

Forsyth Technical Community College



Faculty and Staff Handbook

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) 757-3274

Disability Services Office

The *Disability Services Office Faculty and Staff Guide* include policies and procedures for Forsyth Technical Community College faculty and staff members. Faculty and staff members 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 endeavors 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

[Email for Disability Services](#) (opens in a new window)

www.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. *This publication is available in alternate text.*

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:

Chronic Illnesses and Treatable Illnesses

- ADD/ADHD
- Blind/Low vision
- Cerebral Palsy
- Deaf/Hard of Hearing
- Epilepsy or Seizure Disorder
- Orthopedic/Mobility Disabilities
- Diabetes
- Multiple Sclerosis
- Muscular Dystrophy
- Specific Learning Disabilities
- Speech and Language Disabilities
- Spinal Cord Injury
- Tourette’s Syndrome
- Traumatic Brain Injury
- Psychiatric Disorder
- Arthritis
- Cancer
- Cardiac Disease

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) broaden 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 disability documentation from a ***qualified professional** that reflects the student's current disability status, and how their disability limits participation in courses, programs, services, and activities
***Examples of qualified professionals:** for deaf or hard of hearing-licensed audiologist, for blind or low vision-licensed ophthalmologist, for cognitive disabilities-licensed psychologist, for physical disabilities-licensed medical doctor that specializes in that particular physical disability;
- follow published procedures for obtaining academic accommodations.

The 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.

Etiquette

The first step in interacting with students with disabilities seems obvious; treat them as you would any other student. Students with disabilities come to the community college for the same reasons others do. They bring with them the same range of backgrounds, intelligence and academic skills. The information is offered as a guide for use in everyday situations:

Reception Etiquette

- When introduced to a person with a disability, offering to shake hands is appropriate. People with limited hand use or those who use an artificial limb can usually shake hands. Shaking hands with the left hand is an acceptable greeting.
- Treat adults as adults. Never patronize people using wheelchairs by patting them on the head or shoulder.
- When addressing a person who uses a wheelchair, never lean on the person's wheelchair. The chair is a part of the body space of the person who uses it.
- When talking with a person who has a disability, look at and speak directly to that person rather than through a companion who may be present.
- If an interpreter is present, speak to the person who has come to see you, not to the interpreter. Maintain eye contact with your visitor, not the interpreter.
- Offer assistance with sensitivity and respect. If the offer to assist is declined, do not insist. If the offer is accepted, listen to or ask for instructions (i.e. allow a person a visual disability to take your arm at or above the elbow so that you can guide rather than propel the person).

Conversation Etiquette

- Relax. Don't be embarrassed if you happen to use common expressions such as, "See you later" or "Got to be running along" that seem to relate to the person's disability. People who are visually/mobility disabled use these expressions.
- To get the attention of a person with a hearing loss, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly and slowly. Show consideration by placing yourself facing the light source and keeping your hands away from your mouth when speaking. Keep mustaches well-trimmed. Shouting will not help and may decrease the person's ability to understand. Writing notes are fine for short conversations.
- When talking with a person in a wheelchair for more than a few minutes, please sit down in order to place yourself at the person's eye level.
- When greeting a person with severe loss of vision, always identify yourself and others who may be with you. Speaking in a normal tone of voice, indicate in advance when you will be moving from one place to another, and let it be known when the conversation ends.

- Listen attentively when talking with a person who has a speech disability. Keep your manner encouraging rather than correcting. When necessary, ask short questions that require short answers. Never pretend to understand if you are having difficulty; repeat what you understand. The person's reactions will guide you to understanding.

Glossary of Terms

People with disabilities are people first; they prefer that you focus on their individuality, not their disability. The language used to portray individuality with disabilities establishes access and acceptance in the community. The following glossary of terms is offered as a guide to acceptable terms:

Don't say:

- Handicap, handicapped
- Victim of or afflicted with a stroke, polio, muscular dystrophy, etc.
- Wheelchair-bound or confined to a wheelchair
- Deaf or Dumb
- Normal, healthy (when used as an opposite of disabled)
- The deaf, the visually impaired, the disabled
- Spastic, Mongoloid, crazy, deformed, defected, crippled. These words are offensive, dehumanizing, degrading, and stigmatizing.

