



# Disability Services Office Student Guide

Disability Services Office

Robert L. Strickland Center Suite 2414

2100 Silas Creek Parkway

Winston-Salem, NC 27103

Office: (336) 734-7378 or (336) 734-7155

Fax: (336) 734-7252

This document is available in different versions.

## **Purpose of the Student Guide**

This guide has been created for students with diagnosed disabilities. *Disability Services Office Student Guide* includes policies and procedures on how and where to declare a disability, what documentation to submit, and how to request reasonable accommodations as a Forsyth Technical Community College student. Students are responsible for knowing and abiding by the procedures and timelines stated in this guide. Readers should note that this document will continue to evolve as Forsyth Technical Community College and Disability Services Office identify and address changing needs.

The Disability Services Office is here to help you along your academic journey at Forsyth Technical Community College. Disability Services Office is located in the Robert L. Strickland Center Suite 2414. If you have questions or need additional information, please contact:

Disability Services Office Counselors  
Office (336) 734-7378 or (336) 734-7155  
Fax (336) 734-7252

[Disability Services Email](mailto:disabilityservices@forsythtech.edu) (open in new window)  
disabilityservices@forsythtech.edu

**Please note that the information in this guide is subject to change based on Americans with Disabilities Act (ADA) law. At the time of printing this guide reflected the most accurate and current information available.**

## **What is a Disability?**

A disability, under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, is described as a mental or physical impairment that substantially limits a major life activity. Examples of impairments that can have a substantial impact on a major life function are low vision and blindness, hard of hearing and deaf, mobility disabilities, learning disabilities, or systemic medical conditions. Major life activities include such things as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. The definition of a disability and criteria for establishing eligibility for accommodations services under 504 and ADA for post-secondary institutions may be different than the definitions and criteria implemented in the public schools, rehabilitation programs, Social Security, Veterans Administration or as covered under insurance policies.

## The Law

Section 504 of the Rehabilitation Act of 1973 states that "no otherwise qualified individual with a disability in the United States...shall solely by reason of ...disability, be denied the benefits of, be excluded from the participation in, or be subject to discrimination under any program or activity receiving federal financial assistance."

According to Section 504, a person with a disability includes "any person who (1) has a physical or mental impairment which substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks], (2) has a record of such an impairment, or (3) is regarded as having such an impairment."

The Americans with Disabilities Act (ADA) of 1990 extended non-discrimination legislation to include institutions of higher education. Since the enforcement of ADA in 1992, higher education institutions have been under a mandate to ensure equal access for students with disabilities. The emphasis of the ADA is on **accessibility** for those who wish to pursue education at the postsecondary level. There is **no obligation** on the part of Forsyth Technical Community College to **make fundamental changes** in its **courses or curriculum** for students with disabilities.

Section 504 protects the rights of qualified individuals who have disabilities such as, but not limited to:

- ADD/ADHD
- Blind/Low vision
- Cerebral Palsy
- Deaf/Hard of Hearing
- Epilepsy or Seizure Disorders
- Orthopedic/Mobility Disabilities
- Special Learning Disabilities
- Speech and Language Disabilities
- Spinal Cord Injury
- Tourette's Syndrome
- Traumatic Brain Injury

Section 504 also protects student with chronic illnesses and "treatable disabilities", such as, but not limited to:

- HIV/AIDS
- Arthritis
- Cancer
- Cardiac Disease
- Diabetes
- Multiple Sclerosis
- Muscular Dystrophy
- Psychiatric Disability

Additionally, under the provisions of Section 504, the College **MAY NOT**:

- limit the number of otherwise qualified students with disabilities admitted;
- make pre-admission inquiries as to whether an applicant is disabled;
- exclude an otherwise qualified student with a disability from any course of study;

- provide less financial assistance to students with disabilities than is provided to non-disabled students, or limit eligibility for scholarships on the basis of a disability;
- counsel students with disabilities into more restrictive career paths than are recommended to non-disabled students;
- measure student achievement using methods that adversely discriminate against a student with a disability; or
- establish rules and policies that have the effect of limiting participation of qualified students with disabilities in educational programs or activities.

The passage of the ADA Amendments Act of 2008 (ADAAA) broadened the coverage of the Americans with Disabilities and Rehabilitation Acts in the following four ways:

- the definition of “disability” is broader to include impairments that are episodic or in remission and can be considered a disability if they would substantially limit a major life activity during times when it is active
- added concentrating and thinking to the list of major life activities
- disability determinations must be made without considering mitigating measures, such as medication, hearing aids, etc.
- an impairment does not have to limit or be perceived to limit a major life activity for a person to meet the “regarded as having an impairment” definition.

### **Disability Access and Nondiscrimination Statement**

The College is committed to providing access to facilities and reasonable accommodation in the instructional process, in compliance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Forsyth Technical Community College does not discriminate nor does it approve of discrimination against students or applicants on the basis of race, color, gender, age, national origin, disability, religion, pregnancy, veteran’s status or political belief/affiliation. This policy of non-discrimination covers participation in all programs, support services, and activities. Forsyth Technical Community College is committed to providing equal access to technology, including the Internet and school web pages.

The following has been designated to handle inquiries regarding the non-discrimination policies:

Vice President of Student Services  
(336) 734-7297

2100 Silas Creek Parkway  
Winston-Salem, N.C. 27103-5197

Or

Director of Human Resources  
(336) 734-7246

2100 Silas Creek Parkway  
Winston-Salem, N.C. 27103-5197

Section 504 of the Rehabilitation Act of 1973 and the American’s with Disabilities Act of 1990 both require institutions of higher education to “provide equal access to educational opportunities to otherwise qualified “persons with disabilities”. It is the responsibility of the student with a disability to provide documentation of the disability. The documentation must certify that the disability creates a substantial limitation of a major life activity in order to establish eligibility for protection under the law. Forsyth Technical Community College does not make pre-or post-admission inquiries or referrals based on an assumption that a student has a disability. It is the **responsibility of the student** with a disability to **initiate the request for accommodations or services** by contacting the Disability Services Office Counselors. Achieving reasonable accommodations for a student with a disability involves shared responsibility between students, faculty, staff, and administrators.

