Forsyth Tech
COMMUNITY COLLEGE

ACCESSIBILITY RESOURCES

Faculty and Staff Guide

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Purpose of the Faculty and Staff Guide

The *Accessibility Resources Faulty 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 Accessibility Resources identify and address changing needs. Accessibility Resources is here to help you along your endeavors at Forsyth Technical Community College. Accessibility Resources is in the Robert L. Strickland Center in the Admissions/Records Suite 2361. If you have questions or need additional information, please contact:

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Accessibility Resources
Office (336) 734-7378 or (336) 734-7155
General Fax 336-757-3252 Confidential Fax 336-734-7252
Accessibility Resources Email (open in new window)
disabilityservices@forsythtech.edu

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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.

Definitions

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 Accessibility Resources 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 Accessibility Resources, 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

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 has 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 Include but are not Limited to:
- 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 based on 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 accommodations 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 Inclusive Excellence and Employee Care
(336) 734-7263
2100 Silas Creek Parkway
Winston-Salem, N.C. 27103-5197
or
Human Resources Manager
(336) 734-7645
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 ACCESSIBILITY RESOURCES Counselors. Achieving reasonable accommodations for a student with a disability involves shared responsibility between students, faculty, staff, and administrators.

Rights and Responsibilities

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 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.

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 Accessibility Resources 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 Hauser building, room 254, 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.

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 the instructor to make the following **announcement**: "If anyone is interested in being a volunteer note taker, please turn your notes in to me at the end of class so that I may make a copy for another student."

If you have any questions, please do not hesitate to contact Email to Accessibility Resources (open in a new window) disabilityservices@forsythtech.edu, call extension 7348 or 7155, or visit us at the Robert L. Strickland Center, Admissions/Records Suite 2361.

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 serves 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.
- You can offer assistance with sensitivity and respect. If the offer to assist is declined, do not insist. It 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.

Code of Conduct

Accessibility Resources 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 Accessibility Resources

Students with disabilities are expected to meet the qualifications and maintain the essential institutional standards for courses, programs, activities, and facilities. Accessibility Resources promote 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 Accessibility Resources which they are eligible to receive. This philosophy promotes independence and develops the skills students will need to function successfully in the workplace.

To establish eligibility for accommodations, students must:
- Submit all appropriate documentation regarding his/her medical condition or disability to Accessibility Resource. 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 too as soon as possible is imperative)
- Meet with an Accessibility Resources 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 they schedule a meeting.

Accessibility Resources Step by Step Guide (for students)

Step 1 - Students should meet with an [Accessibility Resources Counselor(s)](#) (opens in new window) disabilityservices@forsythtech.edu or (336) 734-7378 or (336) 734-7155.

Step 2 - Students are to self-disclose their disability to Accessibility Resources. Early self-disclosure will allow the Accessibility Resources Counselor(s) to set up accommodations. *Some accommodations may take 6-8 weeks before services can start. Please plan accordingly.*

Step 3 – The student should turn in the appropriate documentation of their disability as well as complete a Consent of Release.

Step 4 - Once the student has submitted the required documentation and consent of release, the Accessibility Resources Counselors will contact the student to schedule an **Interactive Process Meeting**.

Step 5 - A decision letter will be emailed to the student's Forsyth Tech email account. Students will receive their accommodation form through their Forsyth Tech email account on the first week of August for fall semester accommodations, the first week of December for spring semester accommodations and the first week of May for summer session accommodations if they are registered for courses at that time. After the student receives their accommodation letter, if they have concerns or questions about the accommodations, they need to schedule an appointment with Accessibility Resources.

The accommodation process only requires the student to email us at disabilityservices@forsythtech.edu if they do not want all of their instructors to be emailed their accommodations. This email request must be received by 5:00 PM on the third day of the new semester.

Step 6 - On the fourth day of the new semester all their instructors will be emailed their accommodations. The student will be copied on each of these emails. Accommodations will start when the instructor receives the email. If a student needs an accommodation before the fourth day of the new semester, the student can forward the email they received from Accessibility Resources prior to the start of the classes referring to Step 5 to their instructor(s).