Do say:

- Person with a disability - Emphasize the person, not the disability.
- Person who has multiple sclerosis or person who has had a spinal cord injury
- Person who uses a wheelchair or has a wheelchair - Most people who use a wheelchair do not regard them as confined. They are viewed as liberating.
- Person who is deaf, hearing disability, or hard of hearing - Most individuals who are deaf are capable of speech. An inability to hear or speak does not indicate lowered intelligence.
- Person without a disability
- Person who is deaf, hard of hearing, low vision, blind, disabled etc. - State the person or individual before the disability
- Speaking with the student regarding approved accommodations, academic progress, and classroom behavior is always appropriate; however, questioning his/her disability is inappropriate and may be illegal.

Instructors' Responsibilities

- 1) The **disability statement** is required by Americans with Disability Act (ADA) Federal Law to be on all syllabi for any college or university that receives any type of Federal funding like Pell Grant funding. Until the ADA Federal Law is updated or changed there is no substitute

or excuse for not having this statement on any syllabi. Therefore, it is extremely important that the disability statement is placed on all Forsyth Technical Community College syllabi.

- 2) The **accommodation process** is that the student will self-disclose to the Disability Services Office and submit supporting documentation. A Request for Services form will be completed during an interactive meeting between the student and counselor. The decision letter will be emailed to student. Accommodations will be emailed to each instructor with cc: to the student no later than the fourth day of classes. The **accommodations do not start** until the instructors get the email of accommodations. Accommodations are not retroactive. Therefore, an instructor is not required to go back and re-give tests because the verified accommodation sheet was received after the test was given.
- 3) The **Academic Testing Center** located in The Learning Center is available for instructors to use, but using the Academic Testing Center is not a requirement for instructors to use, if the instructors can provide testing accommodations themselves.
- 4) **Volunteer Note Taker** The following letter will be brought to each instructor:

Dear Instructor:

Student (Student Number) is registered with Forsyth Tech Disability Services Office. The student has requested a volunteer note taker for courses that the student is taking in class. Student will need to discuss this request with each of their instructors before the end of the first two weeks of the semester.

Student's request for a volunteer note taker will have to be a deliberative process, which involves discussing this matter with their instructors. As a result of this process, Forsyth Tech Disability Services Office will not be able to provide their request for volunteer note taker on their accommodation sheet. The decision for Student to have a volunteer note taker will be on a course by course, semester by semester, and case by case basis.

- Instructors and/or departments/divisions are responsible for determining policies regarding instructors' notes.
- Instructors are not required to lower academic standards or fundamentally alter their course for accommodation purposes.
- Instructors should use the following questions as a guide when engaging in the deliberative discussion with the student on why the student taking their own notes as

opposed to the student reading the notes of their classmates' and/or instructor's notes is an essential aspect of the course:

1. Is there interaction between the instructor and students through the notetaking process?
2. Does the student taking their own notes in class constitute a significant component to the learning process?
3. Does the fundamental nature of the course rely upon students taking their own notes as an essential method for learning?
4. To what degree does a student's failure to take their own notes constitute a significant loss to the educational experience?
5. What does the course description and syllabus say regarding student taking their own notes?
6. Is notetaking calculated in the final course grade?

Instructor Information

The information provided is confidential and should not be shared without the student's written permission. Speaking with the student regarding accommodations, academic progress, and classroom behavior is always appropriate; however, questioning their disability is inappropriate and may be illegal. The basis of our decision is the stance of the Office of Civil Rights on this matter as stated in a September 2007 letter that is posted on-line. "In providing an academic adjustment, your postsecondary school is not required to lower or effect substantial modifications to essential requirements. For example, although your school may be required to provide extended testing time, it is not required to change the substantive content of the test.

In addition, your postsecondary school does not have to make modifications that would fundamentally alter the nature of a service, program or activity or would result in undue financial or administrative burdens.

Finally, your postsecondary school does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing."

If the instructor accepts the request for a volunteer note taker, and Student would like for the instructor to make the following **announcement**: "A student in class is in need of assistance with notetaking. If you would like to volunteer to perform this service, please see me after class."