## **Student's Rights and Responsibilities**

Students with disabilities at Forsyth Technical Community College have the **right** to:

- equal access to courses, programs, services, jobs, and activities offered by the college;
- equal opportunity to work, learn, and receive accommodations;
- confidentiality of information regarding their disability as applicable laws allow.

Students with disabilities at Forsyth Technical Community College have the **responsibility** to:

- meet the College's qualifications and maintain essential instructional standards for programs, courses, services, and activities;
- self-identify disability status in a reasonable and timely manner if they are seeking academic adjustments, auxiliary aids and services;
- provide documentation which may include: 1) A doctor's clear statement of the disability which may include the DSM-IV TR diagnosis 2) Psychological Evaluation completed by a Licensed Psychologist 3) Prior records from high school which may include an IEP, evaluations completed, and/or Summary of Performance 4) Conversations and interviews with Disabilities Service Counselors. Please keep in mind scheduling an appointment with your provider may take up to 2-4 weeks. Please contact the Disability Services Office for an appointment to obtain guidelines needed for your documentation;
- follow published procedures for obtaining academic accommodations.

## **Documentation Guidelines**

Forsyth Technical Community College Disability Services Office (DSO) staff encourages students to meet with us with or without external documentation in hand at the time of the first conversation. No student should delay meeting with the DSO out of concern for not having the appropriate paperwork. Determinations on individual documentation needs will be made during the initial meeting with the student, which may or may not involve the need to provide additional documentation. Our first priority is to get to know each student individually in order for appropriate assessments to be made.

With that said, any documentation information students can readily share during the first meeting, such as IEP/504 Plans, recent evaluations, letters from doctors or psychologists, etc., is helpful. We will use all information we can obtain from conversation and paperwork to establish entitlement and, if appropriate, to coordinate reasonable accommodations for the student. Providing as much information as possible during the first meeting can save the need for repeat trips to the DSO.

The purpose of the third party documentation is to add to the DSO staff's pool of information so that a reasonable outcome, including acceptance or denial of a request, can be identified. Third party documentation supports or builds on the conversation with the student and the DSO staff's assessment and related variables rather than directing the conversation and the outcome. Ultimately, documentation is seen as a bridge between what the student reports and the DSO staff's professional assessment. When there is a gap in understanding, third party documentation is very often needed to determine reasonable accommodations.

Please note that reasonable accommodations do not and should not:

- substantially alter the educational standards or mission of Forsyth Technical Community;
- fundamentally alter the nature of the program, course, service, activity, and/or practice/policy as written and applied;
- allow access to a program when a student is not otherwise qualified (with or without accommodations) to meet the academic and technical standards required for admission or participation in an education program, course, service and/or activity;
- cause undue financial or administrative hardship (college-wide);
- be of a personal service in nature (personal aid, study coach, individually paid tutor, etc.)
- pose a direct threat to the health or safety to others as a result of accommodation implementation.

Accommodation requests that appear reasonable and logical based on a diagnosis/condition but fall under one of the categories listed above will often be denied. The decision of whether or not an accommodation request falls under one of the above categories will be made by the DSO staff, often with input from relevant university staff and faculty.

Subsequent meetings with the student may require a need for additional documentation above what was determined necessary during the initial meeting as dictated by evolving personal and environmental variables. The DSO staff's role is always to work with the student to determine what accommodations, if any, would be reasonable given each situation presented.

It should be noted that documentation policies differ from one institution to another. The Disability Services Office documentation policy is designed to fit the Forsyth Technical Community College campus climate and does not consider documentation requirements external to Forsyth Technical Community College. If a student will attend another institution after attending Forsyth Technical Community College or take a standardized test administered, the student is responsible for researching those documentation policies and should investigate requirements at least six months prior to an anticipated start date or test date. Due to these documentation differences and depending on the student's documentation on file with the Disability Services Office, it may not be appropriate for Disability Services Office staff to complete the required supporting paperwork to certify eligibility for standardized testing. In such cases, the DSO staff member will explain the reasons why completing the supporting paperwork is not appropriate.

These guidelines were adapted from the following website: [Documentation Guidelines](http://www.emich.edu/drc/policy_guidelines/documentation.php) (open in new window)  
[http://www.emich.edu/drc/policy\\_guidelines/documentation.php](http://www.emich.edu/drc/policy_guidelines/documentation.php)

All documentation is confidential and should be submitted to:

1) by mail:

Disability Services Office  
Robert L. Strickland Center Suite 2414  
2100 Silas Creek Parkway  
Winston-Salem, NC 27103

2) by Fax: (336) 734-7252

3) by email: [Email for Disability Services](mailto:disabilityservices@forsythtech.edu) (open in new window) disabilityservices@forsythtech.edu

## **College's Rights and Responsibilities**

Forsyth Technical Community College has the **right** to:

- identify and establish essential functions, abilities, skills, knowledge, and standards for courses, programs, services, jobs, and activities, and to evaluate on this basis;
- request and receive current documentation from a qualified professional that supports the request for academic accommodations;
- deny a request for academic accommodations, if the documentation does not demonstrate that the request is warranted, or if the individual fails to provide appropriate documentation;
- select among equally effective academic accommodations;
- Refuse to provide an academic accommodation that imposes a fundamental alteration on a program or activity of the college.

Forsyth Technical Community College has the **responsibility** to:

- accommodate the known limitations of an individual or otherwise qualified student with a disability;
- ensure that courses, programs, services, and activities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings,
- provide or arrange academic accommodations for students with disabilities in courses, programs, services, and activities;
- to maintain appropriate confidentiality of records and communication, except where permitted or required by law;
- to maintain academic standards by providing accommodations without compromising the content, quality, or level of instruction.

