the upper floor of the Grossman Commons. The phone number is 508-362-2131, ext. 4449. Check there if you wish to join any club on campus or to obtain more information about campus events. College clubs vary from year to year, and are usually run by college students with the help of an advisor.

Discipline Procedures

All college procedures, as outlined in the college student handbook, apply to Project Forward. The college's student handbook is available online at www.capecod.edu Project Forward has the right to dismiss a student from class for the duration of that class day, or longer, if his/her behavior interferes with teaching and learning. If you continually arrive late to class or after a break, it is considered to be a disruption to others, and your instructor has the right not to allow you back in class, to send you home for the day, or to suspend you from the next class.

VIOLENT BEHAVIOR and/or THREATS OF ANY KIND WILL RESULT IN AUTOMATIC DISMISSAL!

Harassment

Personal or sexual harassment is a form of discrimination. In the adult world, this can involve verbal comments, comments about a person's body or unwelcome physical contact of any kind. If someone harasses you, immediately tell them to stop. If the behavior does not stop, it can be considered to be harassment. If someone continually is making unwelcome comments about you, or touches you inappropriately, be sure to report the behavior so we can help stop it. Harassment is not allowed at CCCC and it is illegal. Discipline procedures as outlined in the student handbook will be applied.

Public Displays of Affection

One of the best things about college is that you have many opportunities to meet new friends. This may be the first time you have had the chance to form close relationships with peers. Close friendships can be wonderful, but they also can be confusing.

Heavy petting, sexual activity, and intimate displays of affection are not appropriate in work and community settings. It makes others feel uncomfortable. It may put you at risk for getting into a situation beyond your control or it may make you appear immature. ***If you engage in inappropriate intimate behavior anywhere on campus, it shows a lack of good judgment.*** Others will not respect you and they may think you do not know how to act properly.

If you are struggling with these issues, please do not hesitate to ask Project Forward's Student Advisor for help. You will also have a chance to discuss friendships at school and work in your Work/Life Skills class.

Communications

Poor behavior on the part of anyone in Project Forward reflects on all of us. If you see someone doing something that you know is inappropriate, please talk to Project Forward's Director or Student Advisor privately. This is not about getting someone else in trouble. It is about being a friend and helping the person learn to behave more appropriately.

Leaves of Absence

If you must miss classes for an extended period of time due to illness, bereavement, or other personal reasons, please be sure to inform Project Forward. If you are dealing with personal or medical issues and are unable to contact us yourself, please ask your parents or your advisor to contact us for you. At the discretion of the Project Forward Director, you may be granted a leave of absence. We will make every effort to help you re-adjust and, if appropriate, make up important work when you return.

Drugs and Alcohol

Any student found possessing, using, or selling alcohol or other controlled substances will be subject to disciplinary action, including dismissal.

Smoking

As of July, 2010, CCCC is a smoke-free campus.

Emergencies

If you have an emergency while on campus, such as severe illness, or if you feel you are in danger, dial ***911*** from any campus phone.

When you registered for Project Forward, you signed a contract giving college staff permission to use our best judgment on your behalf in case of an emergency. If you have medical issues and special procedures we should be aware of, please be sure to inform us.

Snow Days

In the event of inclement weather, the college's student handbook lists a number of FM radio stations, both on-Cape and off-Cape, that will broadcast any cancellations or delayed openings. The college also has a weather hotline which may be reached by calling 508-375-4070. You may also visit the college's website at www.capecod.edu for information about school closings and delays.

Dinner Dance

Project Forward holds a dinner dance celebration before the certificate ceremony in May. This is a fun time to celebrate and share with instructors and peers. You will receive more information on this during the spring semester. Your parents will be invited, and you may also bring a guest.

Certificate Ceremony

A certificate ceremony is held in May for all students. First year students will receive a certificate of attendance. Second and third year students who have completed Project Forward's requirements will participate in a cap and gown ceremony. Each student will receive an official certificate of completion in his or her vocational concentration.