If you have any questions, please do not hesitate to contact [Email to Disability Services](mailto:www.disabilityservices@forsythtech.edu) (open in a new window) www.disabilityservices@forsythtech.edu, call extension 7348 or 7155, or visit us at the Robert L. Strickland Center, Suite 2414

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 it.

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 Handbook.

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.

- Instructors should not tell a student they may have a disability. The student must self-disclose.

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

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:

1. how do you describe your condition?
2. describe in as much detail as possible how the diagnosed condition is currently impacting and substantially limiting your performance
3. what accommodations, auxiliary aids, adaptive equipment, modifications and/or services have been provided in the past?
4. 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 are emailed to students:

- 1) the first week of August for the Fall Semester,
- 2) the first week of December for the Spring Semester, and
- 3) the first week of May for the Summer Semester.

Students who do not receive an accommodation letter the week before the semester starts are responsible for contacting the Disability Services Office Counselor. 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.** Forsyth Technical Community College is not responsible for the location, scheduling, or funding of such services

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 other

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 instructors 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’s courses may be substituted with comparable courses. The appropriate department chairperson and dean must approve the course substitution in writing.”
Academic Information

Attendance Accommodation 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 practicums (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 waive the attendance policy.

[Attendance Policy](#) (open in new window)

[www.forsythtech.edu/catalog/1213/page/academic information](http://www.forsythtech.edu/catalog/1213/page/academic%20information)

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 should use the following questions as a guide when engaging in the deliberative discussion with the student on **why attendance is an essential aspect** of the course:
 1. Is there classroom interaction between the instructor and students and among students?
 2. Do student contributions in class constitute a significant component of the learning process?
 3. Does the fundamental nature of the course rely upon student participation as an essential method for learning?
 4. To what degree does a student's failure to attend class constitute a significant loss to the educational experience of other students in the class?
 5. What does the course description and syllabus say regarding attendance?
 6. What is the method by which the final course grade is calculated?
- 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.”
- 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.

Testing Accommodations Procedure

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: Hauser Building, Room 254

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. The scheduling site which is academictestingcenter.fullslate.com; 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.

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

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 after the instructor has signed 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 are 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
 - 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.

Academic Testing Center's Responsibilities

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

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.

Technology Accessibility

Forsyth Tech is required by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 to provide access to its programs and services to all qualified individuals, including effectively communicating information via the Internet and other electronic mediums. Section 508 of the Rehabilitation Act of 1973 established federally recognized standards on web accessibility, and these standards. All web pages must meet the standards of both Section 508 of the Rehabilitation Act of 1973 and the Web Content Accessibility Guidelines (WCAG) 1.0 as published by the World Wide Web Consortium's (W3C) Web Accessibility Initiative (WAI).

Media

Access must be provided in an applicable alternate format such as in the form of captioning, subtitles, or a text transcript. Videos posted online as part of a course syllabus requiring authentication of enrollment must follow Section 508 of the Rehabilitation Act of 1973. Pages with media (e.g. video, audio, non-html content, etc.) content should include a link that users may use to download the appropriate required plug-ins.

Images

The generally accepted image formats for the web are JPEG, GIF, and PNG. Images should be optimized for download speed and storage requirements. Use the 'alt' attribute in all tags to improve accessibility. Screen readers for the visually impaired cannot render images, and those users with visual impairments must rely on the information presented in 'alt' attributes. If the image is used purely for decoration, or is used primarily for spacing, an empty 'alt' attribute is preferred. If the image contains pertinent information that is not described in text elsewhere on the page, e.g., a graph or diagram, the 'alt' attribute should describe this textually. If the image is used as a link, the 'alt' attribute should describe the action that will occur if a user clicks on the image.

Procedures for Accessibility of Videos/DVD/Films

The most effective means of providing equal access to videos, movie clips, DVDs, and films is through the use of products with open or closed-captioning or subtitles. It is the responsibility of all units/departments, administrators, faculty and staff to utilize only media products with open or closed-captioning or subtitles, and/or provide an alternate format, such as a script. Below is the closed-captioning procedure:

New Video/DVD/Film Releases

It is the responsibility of the unit/department, administrators, faculty and staff to:

1. purchase and use captioned videos/DVDs/films for teaching purposes within their particular classroom and/or unit/department;
2. substitute a video/DVD/film with captioning in the place of an older version without captioning;
3. update all video/DVD/film stock to include only those with captioning; and
4. create subtitles/captions for any college-created video.