## Major Differences between High School and Postsecondary Disability Services

### High School

### Postsecondary

<b>I.D.E.A. Act (Individuals with Disabilities Education Act)</b>	A.D.A (Americans with Disabilities Act)
<b>Section 504, Rehabilitation Act</b>	Section 504, Rehabilitation Act
<b>Accommodations ensure success</b>	Accommodations ensure equal access
<b>Required Documentation:</b>	<b>Required Documents:</b>
<b>I.E.P (Individual Education Plan) or 504 Plan</b>	Documentation must provide current information on specific functional limitations for each category of disability and show a substantial limitation (IEP/504 Plan alone, is insufficient)
<b>School provides evaluation at no cost to student</b>	Students must provide the evaluation at his/her own expense
<b>School retests over time</b>	Additional accommodations and/or a change in the impact of the disability may warrant additional documentation
<b>Student Role:</b>	<b>Student Role:</b>
<b>Student is identified by the school</b>	Student self-identifies to the Disability Services Office
<b>School sets up the accommodations</b>	Primary responsibility for sharing Accommodation Plan belongs to the students; students must initiate contact with instructor to utilize approved accommodations for specific courses.
<b>Parental Role:</b>	<b>Parental Role:</b>
<b>Access to student records</b>	No access to student records without the student's written consent.
<b>Participation in accommodations</b>	Student requests accommodations.
<b>Mandatory involvement</b>	Students will be expected to exhibit self-advocacy and to communicate their own needs for reasonable accommodations in work or educational environments.
<b>Instructors:</b>	<b>Instructors:</b>
<b>Teachers prompt students about grades, assignments, and due dates</b>	Student must monitor own progress and manage their time.
<b>Use of multi-sensory approach.</b>	Not required. Lecture is predominant.
<b>Teachers may modify curriculum and/or alter curriculum and pace of assignments.</b>	Not required to modify curriculum or alter assignment deadlines.
<b>Attendance is legally mandated.</b>	Attendance is the student's responsibility. Student accepts consequences of non-attendance.
<b>Tests/Grades:</b>	<b>Tests/Grades:</b>
<b>IEP or 504 plan may include modifications to test/material format and/or grading: grades may be modified based on effort.</b>	Grades reflect the work submitted; curriculum & technical course standards may not be altered.
<b>Testing is frequent and covers small amounts of material</b>	Grading and test format changes are generally not available. However, accommodations on how it is given may be available. Testing is usually infrequent and may be cumulative, covering large amounts of material;
<b>Teachers often take time to remind students of assignments and due dates and are willing to extend deadlines: make-up tests are often available</b>	Instructors expect students to know the course syllabus (outline); the syllabus spells out what is expected, when assignments are due, and how grading will be done. Depending on the circumstances, accommodations may or may not be reasonable or required.
<b>Study Skills and Responsibilities:</b>	<b>Study Skills and Responsibilities</b>
<b>Tutoring and study support may be a service provided as a part of an IEP or 504 plan</b>	Tutoring typically is not considered an accommodation because it is available to all students: therefore students with disabilities must seek out tutoring and study skills resources.
<b>Outside class study time may be as little as 0-2 hours per week; the majority of the work is completed within class time.</b>	Students may need as much as 2-3 hours per class outside of class time to complete work; the majority of the work is completed outside of the classroom.
<b>Disability Service Provider Role:</b>	<b>Disability Service Provider Role:</b>
<b>School seeks out students and reminds/creates/coordinates additional resources as needed.</b>	DSO determines eligibility for reasonable accommodations under the ADA and Section 504
<b>Primary responsibility for accommodations belongs to the school</b>	DSO does not duplicate resources found elsewhere on campus. Refers students to resources as students identify potential need
<b>Conduct:</b>	<b>Conduct:</b>
<b>Disruptive conduct may or may not be accepted.</b>	Students who are disruptive and are unable to abide by the institution's code of conduct are deemed "not qualified" and can be dismissed.
<b>Differences in Summary:</b>	<b>Differences in Summary</b>
<b>I.D.E.A is about Success</b>	A.D.A. is about Access.
<b>High School is mandatory and free.</b>	Postsecondary is voluntary and expensive.

## **Code of Conduct**

The Disability Services Office takes seriously its responsibility to protect and promote a positive learning environment at Forsyth Technical Community College, and all students are expected to adhere to the College's Student Code of Conduct policies.

### **Assault or Verbal Abuse of Forsyth Tech Employees**

A student shall not intentionally cause or attempt to cause physical injury, verbal abuse or harassment or communicate a threat to a Forsyth Tech employee.

### **Behavior**

Students are expected to be responsible for their behavior. The rights and feelings of others must be respected both in the classroom and outside.

### **Academic Dishonesty & Plagiarism**

In the area of academics, students are expected **not** to give or receive help during quizzes, tests or exams, **not** to submit papers or reports (that are supposed to be original work) which are **not** entirely their own, and **not** to cite source materials improperly.

### **Fraudulent Documentation**

Students, who furnish false oral, written or forged documentation for a medical condition or disability to deliberately misrepresent, alter or modify forms and/or reports used to determine eligibility and/or accommodations will be reported to the Division Dean, and Dean of Student Services for appropriate disciplinary action.

The Forsyth Technical Community College Student Code of Conduct details offenses which may lead to sanctions and is written in the Curriculum Student Guide.

## **Student Accommodations Process for Disability Services**

Students with disabilities are expected to meet the qualifications and maintain the essential institutional standards for courses, programs, activities, and facilities. The Disability Services Office promotes self-advocacy. Students are encouraged to be independent thinkers who know their learning strengths and weaknesses and subsequently develop appropriate coping strategies for academic success, including approaching instructors and discussing any disability services which they are eligible to receive. This philosophy promotes independence and develops the skills students will need to function successfully in the workplace. **In order to establish eligibility for accommodations, students must:**

- Submit all appropriate documentation regarding his/her medical condition or disability to the Disability Services Office, it is strongly recommended at least **30 days prior to beginning of the semester.** (Note: Certain accommodations may take longer than 30 days to arrange, therefore disclosing to the Disability Services Office as soon as possible is imperative)
- Schedule an appointment with the Disability Services Office Counselor to discuss services and/or accommodations. This meeting is required for the accommodations and/or services to begin.

## **Temporary Medical Conditions**

Some medical conditions or disabilities are temporary (ex: a broken hand) and may only require accommodations for a limited time. Each case is considered individually. The student will need to bring documentation when you schedule a meeting.