Step 7 - It is extremely important to **discuss** your **accommodations** with each of their **instructors** to ensure both student and instructor (s) understand how they will be implemented. **Accommodations are not retroactive.**

Communication

Communicating with Accessibility Resources

Once the student has submitted the appropriate documentation to Accessibility Resources, the Counselor will review the documentation and schedule an appointment to meet with the student. The student is required to meet with the 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 Accessibility Resources at least **30 days** prior to beginning of the semester. (Note: Certain accommodations may take longer than 30 days to arrange (such as coordination of American Sign Language interpreters or purchase/installation of assistive technology), therefore disclosing to

Accessibility Resources as soon as possible is imperative). During the accommodation process, the Counselor will ask the student 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 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 their classes. Determining accommodations is an ongoing process. The student may find that a class is "universally designed," and he or she does not need the accommodations that were initially identified.

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 Accessibility Resources. Accommodations that are 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 plan 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 Accessibility Resources. This letter informs the instructor that the student has a documented disability and states which accommodations the student is eligible to receive. **Instructors should not tell a student they may have a disability. The student must self-disclose.**

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. For example, will a student with extended time on tests be taking their tests in the Academic Testing Center or in a separate classroom? The implementation of the accommodation may vary from student to student.

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 and 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 specific 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).

<u>Definitions and Examples of Academic Accommodations and Adjustments</u>

We address the needs of students 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. Accessibility Resources Counselors are not subject matter experts in the programs that are offered at Forsyth Tech, if one feels that an accommodation is unreasonable or would fundamentally alter a course, please reach out to us to discuss.

Fundamental Alteration

According to the Americans with Disabilities Act, a fundamental alteration is a change that is so significant that it alters the essential nature of the goods, services, facilities, privileges, advantages, or accommodations offered.

The following is an example of when an accommodation would fundamentally alter course requirements: Student is taking ENG 002 and has requested the accommodation of Reader – requiring printed materials to be read aloud either by a person or screen reading/assistive technology on a computer. ENG 002 – Transition English – is designed to provide a foundation for students' development of academic habits, learning strategies, social skills, and growth mindset necessary to be successful in college-level English. In addition, the students will be learning to

read for comprehension. By having a person or a computer read information to the student, the student will not be meeting the learning objectives of the course. Therefore, the course would be fundamentally altered.

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. Accommodations are reasonable unless they:

- Alter or remove essential requirements.
- Fundamentally alter the nature of the program.
- Impose undue financial or administrative burden.
- Pose a threat to others.

The following is an example of when an accommodation would pose a threat to others: Student is taking a Welding course, which require them to perform various techniques such as welding, soldering, brazing, casting and bronzing. Student is visually impaired and has requested the accommodation of a Personal Attendant. The student feels that they can perform the required techniques and rely on the personal attendant's vision to help guide them. (not sure what this previous sentence is saying) This is potentially a safety issue for the student as well as others in the classroom. Therefore, this accommodation could be unreasonable for a Welding course, but may be approved for other courses.

Faculty can dispute the accommodation if it is felt the accommodation is unreasonable. In the welding example given above, if the faculty member feels the accommodation will present a safety issue, they should reach out to Accessibility Resources with their concerns as soon as possible after receiving the accommodation letter.

Course Substitutions

Accessibility Resources do **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 Accessibility Resources, 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."

Attendance Accommodation Process and Guidelines

Accessibility Resources work with a variety of students who experience a multitude of health concerns. Students most likely to request an attendance accommodation are those with serious disabilities that flare up at times. This includes, but is not limited to, autoimmune disorders such as lupus, multiple sclerosis, or rheumatoid arthritis; Celiac disease, Crohn's disease or ulcerative colitis; sickle cell anemia; seizure disorders; and/or conditions requiring debilitating treatment such as chemotherapy or dialysis. Students with psychological disabilities, such as Bipolar Disorder, Anxiety/Panic Disorder, and Depression, or who are experiencing an acute exacerbation of symptoms may also request flexibility in the application of attendance policies.