Non-captioned Video/DVD/Film Releases

It is the responsibility of the unit/department, administrators, faculty and staff to:

1. transition their media materials into captioned and accessible products for all;
2. seek an alternative video/DVD/film with closed-captioning;
3. make a determination if the video/DVD/film is essential to a course outline or may be deleted from a syllabus; or
4. offer an alternative assignment to a student in place of viewing a non-captioned video/DVD/film.

Alternative Accommodations for Non-Captioned Videos/DVDs/Films in Academic Courses

In the event the unit/department, administrators, faculty or staff determine a non-captioned media product is essential to academic course requirements, it is the responsibility of the unit/department, instructor, and/or faculty member to meet with the student who is hard-of-hearing/deaf to determine reasonable alternatives. A list (not all-inclusive) of possible alternatives follows:

1. If the individual interpreter for that particular class agrees to interpret the video/DVD/film, the college will be responsible for additional wages incurred by the interpreter for the extra preparation time it will take to review the media transcript, if available, and/or preview the video. Interpreters must be informed one week in advance of the assignment.
2. If a captioned video/DVD/film is not available, then the student who is hard-of-hearing/deaf and interpreter may be given a copy of the script (if available) one class meeting prior to the showing. It is the responsibility of the instructor to contact the publisher to obtain a copy of the script.
3. The instructor may offer an alternative assignment to the student in place of viewing a non-captioned video/DVD/film to the class. Alternate assignments should be decided upon on an individual basis between the instructor and student who is hard-of-hearing/deaf. Possible alternatives could include:

4. providing in-depth copies of the instructor's notes on the video/DVD/film to make certain the student is given full access to the main points of the media presentation.
5. allowing the student who is hard-of-hearing/deaf additional viewings of the video/DVD/film, with a copy of instructor notes, on his or her personal time.

[Making things accessible](#) (open in new window)

[http://www.w3.org/WAI/getting started/Overview.html](http://www.w3.org/WAI/getting%20started/Overview.html)

The Role of the Disability Services Office (DSO)

It is the responsibility of DOS to determine reasonable accommodations, auxiliary aids, and services based upon documentation presented by the individual. DOS provides the following services for eligible individuals who are hard-of-hearing/deaf qualified sign language interpreter(s).

Additionally, DSO will inform instructors when a student who is hard-of-hearing/deaf will be using an interpreter for their course or enrolled in their course. Generally, notification will be provided before the semester begins when DSO receives a finalized schedule; timely notification is dependent upon the voluntary disclosure by the student. DSO will also provide the college community with general informative materials regarding:

1. captioned videos;
2. working with an individual who is hard-of-hearing/deaf and interpreter;
3. interpreter responsibilities;
4. accessible media; and
5. requirements of the Americans with Disabilities Act and Sections 504 & 508 of the Rehabilitation Act.

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.

Is your program Accessible?

All announcements of special events, programs, and activities should contain a public statement informing and asking attendees with disabilities to request reasonable accommodations and/or auxiliary aids services in advanced. Prior planning consideration should be given to selecting an accessible site, whether on campus or off campus and identifying accessible in areas such as entrances/exits, parking areas, etc.

Facility Access

The ADA requires existing facilities to Title III entities be accessible. Forsyth Tech has a plan to make all existing facilities accessible to persons with disabilities to the extent that access is readily achievable. For new construction or renovations, the college must be in compliance with the Americans with Disabilities Act regarding Accessibility Guidelines for buildings and facilities.

Service Dogs

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 visual disabilities, alerting individuals who have hearing disabilities to intruders or sound, pulling wheelchairs or carrying and picking up things for persons with mobility or health disabilities 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.

[Website concerning service animals](#) (open in new window)

https://www.municode.com/library/nc/forsyth_county/codes/code_of_ordinances or contact the Forsyth County Animal Shelter.