## **Disability Services Flowchart**

Students are to self-disclose their disability to the Disability Services Office. Early self-disclosure will allow the Disability Services Counselor(s) to set up accommodations. Some accommodations may take 6-8 weeks before services can start.

Students should schedule an appointment with Disability Services Counselor(s) by [email at Disability Services](mailto:disabilityservices@forsythtech.edu) (opens in new window) disabilityservices@forsythtech.edu, or (336) 734-7378 or (336) 734-7155, or they may walk-in without an appointment on Tuesdays and Thursdays.

Disability Services Counselor informs students of the steps for disability services. The students will have the opportunity to provide documentation of their disability. If they do not have the documentation, information on Documentation Guidelines will be given. The student is to return the appropriate documentation to the Disability Services Office and participate in an interactive meeting with counselor to complete a Request for Disability Services form.

Once the student returns the required documentation and the Request for Services form is completed, the committee will review the information. A decision letter, listing out the approved accommodations, will be emailed to the student. After the student receives their decision letter, they will have until the third day of classes to let us know if there need to be any changes. The accommodations will be emailed to instructors no later than the fourth day of classes.

The accommodations **do not** start until the instructors receive the email. Accommodations are not retroactive.

### **Communicating with the Disability Services Office Counselor(s)**

- Once the student has submitted the appropriate documentation to the Disability Services Office, the Disability Services Office Counselor will review the documentation and schedule an appointment to meet with the student. The student is required to meet with the Disability Services Office Counselor to discuss the request for accommodations and/or services. Students are encouraged to submit documentation early and not wait until the beginning of the semester. Submit appropriate documentation regarding his/her medical condition or disability to the Disability Services Office at least **30 days** prior to beginning of the semester. (Note: Certain accommodations may take longer than 30 days to arrange, therefore disclosing to the Disability Services Office as soon as possible is imperative)

During the accommodation process with the Disability Services Office Counselor, the student will be asked to provide his/her perspective on their medical condition or disability in the following areas:

- how do you describe your condition?

- describe in as much detail as possible how the diagnosed condition is currently impacting and substantially limiting your performance
- what accommodations, auxiliary aids, adaptive equipment, modifications and/or services have been provided in the past?
- describe the accommodations or services that you think you will need and why.

Based off the documentation, recommendations, and the interview with the student, the Disability Services Office Counselor is responsible for determining eligibility for services and developing the accommodation letter which outlines the approved accommodations and/or services that a student will receive for that semester or summer session. A student may choose not to use the approved accommodations in all of their classes.

Accommodation letters will be emailed prior to the start of classes. If you have not received your letter 3 days after the start of classes, please [Email for Disability Services](mailto:disabilityservices@forsythtech.edu)(open in new window) [disabilityservices@forsythtech.edu](mailto:disabilityservices@forsythtech.edu).

Accommodations approved by the college will be made available at no cost to the student. **Equipment for personal use, attendant care, and educational assistants to be used inside or outside of the classroom are the responsibility of the student.** (*Section 36.306*) Forsyth Technical Community College is not responsible for the location, scheduling, or funding of such services. See the appendix for the *Personal Attendant/Assistant Agreement* form.

## **Communicating with Instructors**

The accommodation process requires communication. The student must communicate with each instructor to disclose how they are affected in an academic function in order to identify which accommodations will be needed, to make arrangements for these accommodations, and to report any barriers to access.

## **Disclosure**

The primary way that the student formally discloses to the instructor is by requesting and receiving an accommodation letter from Disability Services. This letter informs the instructor that the student has a documented disability and states which accommodations the student is eligible to receive.

No matter how comprehensive and well-written the letters of accommodation are, there is no substitute for student input. Therefore, once the student receives the letter, he/she must communicate with each instructor to discuss the letter and the how the accommodations will be met.

Whenever possible, it is recommended that the student contact instructors at the start of the semester. This will allow instructors to have the necessary information in time to arrange accommodations. In addition, early, private contact can guarantee confidentiality by preventing on-the-spot disclosure in the presence of others.

## **Methods of Contact**

The student can often choose the method of contact to use when communicating with an instructor.

This important decision should be based on:

- Communication skills – what is the best method of communication for the student.
- Instructor availability – contact information for instructors is listed on the course syllabus. Instructors may tell students the best way to make contact via the syllabus or during the first class meeting.

Most often, several different methods of communication will be used throughout the semester. The student should inform instructors if there is a preferred method of communication or a need to use a particular method for access reasons. Regardless of the method, it is imperative that the student effectively communicate with instructors regarding accommodations.

Listed below are three methods of communicating:

### ➤ **In-Person**

If effective for the student, an in-person contact is highly recommended either as a primary or secondary method. This will allow the student to demonstrate abilities and difficulties and introduce any specialized equipment or materials. In addition, it will allow instructors to show course materials, websites, locations, etc. It will also usually allow time for questions or clarification.

### ➤ **Email**

Email is a good way to make initial contact with instructors, to request a meeting time, and to make follow up contacts. Students have used email to share information prior to the in-person meeting especially when accommodations are needed for the meeting. Email may also be used as a primary method of communication when a student has certain types of communication difficulties.

At Forsyth Technical Community College email is often the preferred form of communication by many instructors. Email provides a written record of what was shared. For some students, email communication can reduce the anxiety of a face-to-face contact. It can also be useful for students who benefit from visual supports. Email can also be used to follow up on in-person meetings to summarize, ask additional questions, ask for clarification, provide reminders, etc. One limitation regarding email communication is the possible lack of confidentiality. Some professors may not share certain information by email. Course grades would be one example.

### ➤ **Telephone**

Telephone contact can reduce time and travel. It can be a good choice for students who have strong auditory skills or those who benefit from auditory format. It is often used for follow up meetings and as a friendly reminder regarding accommodation needs (ex: testing accommodations).

## **Definitions of Academic Accommodations and Adjustments**

Individual needs are addressed on a case by case basis through the provision of reasonable accommodations that allow the College to maintain the integrity of its programs and services. This section provides definition of terms used with academic accommodations and adjustments.

