

Faculty Handbook

- W [Accessibility Services Mission](#)
- W [The Law](#)
- W [Processes & Procedures](#)
- W [Responsibilities](#)
- W [Rights](#)
- W [Description of Common Accommodations](#)
- W [People First Language](#)

Our Mission

The mission of the Accessibility Services is to provide equal education opportunities to students who have a disability. We strive to create a learning environment that is accessible and encourages student success throughout the learning process.

ADA and Section 504

West Georgia Technical College provides equal educational opportunities to prospective and current students who meet the disability criteria of the American Disabilities Act (ADA) of 1990 and the 504 Rehabilitation Act of 1973. Section 504 and the ADA states that —No ***otherwise qualified individuals with a disability*** shall solely by reason of disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of public entity.

A person with a disability is defined by the ADA as any person who:

- Has a physical or mental impairment that substantially limits one or more major life activities including walking, talking, seeing, hearing, breathing, learning and working
- Has a record of such impairment
- Is regarded as having such impairment

Accommodations are provided in order to provide equal access to information and services by reducing or eliminating barriers. These accommodations are determined and developed on a case-by-case basis after a review of the student's documentation and a personal interview with the Accessibility Services Coordinator.

Processes & Procedures

Accommodations/Academic Adjustment

- Under Section 504 and the ADA, colleges must provide – at no cost to the student — reasonable accommodations to make their programs accessible to

Students with disabilities. Section 504 and the ADA use the term —auxiliary aids and servicesll to refer to devices and services that make programs and materials available to people with disabilities

- Most accommodations are determined according to the student’s submitted documentation
- A documented or recommended accommodation can be disapproved if the college deems it as unreasonable. This includes accommodations received in secondary education.
- According to the ADA law, an accommodation cannot change the nature of an activity. Additionally, the college is not required to lower or substantially modify essential requirements.
- WGTC does not allow the substitution of a class nor early registration for students
- Accommodations can be requested at anytime during a student’s matriculation at West Georgia Technical College and a Student Accommodation Letter can be request at any point during the semester. However, accommodations are not retroactive and faculty are not request to provide accommodation until the Student Accommodation Letter is received.

Disclosure of Disability

- West Georgia Technical College faculty and staff are prohibited from asking a **prospective** student if a disability exist
- **Prospective** students must disclose the existence of a disability and are encouraged to do so prior to the admissions’ entrance exam, if accommodations are desired
- A person must meet the admissions requirements and the technical standards required for a program of study with or without reasonable accommodations.
- Incoming students are given the opportunity at New Student Orientation (NSO) to disclose a disability on the Special Populations survey.
- Upon disclosure on the NSO survey, the Accessibility Services staff will contact the student to provide information on how to apply for services.

- Students can disclose a disability at any time during their studies here at West Georgia Technical College

Confidentiality

- An electronic file is maintained on each student in the Accessibility Services office and kept confidential.
- Instructors will only receive a ***Student Accommodation Letter***, and will not know the student's actual disability, unless the student shares that information.

Discipline

- ***All*** students enrolled at WGTC must adhere to the policies and procedures which are outlined in the [Student Catalog](#) or [Student Handbook](#).

Disability is never an excuse for behavior. Students should be sure to review the [Student Code of Conduct](#) to understand what WGTC expects of all students.

Personal Assistants

- Students requiring personal assistants and/or mentors is the student's responsibility.
- Personal Assistants are individuals who aid with the student's hygiene, eating, and other personal needs.
- Mentors are individuals who attend classes with the student to monitor the student's behavior. The mentor is not responsible for any instructional assistance, such as note-taking, proctoring exams, or reading course materials

Service Animals

- Service animals (dogs) are trained by licensed professionals to perform a task for an individual with a disability. They are allowed on campus and in the classroom. For additional information, please visit [ADA.gov](#).

Emotional Support Animals

- Emotional support animals are not allowed on campus. Please direct any student with questions to Accessibility Services.

Grievance Procedure

- If a student is not satisfied with the services which are provided through the Accessibility Services program, they can follow the steps below in sequence:
 - Step 1:** Discuss the matter with the Accessibility Services Coordinator.
 - Step 2:** Still not satisfied, contact Zelma Jones, Career Services Manager in writing at zelma.jones@westgatech.edu.
 - Step 3:** Still not satisfied, contact Dr. Tonya Whitlock, Vice President of Student Affairs in writing at tonya.whitlock@westgatech.edu.