Evacuation Procedures for Students with Disabilities

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

Students with Mobility Disabilities

Elevators provide access for students with mobility disabilities to classrooms throughout campus. However, during an emergency such as a fire or tornado, elevators can be very dangerous and often cease working. Furthermore, elevators have been known to break down and at times leave people with mobility disabilities stranded on upper floors. As a result, it is unlikely that you will be able to evacuate without the assistance of others.

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.

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

Medical

The College does not maintain a medical staff on campus or at its centers to administer to visitors, students, staff or faculty. Since all personnel and students reside off-campus, medical and dental care are an individual's responsibility. The College does not provide emergency treatment. If, however a student, faculty or staff member has a medical emergency on campus, immediately call the campus police at 7911 or dial 911.

Informal Procedures for Resolving a Conflict

As outlined below students can consider using the identified organizational levels of administration or supervision to resolve their concerns. Students should talk with their instructor first to address a concern. If the concern still persists, students should communicate with the

following individuals in this order: The Department Chairperson, and the Dean for that division. It is encouraged that concerns and complaints be resolved in a respectful discussion at the most direct level. It is strongly recommended and expected that the student first discuss his/her complaint with the person against whom the complaint is being made. If circumstances of the complaint prevent the student from having this discussion, or if the complaint is not resolved, the student should discuss the complaint with the Department Chairperson, and then Dean for that division.

Student Grievance Policy

Please refer to the Student Handbook or the Student Grievance Policy which can be found at the following web address online

[Student Code of Conduct](#) (open in new window)

<http://www.forsythtech.edu/catalog/1112/page/student-code-of-conduct>

If a student disagrees with the accommodations granted by the Disability Services Office, they may file an appeal. The Disability Services Review Committee will convene to review the case.

Office of Civil Rights (OCR)

The mission of the Office for Civil Rights (OCR) is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights.

An individual can contact the Office for Civil Rights to report any educational discrimination on the basis of race, sex, disability, etc. and also request information on civil rights compliance programs, procedures for filing discrimination complaints, or access to civil rights regulatory and policy documents. The Office for Civil Rights is located in Washington, DC. Information can be obtained by phone (1-800-421-3481), TTY (1-877-521-2172) or email the [Office of Civil Rights](#) (open in new window) ocr@edu.gov.

Confidentiality

In accordance with the law, specific information regarding a student's particular disability will not be shared with a third party, including faculty, without the student's expressed permission to do so.

NOTE: The student has the right not to disclose specific information regarding his/her disability to his/her instructor. However, the Disabilities Services Office staff encourages students to do so where appropriate. Information disclosed to the faculty by the student or Disability Services Office staff should not be disclosed to any other individual without approval by the student. At no time is the student with a disability to be identified within the classroom or outside of class in front of others.

Personal Attendant/Assistant Procedure

Forsyth Technical Community College makes every effort to reasonably accommodate documented students with disabilities. However, the responsibility of securing personal attendants or personal assistants lies with the student. Under the Americans with Disabilities Act, colleges and universities are under no obligation to provide such services to students. The College assumes no coordination or financial responsibilities for attendants/assistants. If a student needs a personal attendant or assistant and has the means and access to such a person, the attendant or assistant must be approved by the Disability Services Office Counselor *in advance of any class attendance* in any given semester. The student and attendant/assistant will sign the following Personal Attendant/Assistant Agreement form, which must be returned to the Disability Services Office Counselor. Copies of the Personal Assistant Agreement form will be provided to instructor(s) to place with the class roster.

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.

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.

Acknowledgment of Receipt

I have either received a copy of the latest Disability Services Office Faculty and Staff Guide, or have access to it on online My [ForsythTech](https://techlink.forsythtech.edu) (open in new window) <https://techlink.forsythtech.edu>. I am required to read and follow the policies and procedures in the guide. I am required to stay current on any additions or revisions posted on Techlink. I understand that it is my responsibility after reading the guide to direct any inquiries to the Disability Services Office. I acknowledge receipt by signing my name below.

Signature
Print Name
Department
Date

Please sign this form and send it to Human Resources