### **Reasonable Accommodations**

Academic adjustments, auxiliary aids/services or physical adjustments are necessary to make a facility or activity accessible to qualified individuals with disabilities. Once the individual is determined otherwise qualified, the known physical or mental limitation is to be accommodated unless it can be shown that the accommodation would impose an undue hardship.

### **Course Substitutions**

The Disability Services Office Counselor does **not** approve course substitutions for any student with or without a disability. However, we can be a part of the deliberative process with a student that is registered with Disability Services Office, the appropriate department chairperson and dean. “Course substitutions may be granted when deemed necessary for graduation or as a necessary accommodation to complete a degree as long as they are in compliance with state guidelines. Core courses (this includes concentration courses) cannot be substituted. General education and other major hour courses may be substituted with comparable courses. The appropriate department chairperson and dean must approve the course substitution in writing.”

[Class Substitution](#) (open in new window)

<http://www.forsythtech.edu/catalog/1213/page/academic-information>

## **Attendance Accommodations Process and Guidelines**

Forsyth Technical Community College's published Curriculum Attendance Policy concerning academic objectives and attendance states:

“Forsyth Tech regards class lectures, demonstrations and other in-class experiences as vital ingredients of the educational process. For this reason, students are expected to attend and arrive on time to all class, laboratory, shop, practicum, cooperative education work sites and clinical experience sessions. Students are responsible for accounting to their instructors for any absence and should report to their instructors following any absence to determine **if and when** work may be made up. Habitual tardiness may, at the discretion of the instructor, be considered in computing attendance.

Students must satisfy the instructor that they should be permitted to remain in a course and attend classes after incurring absences in excess of the following:

1. five hours of class,
2. three practicum (shop, laboratory or clinical experience) sessions that meet for two or more hours or
3. three hours of class and one practicum (shop, laboratory or clinical experience) session that meets for two or more hours.

When students are absent from a class and a practicum (shop, laboratory, clinical experience) session that meets consecutively, each session missed will be counted as an absence.

Special attendance rules, different from those listed above, must be noted in the instructor's attendance policy included on the course syllabus. Students with questions or concerns should consult with their instructor.”

\* Due to the compressed nature of the summer session, instructors may not find attendance as lenient and not feasible to waiver the attendance policy.

Information above can be found at the following website address: [Attendance Accommodation](http://www.forsythtech.edu/catalog/1213/page/academic-information) (open in new window) <http://www.forsythtech.edu/catalog/1213/page/academic-information>

### For Students

- Students, despite their disability, are responsible for fulfilling the essential requirements of a course. This includes meeting class attendance expectations, being punctual, and knowing and understanding the policies specific to attendance that instructors establish for their respective classes, announce in class, and state in course syllabi.
- Students are responsible for initiating a conversation with their instructors at the beginning of the semester to discuss his/her accommodations.
- For unexpected absences or emergencies, students should make contact as soon as possible to discuss the possibility of any make-up work and/or verify the reason for the absence.

- Students are responsible to monitor their class performance.
- For students who are registered with disability services, Disability Services cannot issue official written excuses for absences. We do not determine attendance policies for faculty. We can provide written verification of a medical condition (if documentation has been provided to our office) that might cause a student to miss a class. This verification may address the legitimacy of, but not excuse, an absence.

### **For Instructors**

- Instructors and/or departments/divisions are responsible for determining policies regarding make-up work and missed quizzes, tests, and exams.
- Instructors are not required to lower academic standards or fundamentally alter their course for accommodation purposes.
- Instructors may choose to give a grade of “I” – Incomplete. Forsyth Technical Community College’s published Grading System states: “**I** - The grade of incomplete is given only if students have valid reasons for failure to complete the work on schedule and have completed at least 50 percent of the course requirements. Illness, absence on company business or circumstances beyond students’ control are considered valid reasons for a grade of incomplete.
- Students must have advised the instructor of the circumstance before the end of the semester to be granted an incomplete. The instructor must have specified the work to be made up in order to remove the incomplete and a date within the following semester by which the work must be completed. This will be detailed on the incomplete form, which must be attached to the attendance form. If the conditions necessary to remove the incomplete will require additional hours of instruction, students must register for the course again. If students need only to complete work without instructional supervision, this work must be completed no later than the end of the following semester.
- Students who receive a grade of incomplete on a course that is a prerequisite for a higher-level course must make up the incomplete work by the end of the drop/add period in order to be allowed to register for the higher-level course.

If the grade of incomplete is not removed by the end of the semester immediately following the semester it was given, it will remain permanently recorded.”

### **Testing Accommodations Procedures**

Instructors are offered the opportunity to use the Academic Testing Center to ensure that appropriate academic standards are maintained and not compromised for students who require special test administration. Instructors are not required to use the Academic Testing Center. If the instructor chooses to use the Academic Testing Center, the students are asked to adhere to the procedure below.

**Location:** Academic Testing Center: Room 254, Hauser Hall

**Hours of Operation:** Monday-Thursday: 8:00 AM – 8:00 PM and Friday: 8:00 AM – 3:00 PM  
Saturday (Fall and Spring Semesters Only): 9:00 AM – 12:00 PM

Email communication should be addressed to [LCTesting@forsythtech.edu](mailto:LCTesting@forsythtech.edu). The scheduling site which is [Academic Testing Center](#); however, this is a website which is used by students to schedule their examination appointments. If you have questions or comments, please do not hesitate to contact the Academic Testing Center at [LCTesting@forsythtech.edu](mailto:LCTesting@forsythtech.edu).