You have a responsibility:

- To provide reasonable and appropriate accommodations, academic adjustments and auxiliary aids for students with disabilities
- To maintain appropriate confidentiality of records and direct students to Accessibility Services when a disability is disclosure
- To provide book requirements and other class materials in a timely manner (at least one month prior to the start of a term) to allow for reproduction of accessible material if needed (i.e. e-text or Braille)
- To inform students of the resources on campus to include Accessibility Services
- To include an accommodation statement in your course syllabus
- To assist in the recruitment of locating a note-taker and reader
- To participate in training offered to faculty/staff relating to accessibility Services
- To create accessible documents for students to access with or without accommodations

[Creating Accessible Documents](#) (Text Document)

[Creating Accessible Documents](#) (video)

[Universal Design for Learning](#)



- To inquire about how to implement an accommodation if you are unsure
- To review students' accommodation letter and schedule a time to speak with them in private
- To evaluate students on ability and not functional limitations

You have the Right

- To maintain West Georgia Technical College's academic standards
- To request a copy of the accommodation letter and/or ask the student to complete the accommodation process before providing accommodations
- To meet with the student to discuss the student's need for reasonable accommodations, academic adjustments and/or auxiliary aids
- To expect all students to adhere to the student code of conduct
- To discuss with Accessibility Services an accommodation, academic adjustment, and/or auxiliary aid that you perceive is inappropriate or unreasonable because it
 1. pose a threat to the health and safety of others
 2. constitute a substantial change or alteration to an essential element of a course or program
 3. pose undue financial or administrative burden on the College

Description of Common Accommodations

Once you receive a **Student Accommodation Letter**, it is imperative that you schedule a time to meet with the student to discuss the accommodation letter.

The descriptions of the common accommodations listed below may be helpful in discussing accommodations with students.

- Extended time for exams, quizzes, or other timed assessments:
 - Extended time for these items is time and a half. Meaning, if the other students are allowed 60 minutes to take a test, then you are allowed 90 minutes (60 minutes + 30 minutes).
 - Due dates for exams are not extended. As the instructor, you can change the dates of a quiz, an exam, or other timed assessments but it is not an accommodation.
- Extended time for classwork, homework, or projects:
 - Students can request an extension on assignments if they are having difficulty completing an assignment or has gotten behind on an assignment due to their disability. They should request the extension from the instructor at least 2 days prior to the actual due date when possible.
 - The instructor determines the extended dates for these assignments – students must submit the assignment by the extended date. There are no exceptions.
 - At the time in which ***two extensions*** are requested by student, instructor will contact the Accessibility Services program to discuss student's progress and any necessary plan of action regarding his/her progress. This accommodation is more of a safety net and not a catch all.
 - ***Instructors will not extend due dates of exams, quizzes, or other timed assessments.***
- Allow student additional time to complete assignments – this may include the student being able to submit his/her work on a later date
 - This accommodation doesn't apply to online coursework
- Provide student with all of the due dates for assignments in advance – be sure to include due dates in the course syllabus. If the due dates are not listed, students may have to request additional time to complete assignments.

- Provide advance notice of changes in exams/assignments
- Testing in a distraction-reduced environment which is determined by instructor:
 - The library can be used when this accommodation is needed, if you cannot identify another location. For additional Library proctoring information visit <https://libguides.westgatech.edu/testproctoring/library>.
 - Students are only allowed to utilize materials approved by their instructor
- Allowed to use a recording device such as a digital recorder or cellphone.
 - Students must sign the follow Recording Agreement with the Accessibility Services office.

***Students with disabilities who are approved for accommodations have the right to voice record class lectures for their personal study only. (84.44 Section of 504 in the Rehabilitation Act of 1973 [P.L. 93-112, amended P.L. 93-516]). Lectures recorded for this purpose may not be used in any way against the faculty member, other lecturers, or students whose classroom comments are taped as part of the class activity. Information contained in the recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer and without giving proper identity and credit to the lecturer.
I am providing my initials as a confirmation to abide by the above policy regarding recording lectures at West Georgia Technical College
_____ Initial***

- Allowed to use a word processor
 - Students are allowed to use Microsoft Word or any other word processor to complete written assignments and use spell check. These assignments include in-class and homework assignments.
- Study guides and study sheets are only provided if the instructor provides them to all students. Therefore, even though this accommodation may be listed on the accommodation form, the instructor can determine that this accommodation could change the nature of the course and deny the request. Students can be asked to create their own study guide and ask for feedback from their instructor.