This accommodation is not a "free pass" to miss class. Accessibility Resources staff advise students with this accommodation that even if their absence is due to their disability and beyond their control, such absences may well impact their grade, especially if participation is graded and/or they are missing in-class exercises. Students are responsible for keeping up with the reading, obtaining class notes from a fellow student or handouts from the instructor, and making up any assignments they may have missed. Students should always strive to make

in-person contact with class instructors to discuss the way in which this accommodation will work in practice and to agree upon appropriate procedures and protocols.

Forsyth Technical Community College has published a Curriculum Attendance Policy concerning academic objectives and attendance states:

"Attendance

The course syllabus will detail specific expectations for student attendance.

Students must officially enter each course prior to the census date of the course meeting as posted in the course syllabus to remain enrolled in the course. Logging into the course site is not officially entering the course. To officially enter the course requires completion of the course entry assignment or attending the scheduled meeting time prior to the census date. Students who never attend class will be charged 100% of the class tuition.

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 and remain present for the entire scheduled time for all scheduled class, laboratory, shop, practicum, cooperative education worksites 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 and early departure, at the discretion of the instructor, may be considered in computing attendance. Attendance for asynchronous online students is based on timely submission of assignments.

Students are expected to attend at least 90 percent of the class. If a student's absences in a class exceed 10 percent of the course schedule (consecutive or non-consecutive dates) and are not justified to the satisfaction of the instructor, the instructor may submit an online withdraw form. Some programs may have more rigorous attendance requirements for continued enrollment.

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. Students are allowed two days of absences, without penalty, each academic year for religious observances as required by law. Curriculum students must notify instructors in writing of expected religious absences within the first week of class.

Any student who is in the United States Armed Forces who has received temporary or permanent reassignment as a result of military operations and any student who is a National Guard service member placed onto State active-duty status during an academic term for the period of time the student is on active duty will be granted an excused absence. Specifically:

1. Student will be given the opportunity to make up any test or other work missed during the excused absence.
2. Student shall have the option, when feasible, to continue classes and coursework during the academic term through online participation for the period of time the student is placed on active duty.
3. Student may elect to receive a grade of "incomplete" (I) for any course that they were unable to complete as a result of being placed on active duty within the period of time specified by the college to avoid receiving a failing grade for the course.
4. Student will have the option of withdrawing from the course by the 60% point of scheduled contact hours (with no financial or academic penalty) for which they were unable to complete as a result of being placed on active duty.

Clinical Experience in Health Programs

Clinical hours in any of the health programs may be scheduled during any part of the 24-hour day, seven days a week.

Students will be informed in writing no later than the second-class meeting when a clinical course has special attendance requirements.

In order to pass clinical courses, students must pass all critical requirements for the course.

Required uniforms must fit neatly in order for students to meet the dress code of both Forsyth Tech and the clinical facilities.

Certain areas (operating room, obstetrics, isolation rooms, etc.) in the hospitals require special hospital garments. To control infection, hospital policy requires that only those garments supplied by the hospital be used. Students who are unable to wear and be covered by these garments will not be allowed to go into those clinical areas, which may jeopardize their ability to complete the program.

Failure to meet any dress requirements may jeopardize a student's ability to continue in a program."

* Due to the compressed nature of the summer session, instructors may not feel that the attendance accommodation is reasonable. Please reach out to Accessibility Resources to discuss these concerns. Attendance Policy (open in new window) https://www.forsythtech.edu/catalog/2122/page/academic-information

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 being asked 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 75 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 Accessibility Resources, Accessibility Resources 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.

Example of Attendance Accommodation that is **Reasonable**: Student has recently been diagnosed with an Auto Immune Disorder that requires them to follow up weekly with the medical specialist. Student will be missing one of their classes (a Humanities course) every week, which will more than likely exceed the school's attendance policy of missing no more than five hours. Student has requested the Attendance Accommodation. It has been approved. Student is responsible for communicating on a regular basis with their instructor regarding what was missed on the day they were absent. The student is also responsible for working with the instructor to make up test/quizzes (if applicable) and/or turn in assignments. Missing these additional classes does not excuse the student from meeting all deadlines for assignments and tests and does not guarantee a passing grade in the course.