Phone: 336-757-3657 (Please leave a message because phone ringer is turned off due to testing)

### **Student Responsibilities**

1. The student, once approved through the Office of Disability Services, is responsible for meeting with his/her instructor(s) at the beginning of each semester to discuss individual testing accommodations and make appropriate arrangements for testing. During this meeting the student and instructor will work together to determine how testing accommodations will be implemented.
2. As you consider when to take tests, please be sure to consider your extended time and test completion by the time the Academic Testing Center closes (see above for Hours of Operation).
3. Upon arrival to Academic Testing Center, student will sign in and show identification. The student will also initial Academic Testing Cover Sheet verifying materials allowed (if any), time allotted for test and any comments or special instructions by instructors.
4. If student chooses to bring non-testing materials to the Academic Testing Center, they will be asked to store them away under their chair until the test is completed. Non-testing materials consist of, but are not limited to: cell phones, pagers, PDA's, pocketbooks, blackberries, any other electronic device or book bags. Food or drink is not permitted in the Academic Testing Center.
5. If a student misses a test or an exam for any reason, it is his/her responsibility to notify the instructor to determine if a retest can be arranged. The Academic Testing Center will honor the instructor's test or exam make-up policy, as listed on their syllabus. Please understand that the instructor is **not** required to grant a make-up test or exam due to tardiness or forgetfulness on the student's behalf.
6. A student testing in the Academic Testing Center may not have immediate access to their instructor. Once the student enters the testing space, he/she will **not** be able to **leave** the area until the test is completed.
7. Students are expected to take care of all personal needs (such as using the restroom, eating, etc.) before entering the Academic Testing Center.
8. Students are expected to follow the rules of the Academic Testing Center. Other than sign-in, the Academic Testing Center staff is not responsible for assisting with testing. If questions arise, please contact the instructor of the course.
9. Failure to comply with Academic Testing Center and/or violation of the Code of Conduct (ex: cheating) will result in the permanent loss of privilege to use accommodations and the Academic Testing Center for testing or exams during enrollment at Forsyth Tech.
10. If the student has any concerns with the way their testing process was implemented, they need to contact Tracey Baggett, Director of Learning Center/Tutoring Services, Learning Resources Division [Tracey Baggett's Email](mailto:Tracey.Baggett@forsythtech.edu)([open in new window](#)) [tabagget@forsythtech.edu](mailto:tabagget@forsythtech.edu) **and** the Disability Services Office in writing (paper or e-mail) **immediately**, so that our office can address those concerns.

## Faculty Responsibilities

1. The approved student and instructor should meet at the beginning of the semester to discuss where special testing administration will take place. The meeting should occur when the instructor is asked by the student to sign the accommodation letter. Please know that each case is handled individually and based upon the student's specific needs. The instructor may use the Academic Testing Center if they choose to but the instructor is not required to do so if the instructor can meet the accommodation requirements in an alternative setting.
2. Instructors will need to bring tests or exams to the Academic Testing Center for students. Instructors will be asked to fill out a **Faculty Testing Request Form**. The tests or exams should be turned in advance of the scheduled test.
3. Instructors will need to complete a **Faculty Testing Request Form** for each test. Information on the Faculty Testing Request Form includes:
  - Student's name
  - Class/Test number
  - Class time allotted/time limit
  - Last date to take the test
  - Materials allowed (ex: calculator, note card, etc.)
  - Comments/Special Instructions (please note: In this section the instructor will need to list the testing accommodations (such as extended time, etc.) the student needs in the Academic Testing Center. Any testing accommodations not written on the form will not be granted by the Academic Testing Center Staff.
  - Instructor's signature
4. Instructors, if they choose, may check on student while testing in the Academic Testing Center.
5. Instructors are responsible for picking up tests or exams from the Academic Testing Center.
6. The approved student and instructor should meet at the beginning of the semester to discuss where special testing administration will take place. The meeting should occur when the instructor is asked by the student to sign the accommodation letter. Please know that each case is handled individually and based upon the student's specific needs. The instructor may use the Academic Testing Center if they choose to but the instructor is not required to do so if the instructor can meet the accommodation requirements in an alternative setting.
7. Instructors will need to bring tests or exams to the Academic Testing Center for students. Instructors will be asked to fill out a **Faculty Testing Request Form**. The tests or exams should be turned in advance of the scheduled test.

8. Instructors will need to complete a **Faculty Testing Request Form** for each test. Information on the Faculty Testing Request Form includes:
  - Student's name
  - Class/Test number
  - Class time allotted/time limit
  - Last date to take the test
  - Materials allowed (ex: calculator, note card, etc.)
  - Comments/Special Instructions (please note: In this section the instructor will need to list the testing accommodations (such as extended time, etc.) the student needs in the Academic Testing Center. Any testing accommodations not written on the form will not be granted by the Academic Testing Center Staff.
  - Instructor's signature
9. Instructors, if they choose, may check on student while testing in the Academic Testing Center.
10. Instructors are responsible for picking up tests or exams from the Academic Testing Center.

### **Academic Testing Center's Responsibilities**

When testing occurs with accommodation, the Academic Testing Center will maintain test in a secured environment. The Academic Testing Center will report any problems/incidents to instructors, as well as, provide a written follow up of problem/incident.

## **Service Dogs**

There will be cases when a reasonable accommodation for an individual will be to use a service dog. The following questions will be asked about a service dog:

- 1) Is this service dog required for a disability?
- 2) What work or task does this service dog perform?

As with other accommodations, a person who needs the accommodation of a service dog may contact the Disability Services Office. The American with Disabilities (ADA) defines a service dog “as *any* guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability. If they meet this definition, animals are considered service dogs under the ADA regardless of whether they have been licensed or certified by a state or local government.” Service dogs perform some of the functions and tasks that the individual with a disability cannot perform for himself or herself. Examples of service dogs are as follows: guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders or sound, pulling wheelchairs or carrying and picking up things for persons with mobility or health impairments, perform tasks for the benefit of an individual with a mental/psychiatric disability or to assist a person with a seizure disorder. A domestic animal kept for pleasure or companionship is not a service dog. There are some guidelines to keep in mind so that the service dog may perform service for their handler in an effective manner. Do not pet or otherwise engage a service dog such as playing or feeding the animal. Do not deliberately startle a service dog or attempt to separate a handler from the animal. Please contact the Disability Services Office if you have questions concerning other service animals.

## **Requirements for Service dogs and their Handlers**

- The handler must be able to demonstrate the particular task or skill in relationship to the individual’s disability.
- The handler must demonstrate that he or she can control the animal.
- The handler is responsible for the disposal of any waste. (Not to be disposed in any container located inside of a college building.)
- The service dog has to follow the same student code of conduct.