NOTE: Study guides are not allowed when taking an exam, unless approved by the instructor.

- Reader or use of a reading device for exams
 - Students are allowed to utilize screen-reading software on all quizzes, exam and other assessments. Electronic reader can be downloaded onto a computer for use.

- If a live reader is needed - please communicate with the Accessibility Services Coordinator when a reader is needed for exams and other course assignments at least five business days in advance.
 - The reader will only read the questions and are not allowed to define a word or explain what is being read.
- Electronic textbooks
 - Requiring textbooks that are provided in electronic format are helpful to students who use screen-reading software. If one is not provided in electronic format, Accessibility Services can order the textbook for the student.
 - Preferential seating
 - Allow the student to sit where it is most beneficial for them.
 - Note-taker – instructors are asked to assist in recruiting note-takers and readers for students needing this accommodation by announcing in class that a note-taker is needed and directing the prospective note-taker to Accessibility Services. Please remember to keep the name of the student with a disability confidential.
Methods of notetaking.
 - Carbonless notebooks – this notebook allows the note-taker to transcribe the notes on carbon copy paper (provided by Accessibility Services) and share a copy of the notes with the student.
 - Photo – Students may also choose to take a picture of another student's notes with their cellphone if the student and the instructor approves it.
 - Photocopy- Student can copy their notes using the copier in Accessibility Services
 - Livescribe Pen – this pen allows the student to write notes in a special notebook and record lectures simultaneously. Students are responsible for the replacement cost of the device if it is lost, damaged, or stolen.
 - Remote Note-taking – Accessibility Services staff can connect via WebEx or Facetime to transcribe the notes until a notetaker is hired. This is available only after there are no other options available to student.
 - Allowed to use a formula sheet
 - Student can use a formula sheet approved by the instructor for exams.

- Allowed to take breaks. These breaks must be related to the student's disability and not personal concerns.
 - When a student takes a break, it should be as short as possible and not distracting to the instructor or other students.
- Exception to attendance and/or tardiness policy
 - Instructor will determine how many additional absences are allowed prior to penalizing the student for being absent
 - Student will communicate with the instructor all necessary absences as soon as they know they will be absent. Additionally, students should let the Accessibility Services Coordinator know if they are going to be absent for an extended amount of time.
 - Upon return, students must present proper documentation which can be provided to Accessibility Services if confidentiality is necessary.
 - If a student is enrolled at a clinical site, the college must adhere to the site's policies concerning attendance. The Accessibility Services staff will do what it can to ensure they are properly accommodated in this area.
- Allowed to make-up missed exams and assignments due to absences
 - Missed work and exams must be completed on the date specified by the instructor: No exceptions.
 - Missed work in the biology lab may pose a problem for if the student misses the lab. Instructors in these classes use live specimens and the specimens may not be available for make-up. Therefore, students should try their best to be present for labs, but if not, it should be communicated as soon as possible.
 - Students enrolled in other programs such as Cosmetology, Nursing, or Radiological Technician, and other specified programs, are required to have specific contact hours for licensing purposes. Therefore, if too many days are missed, the instructor will grade the student accordingly and the absences can have a negative effect their grade.
- Magnification of computer screen and enlarged text
 - Braille – Coordinator will have necessary documents translated in Braille through Center for Inclusive Design and Innovation (CIDI).
 - If you are unfamiliar on how to magnify a PC, please request help from the Accessibility Services Coordinator.
- Sign Language Interpreter
 - Students sign an additional document which outlines your responsibility as a student receiving these services.