Example of Attendance Accommodation that is **Unreasonable**: Student has recently been diagnosed with an Auto Immune Disorder that requires them to follow up weekly with the medical specialist. Student will be missing several hours of clinical for their Health Technologies Program every week, which will more than likely exceed the school's attendance policy. Student has requested the Attendance Accommodation. It would be unreasonable for the student to be allowed to miss a substantial amount of time in clinical as these hours are essential to completion of the program.

Example of Attendance Accommodation for a course with a lab: Student is diagnosed with Obsessive Compulsive Disorder and Panic Disorder and has been unable to attend class and lab for Chemistry due to the obsessive thoughts and fears of germs. The student experiences panic attacks and severe anxiety when around a large group of people. Student has been approved for attendance accommodation. Accessibility Resources Counselors worked very closely with the student and instructor to supplement the face-to-face instruction in an online environment. In addition, we worked with our Science Skills Lab to arrange a schedule for the student to come to the lab when it is less busy to complete necessary experiments.

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. **Students are responsible for reserving their spot at the testing center.**

Location: Academic Testing Center: Hauser Building, Room 254
Hours of Operation: Monday-Thursday: 8:00 AM – 8:00 PM and Friday: 8:00 AM – 6:00 PM
Saturday *(Fall and Spring Semesters Only)*: 9:00 AM – 3:00 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)

Examples of Extended Time on Tests, Quizzes, Exams, and Assessments

Example: Student is approved for Extended Time for Tests, Quizzes, Exams, and Assessments up to Double Time. To clarify, if all students are given 30 minutes to take a quiz and 90 minutes to take a test, then the student with accommodation will have 60 minutes for the quiz and 180 minutes for a test.

Accommodations are sent to the instructor, and student is copied on the email. Accessibility Resources Counselors have advised the student that it is their responsibility to discuss implementation of accommodations with instructors prior to taking the test (at least one week in advance) and have approval of the instructor.

The student and instructor will have a conversation to determine the best way for the accommodation to be met. Options include but are not limited to: student arriving early to class to start the test or staying later if schedules allow, student taking test in testing center during class period, student taking test in testing center on another day, student meeting with instructor during a different time to take the test, or student sitting in an empty classroom nearby to take the test. All these scenarios meet the accommodation if the student has double time to take the test.

Distraction Reduced Testing Area

Example: Student is approved for Distraction Reduced Testing Area. This accommodation will also need to be discussed in advance with the instructor (at least one week prior to the test) and approval given by the instructor. Possible ways to implement the accommodation include but are not limited to student taking test in the testing center during class period, student taking the test in testing center on another day, student meeting with the instructor during a different time to take the test, or student sitting in an empty classroom nearby to take the test. All these scenarios meet the accommodation if the student has a setting with fewer distractions to take the test.

Extended Time on Assignments

Example 1: Student has been diagnosed with bipolar disorder, which is a mental health condition that causes unusual shifts in mood, energy, activity levels, concentration, and the ability to carry out day-to-day tasks (National Institute for Mental Health). The student cannot predict when these shifts will occur and has requested Extended Time on Assignments up to 48 hours unless it will delay turning in grades at the end of the semester. The student's request is approved. It is the student's responsibility to communicate with the instructor in advance of an assignment's due date (if possible) that they will need to use the accommodation. If there is an assignment due by 11:59pm on Tuesday, then the student will have until 11:59pm on Thursday to turn it in.

Example 2: Student has Crohn's Disease and has requested the Extended Time on Assignments accommodation. It has been approved. The student is taking both online and in-person classes. The student reaches out to the instructor of one of the online classes and requests to use the accommodation on the course entry assignment due to flare up of their condition. The instructor contacts Accessibility Resources as they are unsure how to adhere to the accommodation but also not have to mark the student as a 'no show' before the census date. The course entry assignment is one way for an instructor to document that the student attended class before the 10% mark/census date. However, the instructor can still mark the student as having attended and allow for the extension on the assignment versus marking the student as a no show.

Students are cautioned by Accessibility Resources counselors that extending time on one assignment does not guarantee extension on all assignments. Each assignment should be discussed with the instructor. Accessibility Resources counselors also recognize that some instructors may have concerns about extending time on one assignment and how it could push back every assignment for the whole semester. We are available to discuss these concerns with students and faculty.

