

Disability Support Services
POLICIES & PROCEDURES
MANUAL



Revised 09/2016

Table of Contents

Table of Contents	1
Mission Statement	4
Student Learning, Development, & Services	4
Student Learning & Development.....	4
Services Provided.....	5
Responsibilities of Disability Support Services Staff.....	5
DSS Meetings	6
Student Survey	6
Publication Responsibilities	6
Student Processes	6
Admission and Assessment of Prospective Students	6
Accommodation Request for Admitted Students	7
<i>Intake General Process</i>	7
<i>Determination of Accommodations</i>	9
<i>Enrollment at Multiple Campuses (non-distance learning)</i>	9
<i>Dual Credit Enrollment</i>	9
<i>Faculty Notification Form</i>	10
<i>Instructor Letters Regarding Special Circumstances</i>	10
<i>Faculty Notification Form Tracking</i>	10
Vocational Rehabilitation Services	11
<i>Guidelines for Interaction</i>	11
<i>Vocational Rehabilitation Process</i>	11
Documentation and Verification Guidelines	12
General Guidelines.....	12
General Policies & Procedures	14
Alternative Text, Audio Services, & E-Textbooks	14
<i>Alternative Format Book</i>	14
<i>E-Textbooks</i>	14
Alternative Text Resources	14
<i>Bookshare</i>	14
<i>Access Text Network</i>	15
<i>Learning Ally (formerly RFB&D)</i>	16
<i>CaféScribe</i>	16
Assessment of Learning, Development, & Services	16
Assistive Equipment	18
Book Scanning Policy	20
Course Substitutions, Late Withdrawals, and Time Extensions	20
Medical Absences and Classroom Attendance	21
Emergency Procedures	21
Distance Learning	21
Employment	21
Relevant Legislation.....	22
<i>Rehabilitation Act of 1973 (as amended through 1998)</i>	22
<i>Section 508 of the Rehabilitation Act</i>	22
<i>Family Educational Rights and Privacy Act of 1974 (FERPA)</i>	22

<i>Dependency Provision</i>	23
<i>The Americans with Disabilities Act</i>	24
<i>ADA Amendments Act of 2008</i>	24
<i>Telecommunications Act of 1996</i>	25
Release of Information	25
Note Takers, Scribes, Readers, & Tutors	25
<i>Note Taking/Scribe Services</i>	25
Provisional Accommodations	25
<i>Students with Temporary Physical Impairments</i>	26
Student Records (Non-Banner/Non-Electronic).....	26
Student Rights and Responsibilities	26
<i>Disability Support Services</i>	26
<i>General Complaint</i>	27
Sign Language Interpreters	27
<i>Interpreter Assignments</i>	28
Service Animals	28
<i>Ivy Tech's Inquiries Regarding Service Animals</i>	29
<i>Public Etiquette Towards Service Animals</i>	29
<i>Potential Conflict</i>	30
<i>Emotional Support Animals</i>	30
Testing & Examinations.....	30
Online Course Accessibility	30
DSS Records	31
<i>Student Banner Records</i>	31
<i>Quickflow</i>	31
<i>Confidentiality of Notes</i>	31
Tutoring Services	31
Web Resources.....	32
Appendix A	33
Disability Support Services Registration & Intake Form.....	34
Appendix B	39
Returning Student Request Form	40
Appendix C	41
Overview of Disability Support Services.....	42
Process of Requesting Accommodations	43
Appendix D	44
Vocational Rehabilitation Information.....	45
Appendix E	48
Faculty Notification Form.....	49
Appendix F	50
Letters to Instructors Regarding Special Circumstances	51
Appendix G	57
Guidelines and Verification of Learning Disability.....	58
Appendix H	59
Guidelines and Verification of Physical, Medical, Neurological, & Psychiatric Disabilities ..	60

Appendix I	61
Quick Guides for Assistive Technology.....	62
Appendix J	65
Student Request for Book Scanning.....	66
Facts About Alternate Format Textbooks.....	67
Appendix K	69
Interpreter Request Form.....	70
Expectations for Students Using Interpreting Services.....	71
Appendix L	72
CART Protocol, Policies, Procedures.....	73
Expectations for Students Using CART Services.....	75
Appendix M	76
Service Animal Policies and Procedures.....	77
Public Etiquette towards Service or Assistance Animals.....	78
Potential Conflict & Guidelines for Emotional Support Animals.....	78
Appendix N	79
Use of Assistive Technology for Testing.....	80
Appendix O	81
Student Access resource Guide.....	82

Mission Statement

The mission of Disability Support Services (DSS) is to provide access to College programs, services, activities, and facilities for students with disabilities; to provide student advocacy; to encourage the highest levels of academic and personal achievement; and to advocate for an accessible environment.