- Interpretive Services
 - Virtual Interpreting – remote sign language interpreting with interpreter displayed on a computer screen. Student will have a laptop and microphone in their possession. Instructions about how to set up the service will be provided.
 - Live interpreter
 - CART – remote interpreting with text typed on a computer
 - C-Print – a remote translator will type the lecture notes which you will see on a computer. You must attach a microphone to the laptop, connect it to the internet portal, and you might have to provide the instructor with a microphone.
- All videos and audios are closed captioned or a transcript is provided to student
 - It is the instructor's responsibility to ensure this accommodation is implemented. A student can also ask the instructor for a transcript of the video if the quality of the close caption is not satisfactory.
- Allowed to have an attendant or mentor in the classroom
 - Attendant/mentors are not responsible for communicating with instructors or staff unless the student has a speech impediment.
 - The student is required to ensure that their attendant/mentor adheres to the colleges' rules and policies when on campus.
 - The student's attendant/mentor must accompany him/her at all times while on campus.

Not required to use a scantron for exam answers, but allowed to write answers on test

- Allowed to be graded on content more so than grammar:
 - The instructor will take this accommodation into consideration; however, he or she will still deduct some points for grammar errors if this accommodation does not alter the nature of the course (i.e. ENGL).
- Allowed to have food and drink in the classroom
- Allowed to wear headphones to diminish sensory distractions:
 - Instructor has the right to check the headphones during testing to ensure that no cheating is present.

Allowed to use speech to text applications such as Dragon Dictate

- Allowed the use of adjustable furniture

- The college will do what it can to provide the piece of furniture which you need, if available.
- You might have to relocate the furniture for your use.

Scribe

- The person who transcribes will only write or type the information that the student provides them. They will not explain, define, or help the answer any questions on a test or an assignment.

Assistive Technology

- **Reading Pen** – this is a pen used to scan text and reads it back to the student. When taking a paper exam with the reading pen, do not use the function to define words or look up definitions.
- **LiveScribe Pen**- student can write notes and audio record the lecture using the pen and LiveScribe notebook.
- **Dragon Dictate**- speech to text software that transcribes what the student is speaking. It is useful for writing papers, taking personal notes and other assignments.
- SARA – this device is located in the Carrollton, Coweta, LaGrange, and Douglasville campus libraries. It is located in the Career One Stop Center on the Murphy campus. Instructions will be provided to you.
- **Claro Read/E-Text** – free screen-reading software downloaded with permission from Accessibility Services from the Center for Innovation Design and Inclusion.
- You must schedule an appointment with the Accessibility Services coordinator to learn how to use Claro Read.

People First Language

According to the U.S. Office of Disability Rights, "**People First Language**" (PFL) or "Person First Language, —puts the person before the disability, and describes what a person has, not who a person is. PFL uses phrases such as —person with a disability, —individuals with disabilities, and —children with disabilities, as opposed to phrases that identify people based solely on their disability, such as —the disabled.

EXAMPLES OF PEOPLE FIRST LANGUAGE
BY KATHIE SNOW; VISIT WWW.DISABILITYISNATURAL.COM TO SEE THE COMPLETE ARTICLE

Remember: a disability descriptor is simply a medical diagnosis.
 People First Language respectfully puts the person before the disability.
 A person with a disability is more *like* people without disabilities than different.

SAY:	INSTEAD OF:
People with disabilities.	The handicapped or disabled.
He has a cognitive disability/diagnosis.	He's mentally retarded.
She has autism (or a diagnosis of...).	She's autistic.
He has Down syndrome (or a diagnosis of...).	He's Down's; a mongoloid.
She has a learning disability (diagnosis).	She's learning disabled.
He has a physical disability (diagnosis).	He's a quadriplegic/is crippled.
She's of short stature/she's a little person.	She's a dwarf/midget.
He has a mental health condition/diagnosis.	He's emotionally disturbed/mentally ill.
She uses a wheelchair/mobility chair.	She's confined to/is wheelchair bound.
He receives special ed services.	He's in special ed.
She has a developmental delay.	She's developmentally delayed.
Children without disabilities.	Normal or healthy kids.
Communicates with her eyes/device/etc.	Is non-verbal.
People we serve	Client, consumer, recipient, etc.
Congenital disability	Birth defect
Brain injury	Brain damaged
Accessible parking, hotel room, etc.	Handicapped parking, hotel room, etc.
She needs... or she uses...	She has problems with/has special needs.

Keep thinking—there are many other descriptors we need to change!

Excerpted from Kathie's People First Language article, available at www.disabilityisnatural.com.

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