Use of Personal Recording Device

Example: Student has been diagnosed with ADHD and has requested that they be able to record lecture and discussions in the classroom to assist with notetaking and studying. Student has been approved by Accessibility Resources counselors for this accommodation provided that the recordings is for the student's own personal use and cannot be shared with anyone or published without explicit consent of the instructor or other persons in the class. Student is asked to discuss the accommodation and implementation with their instructor. The student may choose to use their cell phone or other computing device as well as a digital recorder. The student may also ask to place the recording device near the instructor, so a better sound quality is achieved.

Faculty are asked to communicate with Accessibility Resources if they feel that a student is using the recording for something other than personal use.

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 Accessibility Resources Counselor *in advance of any class attendance* in any given semester.

If emergency personnel do a search and rescue, the personal attendant should be included in the classroom count.

The personal attendant or assistant
1. Will perform personal care duties such as, but not limited to turning pages, retrieving materials, taking of coat, etc.
2. Is not responsible for the student's academic progress or behavior in the class.
3. Shall follow Forsyth Tech's Code of Conduct as written in the Curriculum Student Handbook.
4. May act as scribe or reader for the student if these accommodations have been approved as well.

Testing Responsibilities

Student Responsibilities
1. The student, once approved through Accessibility Resources, 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(open in new window) tabagget@forsythtech.edu **and** Accessibility Resources 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 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.

Other Areas of Accessibility to Consider

Wheelchair Accessibility

The campus is accessible by wheelchair, as well as individual class buildings. In the event classrooms are not accessible, please contact Accessibility Resources immediately. All requests for accessible classroom space should be made to Accessibility Resources. 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 Accessibility Resources 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 <img> 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 with 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 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.

Educational Opportunities at Forsyth Tech

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

1. transition their media materials into captioned and accessible products for al
2. seek an alternative video/DVD/film with closed captioning
3. decide 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.w3org/WAI/getting started/Overview.html

The Role of Accessibility Resources

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

Additionally, Accessibility Resources 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 the Accessibility Resources counselor receives a finalized schedule; timely notification is dependent upon the voluntary disclosure by the student. Accessibility Resources 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 Accessibility Resources for assistance with arrangements at least four weeks in advance, so arrangements can be made.

Is the 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.

Animals on Campus

Service Animal

There will be cases when a reasonable accommodation for an individual will be to use a service animal. The following questions are the only two questions that can be asked of someone with a service animal on campus:
1) Is this service animal required for a disability?
2) What work or task does this service animal perform?

We are **not** allowed to ask someone with a service animal the following questions:
1) What is the disability?
2) Can you demonstrate the work or task that the service animal performs?

As with other accommodations, a person who needs the accommodation of a service animal may contact Accessibility Resources. The American with Disabilities (ADA) defines a service animal "as *any* guide dog, signal dog, or other animal individually trained to aid an individual with a disability. If they meet this definition, animals are considered service animals under the ADA regardless of whether they have been licensed or certified by a state or local government." Service animals perform some of the functions and tasks that the individual with a disability cannot perform for himself or herself.

Examples of service animals 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 animal.

There are some guidelines to keep in mind so that the service animal may perform service for their handler in an effective manner. Do not pet or otherwise engage a service animal such as playing or feeding the animal. Do not deliberately startle a service animal or attempt to separate a handler from the animal. Please contact Accessibility Resources if you have questions concerning other service animals.

Requirements for service animal and their handlers
- The handler must be able to demonstrate the 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 animal must follow the same student code of conduct.

A service animal is not a pet. A service animal 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 animal may be excluded if it becomes disruptive and fundamentally alters the nature of the class, performance, lecture, movie, etc. A service animal must 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 Accessibility Resources. 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 and 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.

Forsyth County Codes of Ordinance for Animals (open in new window)

https://library.municode.com/nc/forsyth_county/codes/code_of_ordinances?nodeId=CH6AN

Definitions and Examples:

A service animal (dog or miniature horse) is trained to work or perform a specific service or task for the benefit of the student with a disability. The service or task may include but is not limited to alerting a person about a sound, guiding a person along the street, pressing an elevator button, retrieving items, alerting others or standing guard if the individual is experiencing a seizure, or reminding the individual to take his or her medication.