Advocacy, for the purposes of this document, is defined as actively supporting students in the acquisition of their support services, as well as acting on behalf of individuals with disabilities regarding issues of access, accommodation, resources, and College policy.

In order to accomplish this mission, DSS must:

- Ensure that qualified individuals with disabilities receive reasonable and appropriate accommodations so as to have equal access to all institutional programs and services
- Possess a clear set of policies and procedures
- Inform the campus community about the location of disability services, the availability of equipment and technology helpful to those with disabilities, and identification of key individuals within the institution who can provide services to students with disabilities
- Define and describe the procedures for obtaining services and accommodations
- Provide guidance and training for institutional staff and faculty members in the understanding of disability issues
- Institutional staff and faculty members should be educated about the stereotypes surrounding people with disabilities as well as appropriate protocols and language
- Advocate for equal access, accommodations, and respect for students with disabilities within the campus community (Council for the Advancement of Standards in Higher Education, 2006, p. 151)

Student Learning, Development, & Services

Student Learning & Development

The role of DSS goes beyond providing services and accommodations for students with disabilities. As an institution of higher education, Ivy Tech's DSS staff have responsibility in supporting student learning and academic success. Using the Council for the Advancement of Standards in Higher Education (CAS) (2006) as a model, DSS staff will provide student support and programming that focuses on:

- Intellectual Growth
- Effective Communication
- Enhanced Self-Esteem
- Realistic Self-Appraisal
- Clarified Values
- Career Choice

- Leadership Development
- Healthy Behavior
- Meaningful Interpersonal Relationships
- Independence
- Collaboration

Services Provided

DSS staff will advocate and work in collaboration with students, faculty, staff, and external agencies to provide appropriate and reasonable accommodations to qualified students that promote student learning and academic success. Some of the services that may be provided to a student through DSS include:

- Meeting with students to determine eligibility to receive services
- Review and verify appropriate documentation to support requests for accommodations
- Plan, implement, and communicate reasonable accommodations with student, faculty, and staff as appropriate
- Maintain an accurate and up-to-date listing of external resources and agencies for student referral
- Maintain appropriate records and confidentiality
- Identify, make recommendations, and purchase appropriate equipment and software that support the mission of DSS
- Comply with standards from the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973

Responsibilities of Disability Support Services Staff

Using guidelines provided by CAS (2006), regional and campus based DSS staff will:

- Articulate a vision for their organization
- Set goals and objectives based on the needs and capabilities of the population that will embrace organizational and institutional effectiveness
- Promote student learning and development
- Prescribe and practice ethical behavior
- Recruit, select, supervise, and develop others in the organization
- Manage financial resources
- Coordinate human resources
- Plan, budget for, and evaluate personnel and programs
- Apply effective practices in educational processes
- Communicate effectively
- Initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in DSS
- Advocate for needs of students with disabilities (2006, p. 154).

The college-wide DSS coordinator, who is housed in the Office of the Provost, will lead the development of effective, efficient, and consistent DSS services throughout the College, coordinate with legal counsel, and monitor all regional/campus DSS activities to assure compliance with College policies and procedures, and the Americans with Disabilities Act, the ADA Amendments Act, and Section 504 of the Rehabilitation Act of 1973. Additionally, the college-wide coordinator will convene meetings, taskforces, committees, and sub-committees comprised of DSS and non-DSS personnel as appropriate.

DSS Meetings

College-wide DSS meetings will occur on a regular basis. At least once per semester DSS staff will convene in a face-to-face meeting. Additionally, monthly telephone conferences will be held. DSS staff are also expected to participate in a yearly retreat.

Student Survey

In order to assess satisfaction with services and gather input for future activities the Disability Support Services Committee has agreed to conduct an annual survey. The survey will be conducted in the fall semester of each academic year. The Office of the Provost will coordinate the administration and analysis of the annual survey.

Publication Responsibilities

As part of the responsibilities of the Disabilities Support Services office, the coordinator is responsible for providing relevant data to students (both prospective and current), faculty, and staff. The coordinator should review on an annual basis, all print and electronic materials used by the office to insure that information is current and accurate.

It is also recommended that the campus DSS office provide an annual “State of Disabilities Support Services” report that informs the college community regarding the number of students served, types of disabilities, types and availability of adaptive equipment, major investments (new equipment, facility accommodations, etc.) made since the last report, and any other items that are noteworthy.