Career Exploratory

Project Forward's first year exploratory program is designed to help you decide your career interests and abilities. It also teaches you some of the basic skills needed for employment and independent living. You learn what it is like to work in the following areas:

Career Exploratory Area	Skills You Will Learn
Basic Food Preparation	Safety and sanitation, using kitchen tools, using ovens and surface burners, planning/preparation of meals, and cleaning up
Basic Retail	Customer service, use of retail tools such as cash registers & pricing guns, telephone etiquette, and retail concepts
Information Technology	Setting up an email account, computer applications (Word, Publisher, PowerPoint & Excel), keyboarding, use of the Internet
Institutional Maintenance/Landscaping/Horticulture	Cleaning safety & sanitation, "lifting" safety, basic tool use for home maintenance, housekeeping & fire safety.
Animal Care	Introduction to Animal Care careers
Child Care	Introduction to Child Care careers

You will receive a written progress report with your instructor at the end of each of the six cycles. You will also receive an envelope to send a copy of the report to your parents, if they are unable to attend in person. The report can be mailed to your parents from the college, with your permission. We

encourage you to share reports with your family and with others who support you.

Almost everyone finds some things they do not do as well as others. And almost everyone will have some personal goals to work on. The conference is to help you work on the things that are important to you, and to help you find work that you enjoy doing, and can do well. At the end of the academic year, you will receive an assessment report summarizing your performance for the year, your learning style, work interests and aptitudes.

If you are involved with another program such as GROW, LIFE, or Latham Centers, an advisor from your program may participate in your conference at the end of each semester. If you are funded by a local agency such as DMR, DMH, or MRC, we encourage you to invite your caseworker to your conference. If he or she is unable to attend, please be sure to send a copy of your report. Parents are also welcome to participate in the end of semester conference.

Vocational Concentration

Once you have completed the first year exploratory, you will have the opportunity to concentrate on one of the following vocational courses of study during your second year:

- Animal Care Assistant
- Basic Food Preparation
- Basic Retail
- Café Operations/Customer Service
- Child Care Assistant
- Hospitality
- Maintenance/Landscaping/Horticulture
- Mass Communications
- Office Technology

You will receive a written progress report and conference at the end of each semester. Some students may decide to return as an advanced student for a third year. Acceptance into the third year is at the discretion of the Director of Project Forward on a space-available basis.

Work-Study Internship

You will be required to complete a work-study internship during your second and/or third year. This is a very important requirement for you to receive your certificate of completion from Project Forward. The internship is conducted in a business setting to help you gain work experience. It is a cooperative agreement between your employment supervisor, the college, and you to help you learn important job skills. Project Forward will check with your internship supervisor on a regular basis to monitor your progress and to help you with conflicts and challenges that may arise.

Most internships run for 6-10 weeks, for a few hours each week, depending upon your schedule. You are expected to take an active role in your internship placement. You will learn more about the process of finding a good job match in your work/life skills class.

The work-study internship is a shared responsibility between you and Project Forward. In Work/Life Skills class, you will develop a Master Application, cover letter, and/or a resume. You will learn skills for finding and keeping a job. You will learn about your rights and how to improve your self-advocacy skills. And, you will learn skills for becoming a valued employee.

We encourage you to ask your parents and others who know you well to help provide information about any previous work-related experience you have had, including dates and names, titles, and phone numbers. Community experience and volunteer activities are important! This information will be included in your Master Application. Show your parents and support staff your Master Application and ask them to provide any information you may not remember.

We also encourage you to network with people and places that may have connections to work experiences that interest you. If your parents or advisors have questions or insights they would like to discuss, please invite them to contact us. Our goal is to help you find a career that will help you become more independent and that you enjoy doing!

Project Forward Electives

Peer Leadership

Each year, the Project Forward team selects students for a special training enabling them to become peer leaders and role models for others. Project Forward collaborates with Barnstable County UMASS/4H to provide this training and community outreach. To become a Peer Leader, you must demonstrate a high level of motivation and the leadership ability to empower younger students. Peer leaders participate in intensive workshop training regarding disability laws, rights, and access, and how to develop the self-determination skills for independent adult living. The goal of the Peer Leadership program is to empower Project Forward college students to inspire families and younger students to achieve full potential. Breaking stereotypes and providing the community with disability awareness is also a key goal.