An emotional support animal (could be any type of animal, fowl, reptile, etc.) is intended to provide support that will help alleviate a symptom or effect of the student's disability. For example, a student may feel less anxious while petting the animal or feel less lonely with the animal with them.

Evacuation Procedures for Students with Disabilities

It is important for students with disabilities to take responsibility for their own safety by participating in the mandatory practice drills. In order to ensure their safety, they take time to develop an emergency plan or a strategy in advance in each room that they will possibly be in daily. Accessibility Resources and Coordinator of Environmental Services are available to assist in developing an emergency plan. They can contact the ACCESSIBILITY RESOURCES Counselor(s) at (336) 734-7378 or (336) 734-7155 or Email Accessibility Resources(open in a new window) disabilityservices@forsythtech.edu

How they respond to an emergency depends on the type of emergency, the specific disability, the location on campus.

When evaluating specific needs in an emergency, it is important to think about 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!

Make a Plan
 If you need assistance in making an evacuation plan, please contact Accessibility Resources at (336) 734-7378 or (336) 734-7155 or Email for Accessibility Resources (open in new window) 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 classroom 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 needs 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 Accessibility at (336-734-7378 or 336-734-7155) or Email for Accessibility Resources (open in new window) disabilityservices@forsythtech.edu.

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 Accessibility Resources.

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 have 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. 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 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). 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 Accessibility Resources immediately. All requests for accessible classroom space should be made to Accessibility Resources. 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 Accessibility Resources 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 Accessibility Resources for assistance with arrangements at least four weeks in advance, so arrangements can be made.

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.

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 does not need the temporary power of attorney.

2) A student with disabilities can order their books online using the bookstore website 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.

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 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.

Grievance Policy for Accessibility Resources

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 Accessibility Resources, 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 Accessibility Resources Review Committee will be notified, and a meeting shall occur. The Accessibility Resources Review Committee consists of faculty/staff at Forsyth Tech in different areas of academia.

The Accessibility Resources 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 Inclusive Excellence and Employee Care 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 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 Inclusive Excellence and Employee Care that a current policy be examined for continued value to Forsyth Tech.
3. The committee will submit its recommendation to the Vice President of Inclusive Excellence and Employee Care, 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 Inclusive Excellence and Employee Care.
5. The student must obtain special permission from the Provost/Chief Academic Officer to attend classes pending resolution of the case on appeal.

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 of the basis of race, sex, disability, etc. and 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 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 disability will not be shared with a third party, including faculty, without the student's expressed permission to do so. Please discuss accommodations in a private setting. If an email needs to be sent to the student regarding accommodations, the only other party, which should be copied on the email, is an Accessibility Resources counselor (if needed).

NOTE: The student has the right not to disclose specific information regarding his/her disability to his/her instructor. However, Accessibility Resources staff encourage students to do so where appropriate. Information disclosed to the faculty by the student or Accessibility Resources 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**.

Technical Standards

What are Technical Standards?
- The nonacademic standards, skills and performance requirements of an educational program as related to a job in that field of study
- Required of *every student*
- Examples: physical, cognitive and behavior standards
- Necessary for satisfactory completion of all aspects of the curriculum and development of professional attributes for graduation
- Think about it this way: What would make it impossible for a student to complete the program?

Why are Technical Standards important?
- They are a tool to help academic advisors, career counselors, and Accessibility Resources counselors guide the discussion of choosing program of study with students who are unsure if it is a good fit for them.
- They address potential safety concerns.
- **It is a proactive approach.**
- They may prevent enrollment of a student who is not otherwise qualified to complete a program.
- They may prevent and/or avoid disability discrimination claims.
- They benefit to students specifically.
- Students can make an informed decision whether to apply/declare a program based on interest and ability.
- They facilitate self-reporting disabilities.
- They open door to discussing accommodations.

Acknowledgment of Receipt

I have either received a copy of the latest Accessibility Resources Faculty and Staff Guide, or have access to it on online My ForsythTech (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 Accessibility Resources. I acknowledge receipt by signing my name below.

Signature
Print Name
Department
Date

Please sign this form and send it to Human Resources