A service dog is not a pet. A service dog may be excluded from campus or classrooms when the animal’s behavior poses a direct threat to the health or safety of others. A service dog may be excluded if it becomes disruptive and fundamentally alters the nature of the class, performance, lecture, movie, etc. A service dog has to follow the same student code of conduct as a student would follow. Service dogs must be immunized for common diseases such as distemper, parvovirus, and rabies (North Carolina Law). Proof of current vaccinations may be on file with the Disability Services Office. The owner may opt not to provide the proof of current vaccinations. If the owner chooses not to provide proof of vaccinations and the animal causes bodily injury such as a scratch or bite, the Forsyth County Animal Control will be called and **Sec. 6-27. Report and confinement of animals biting persons or showing symptoms of rabies will be followed.** (a) Every animal which has bitten any person or which shows symptoms of rabies shall be confined immediately and shall be promptly reported to the animal control department, and thereupon shall be securely quarantined, at the direction of the animal control department, for two hundred forty (240) hours commencing from the time of the bite, and

shall not be released from such quarantine except by written permission from the animal control department or the public health director. (b) It shall be unlawful for any person to fail to report as soon as possible that an animal has bitten a person. It shall be unlawful for any person to fail to inform the animal control department of the whereabouts of an animal that has bitten a person, if the owner or keeper has given the animal away or in any way caused the animal to be taken from the owner's or keeper's premises. (c) If there is any evidence that an animal bite may have occurred, it shall be assumed by law that a bite did occur and quarantine procedures shall apply. (d) Every animal quarantined under this section shall be confined at the expense of its owner or keeper in a veterinary hospital or at the county animal shelter, if space is available; provided, however, that if an animal control officer determines that the owner or keeper of an animal which must be quarantined has adequate confinement facilities upon his or her own premises, the animal control officer may authorize the animal to be confined on such premises upon proof of current vaccination against rabies. The animal control officer may not authorize the animal to be confined on its owner's or keeper's premises unless the premises contains a secure enclosure or a fenced-in area in the yard and the fenced-in area has no entrances or exits that are not locked. If the animal is confined on its owner's or keeper's premises, an animal control officer shall revisit the premises for inspection purposes on approximately the seventh day of the confinement period. If the owner or keeper fails to provide continuous quarantine of the animal on his or her premises as instructed, the animal shall be removed by an animal control officer and quarantined at a veterinary hospital or at the county animal shelter. The owner or keeper shall agree in writing to the above conditions prior to the animal control officer authorizing confinement on the owner's or keeper's property. (e) In the case of stray animals whose ownership is not known, the supervised quarantine required by this section shall be at the county animal shelter or at a licensed veterinary hospital. (f) If rabies does not develop within the two hundred forty (240) hour quarantine period under this section, the animal may be released from quarantine to its owner with the written permission of the animal control department. If the animal has been confined in the county animal shelter, upon reclaiming the animal, the owner or keeper shall pay a fee determined by resolution or ordinance of the board of county commissioners for each day of confinement to defray the cost of sheltering the animal. Fee rates shall be available for public inspection in the office of the clerk to the board of county commissioners and at the county animal shelter. If the animal has been confined at a veterinary hospital, upon reclaiming the animal, the owner or keeper shall pay the board fee determined and charged by the veterinary hospital. For more information, please visit the following web site: [Laws Concerning Animals](https://www.municode.com/library/nc/forsyth_county/codes/code_of_ordinances) (open in new window)  
[https://www.municode.com/library/nc/forsyth\\_county/codes/code\\_of\\_ordinances](https://www.municode.com/library/nc/forsyth_county/codes/code_of_ordinances) or contact the Forsyth County Animal Shelter.

### **Forsyth Tech Bookstore Accommodations Procedures**

There are four accommodation options:

- 1) If a student is receiving any type of financial aid to purchase their books, they could give temporary power of attorney to someone that they trust to stand in the bookstore line and represent them to buy their books. The person that they give temporary power of attorney to would need their picture ID. If the student with disabilities is paying for the books themselves using cash then the person do not need the temporary power of attorney.

- 2) A student with disabilities can order their books online using the bookstore website [forsythtech.bncollege.com](http://forsythtech.bncollege.com). They may use any credit or debit card, financial aid, or Barnes & Noble gift card as a form of payment. The student may pick up the order at the appropriate Forsyth Tech Bookstore location or have the materials shipped to their home.
- 3) A student with disabilities may bring their own medical device such as a wheelchair, a cane, a walker with wheels that has a seat attached to it for them to sit when needed.
- 4) A student with disabilities can come back during the financial aid period if they wish to not wait in line.

### **Students with Seizure Disorders**

If you have a seizure disorder that is not controlled by medication and have seizures often, it is wise to alert your instructor to your condition and how you wish for them to respond should you have a seizure during class. Let them know what to expect if you were to have a seizure and steps to follow while waiting for emergency personnel. Emergency Services will be called for the student. The student has the right to refuse service once the emergency services have arrived on the scene. For additional information, you should refer your instructor to the Counselor, Disability Services Office Counselor(s).

### **Students with Chronic Illnesses**

If you have a chronic illness, such as diabetes, which will require you to use items which may be hazardous to others (e.g. syringes), please contact the Coordinator of Environmental Services, at 734.7244. The Coordinator will provide you with information on how to safely dispose of these items.

### **Students that are Blind or Low Vision**

As a student who may be blind or have low vision, you should develop a plan of action for emergency situations as well. An ideal time to develop this plan is at the start of each semester as you work with a mobility and orientation specialist to locate your classrooms. The following steps can help to ensure your safety in an emergency situation. First, identify the emergency exit(s) that is closest to your classroom or workspace. Second, determine if you will need assistance in the event of emergency. If you will require assistance, discuss your specific needs with your instructor or supervisor.

### **Accessible Parking for Students with Disabilities**

Students with disabilities displaying a **North Carolina Accessible Parking Placard** must submit the following information to Forsyth Technical Community College Campus Police Office **once a year**:

- bring the **North Carolina Accessible Parking Placard**.
- bring the **North Carolina Accessible Parking Placard** registration card.
- driver's license.
- make, model, license plate # and Forsyth Tech decal # of the vehicle you will be driving.