If you would like to become a Peer Leader, put your best foot forward! Let your instructors know you are interested, and show that you can take an active role as a model for others.

Electives

Each year Project Forward offers its own electives at no additional cost to the students. The courses vary from year to year, and have included chorus, 4H, art instruction and a variety of life fitness offerings. It is a great opportunity to take advantage of these offerings. Some students in Project Forward have also joined the college chorus or they have taken theatre or art classes for credit.

Circles

Circles is a supportive social group offered to students who live locally on Cape Cod. It offers you an opportunity to build friendships and talk about issues related to getting along with others, developing your social skills, dealing with sexuality, and avoiding being exploited by those who are not friends. These are topics that are challenging to all adults, but can be especially challenging if you have a disability.

BEYOND PROJECT FORWARD … WHAT'S NEXT?

Mainstream Courses

Upon completion of Project Forward, it is expected that you will be working in a job as soon as possible. After you receive your certificate, do not hesitate to contact us if you need advice or assistance.

How To Go About Taking a Mainstream Course

Mainstream courses are usually much more demanding than high school or Project Forward. You are expected to be able to work independently in class, and you should expect several hours of assignments to complete on your own after each class. You should expect to complete intensive reading and written assignments. You will be expected to discuss ideas with classmates and the professor, and you may be required to work on research projects using the library and media centers. If you would like accommodations and/or special support services such as tutoring, you must contact the disability support specialist (Dr. Richard Sommers). The disability specialist will help you with the process, but ultimately *you* are responsible for (a) identifying that you have a disability, (b) providing the appropriate documentation, and (c) making your own arrangements for services and accommodations to meet your needs.

Even though services and accommodations are available to you when you take credit courses, you must first be qualified to take the class. That means you must meet any course prerequisites. This often means you must have the basic academic skills (reading, writing, and math) to take the course.

To determine whether you have the prerequisite skills, you must take the college's basic skills assessment test. If you do not have the basic skills to take college courses, you will be advised to first take developmental courses in the areas of reading, writing, or math. Developmental education courses are also very challenging--a great way to improve your skills!

Some students would have great difficulty taking any mainstream courses. If you have difficulty with basic reading, writing, abstract thinking and/or organizational strategies, you may want to look at other adult education courses in your community. Everyone has different abilities. Some students

from Project Forward have gone on to earn credit certificates and even an Associate's Degree.

If you would like to take a mainstream course, the Director of Project Forward and/or Student Advisor can advise and help point you in the right direction. You will need to go to the Help Desk or Admissions Office and pick up a copy of the college catalogue listing the offerings for the semester. Project Forward will help you provide records and important information to the college disability support specialist. Making the arrangements to meet with the specialist, and to register for the course, is up to you!

Community Activities

As you think about life beyond high school and college, we encourage you to participate in community activities, such as Special Olympics, 4H or your local church, temple or mosque. Cape Cod Community College also provides many interesting events open to the general public—plays, musical and dance performances, art shows, festivals and more.

AFFIRMATIVE ACTION AT CAPE COD COMMUNITY COLLEGE

Cape Cod Community College is an Affirmative Action/Equal Opportunity Employer. We encourage applications from candidates who will enrich and contribute to the cultural and ethnic diversity of our College and we do not discriminate on the basis of age, race, creed, color, religion, marital status, gender, sexual orientation, veteran status, national origin, or disability status in its education programs or in activities as required by the Title VI Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and regulations promulgated thereunder; 34 C.F.R. Part 100 (Title VI), Part 106 (Title IX), and Part 104 (Section 504); and the Americans with Disabilities Act of 1990. All inquiries concerning application of the above should be forwarded to the College's Coordinator of Affirmative Action. All questions, concerns, or complaints should be forwarded to Chet W. Yacek, Dean of Administration and Human Resources.

Requests for auxiliary aids and services regarding the Americans with Disabilities Act should be forwarded to Dr. David Mishkin, Director of the O'Neill Center for Disability Services.

This notice is available in large print, on audio tape, and in Braille from Chet W. Yacek or Dr. David Mishkin, A.D.A. Compliance Coordinators.
Telephone: 1-508-362-2131 or TTY 1-508-375-4027.

NOTES