Students needing to park in an accessible parking space on campus must obtain a state issued disabled license plate, placard, or disabled veteran's plate from the Division of Motor Vehicles (DMV). **Campus Police will issue a handicap H/C Permit** to be displayed on the front dash of

the vehicle. Forsyth Technical Community College **does not** grant temporary permits for accessible parking spaces to any student for any circumstance under state law. Accessible parking violators will be charged under North Carolina General Statute 20-37, punishment by a fine of **\$250**.

### **Wheelchair Accessibility**

The campus is accessible by wheelchair, as well as individual class buildings. In the event classrooms are not accessible, please contact a Disability Services Counselor immediately. All requests for accessible classroom space should be made to the Disability Services Office Counselor. As the campus grows and renovations occur, the College will be sensitive to the needs of students with wheelchairs and will strive to improve on wheelchair accessibility on the sidewalks, the entrances to buildings, and the location and functionality of elevators around the campus. Contact the Disability Services Office Counselor for further information or suggestions for campus improvement.

### **College Sponsored Programs**

Any student needing reasonable accommodations to attend or participate in any college-sponsored activity or event should contact the Disability Services Office Counselor for assistance with arrangements at least four weeks in advance, so arrangements can be made.

### **Evacuation Procedures for Students with Disabilities**

The evacuation of a person who uses a wheelchair is best left to emergency personnel with extensive training in evacuation procedures and the proper equipment. Asking untrained individuals to assist in evacuation could lead to injury to yourself or the person assisting you. As a student with a disability, it is important to take responsibility for your own safety by participating in the mandatory practice drills. In order to ensure your safety, take time to develop an emergency plan or a strategy in advance in each room that you will possibly be located in on a daily basis. The Disability Services Office Counselor(s) and Coordinator of Environmental Services are available to assist you in developing an emergency plan. Please contact the Disability Services Office Counselor(s) at (336) 734-7378 or (336) 734-7155 or [Disability Services email](mailto:disabilityservices@forsythtech.edu)(open in new window) [disabilityservices@forsythtech.edu](mailto:disabilityservices@forsythtech.edu)

How you respond to an emergency depends on the type of emergency, your specific disability, the location of your classes, and where you work on campus.

When evaluating your specific needs in an emergency situation it is important to think about your specific evacuation needs (e.g., you use a wheelchair, a respirator, or have breathing or stamina difficulties).

**Do not use elevators during a fire, fire alarm, or fire drill!**

All students should familiarize themselves with the [emergency maps](#) located near entrances, stairwells and elevators in all buildings. Know the fire evacuation routes for your area.

### **Make a Plan**

If you need assistance in making an evacuation plan, please contact the Disability Services Office Counselor(s) at (336) 734-7378 or (336) 734-7155 or [Email for Disability Services](mailto:disabilityservices@forsythtech.edu) ([open in new window](#)) [disabilityservices@forsythtech.edu](mailto:disabilityservices@forsythtech.edu). For every building in which you have class or work, learn the location or the area of refuge, which could include a stairway or an adjacent classroom/room with a fire rated door and walls, where you will await rescue during a fire.

A stairway must be large enough for you to sit without obstructing the flow of traffic as people exit the building via the stairway. Obstructing the flow of traffic could place you and others in danger. If using a stairway for an area of rescue is not feasible, therefore, this student would go to the stairwell that is closest to their class room to the Area of Rescue Assistance and push the big red button. There is a panel downstairs that lights-up to tell the emergency personnel there is someone that is in need of rescue.

Also note any difficulty you might have opening the door and ask for assistance if necessary. In case of a tornado, you should locate an interior room or hallway without windows to wait for assistance.

As a student with a disability, it is important to take a responsibility for you own safety by participating in mandatory practice drills. The evaluation of a person who uses a wheelchair is best left to emergency personnel with extensive training in evacuation procedures and the proper equipment. Asking untrained individuals to assist in evacuation could lead to injury to yourself or the person assisting you. Please contact the Disability Services Office Counselor(s) at (336-734-7378 or 336-734-7155) or [Email for Disability Services](mailto:disabilityservices@forsythtech.edu) ([open in new window](#)) [disabilityservices@forsythtech.edu](mailto:disabilityservices@forsythtech.edu).

### **Grievance Policy for the Disability Services Office**

At Forsyth Tech, we provide students reasonable accommodations when there is documentation of the disability. If a student feels his/her rights have been violated and/or does not agree with the decisions made by the Disability Services Office, they may appeal the decision. The student must put their grievance in writing asking for an appeal concerning the decisions made about accommodations they are asking for. Once the notice has been received, the Disability Services Review Committee will be notified and a meeting shall occur. The Disability Services Review Committee consists of faculty/staff at Forsyth Tech in different areas of academia.

The Disability Services Review Committee will review cases to formulate a proposed action regarding reasonable accommodations as it pertains to the student's disability, in view of the nature and extent of the disability, the student's compensatory skills, and course or program requirements.

At the close of the meeting, the committee will discuss all the issues pertaining to the case and will render a decision. The student will be notified in writing of the decision. If at that time the student still feels their rights have been violated they may appeal the process.

The appeal will be heard under the following conditions within five business days of receipt of the confirmed appeal:

1. The student must submit a written statement explaining why they feel that they did not receive a fair hearing to the Vice President of Student Services who will forward the statement of appeal to the committee chairperson. The chairperson may return the appeal to the student to clarify, provide additional information or to state reasons for the appeal. The chairperson may reject the appeal if policies and procedures have not been followed by the student or there is sound reason to reject the appeal.
2. The committee's review will focus primarily on whether or not due process was followed and secondarily on the appropriateness of the sanction not on the validity of existing policies of Forsyth Tech. The committee reserves the right to suggest to the Vice President of Student Services that a current policy be examined for continued value to Forsyth Tech.
3. The committee will submit its recommendation to the Vice President of Student Services, who will make a final decision and notify the parties involved.
4. Records of the proceedings of the Student Appeals Committee are available upon written request to the Vice President of Student Services.
5. The student must obtain special permission from the Vice President for Instructional Services to attend classes pending resolution of the case on appeal.