Student Processes

Admission and Assessment of Prospective Students

Individuals who need accommodations for any part of the College admission and assessment process must contact the Disability Support Services office directly. DSS personnel will determine necessary accommodations. Individuals requesting accommodations should follow the general guidelines below:

- 1) Individuals should contact their local campus’ Office of Disability Support Services to schedule an appointment at least 30 days in advance of their admissions and assessment appointments. Additionally, individuals who require interpretive serv

are recommended to make their requests at least 30 days in advance of their admission and assessment appointments to ensure accommodation. Requests for interpreting services made less than 30 days in advance cannot be guaranteed.

- 2) Individuals are to complete the DSS Intake Forms (Appendix A) and meet with DSS staff to discuss the College's accommodation process and documentation guidelines.
- 3) Individuals should present College forms and guidelines to the appropriately credentialed individual, including but not limited to physicians, psychologists, and psychiatrists, for completion and verification of disability.
- 4) Once appropriate documentation has been completed, it should be submitted to the Office of Disability Support Services, hand delivered or via mail service in a sealed envelope, at least 30 days in advance of the requested accommodation.
- 5) Documentation will be reviewed and if determined eligible, DSS will send email notification to the student's Ivy Tech email account. Students may be required to pick-up an accommodation packet to be presented to his/her faculty.

Individuals with disabilities are expected to follow the established admissions requirements, including those for the placement assessment. After completing the College's admission application and prior to completing the placement assessment (ACCUPLACER), students needing accommodations for the assessment should provide proper documentation to DSS. The DSS office will determine appropriate accommodations and advise testing personnel in writing.

The College has established guidelines for assessment placement, including required minimum scores and the number of times a student may re-take the assessment during a particular time period. All policies regarding the College's assessment process will be applied to all students, regardless of ability.

Accommodation Request for Admitted Students

Intake General Process

Individuals who have been successfully admitted to the College and who have received appropriate assessment placement scores, may begin requesting accommodations as a student. Newly admitted or returning students seeking accommodations should contact the Office of Disability Support Services on the campus where they will be attending. Students enrolled in courses taught using the distance learning platform should contact the Office of Disability Support Services on their local campus. Students requesting accommodations should follow the general guidelines described below.

- 1) Individuals should contact their local Office of Disability Support Services to schedule an intake conference. The purpose of the intake conference is for students or potential students to formally request accommodations.

- 2) When scheduling the appointment, DSS staff should provide students with documentation guidelines and direct the student to bring the appropriate documentation and completed College forms with them to the conference. Individuals who require interpretive services are recommended to make requests at least 30 days in advance to ensure accommodation. Requests made less than 30 days in advance cannot be guaranteed.
- 3) At the time of the conference, students who have not completed the Disability Support Services Intake form should do so. Additionally, DSS should clarify with students the course for which they are seeking accommodation. Some students may elect to only request accommodations in certain courses based upon their disability. Documentation of this request should be included in the DSS Registration and Intake Form (Appendix A).
- 4) Students should submit appropriate documentation and completed College forms to DSS staff. DSS has the right to verify all submitted documentation.
- 5) As part of the intake conference, students should be asked to share information about their disability and what accommodations they believe would be appropriate. The DSS representative may make additional suggestions to assist those individuals who have trouble identifying their needs.
- 6) As part of the discussion, the conference should cover the various aspects of college life including reading, writing, note taking, math, tutoring, testing, transitioning, becoming an active member of the campus community, as well as discussion regarding available campus resources and services (e.g. student activities, library services, career services, financial aid, etc.).
- 7) At the conclusion of the conference, students should be informed that accommodations are based upon their requests, the professional documentation, and the College's evaluation of information. The student should be informed that the Office of Disability Support Services will make the final determination of appropriate and reasonable accommodations after the intake conference is completed and after the student has provided all necessary documentation.
- 8) Students should also be informed that once their documentation has been reviewed, they will be notified via their Ivy Tech email account regarding the status of their accommodation request.
- 9) In the event a student's email account has not been created, a letter may be sent through the U.S. Postal Service to their home address listed on their application for admission. In either case, only information about the status of their request for accommodation and the type of accommodation should appear in communication with students. Under no circumstance should a student's condition or diagnosis be listed or described in the communication.

Determination of Accommodations

Accommodations are determined on an individual basis. Students must provide appropriate verification of the disabilities for which they seek accommodation. Students must be willing to discuss the disabilities they want accommodated with the DSS staff.

The accommodation must be reasonable, must be effective for the student, and must fit both the disability and the educational setting. Determining what is effective may require discussions between the student, DSS staff, supporting organizations (such as Vocational Rehabilitation), College personnel (including faculty), and other experts. The Office of Disability Support Services determines accommodations. It is recognized that from time-to-time, modifications to accommodations may be needed due to course content. However, changes to accommodations must be done in collaboration and authorized by the Office of Disability Support Services.

Reasonable accommodations for qualified students must comply with the academic and technical standards required for participation in an educational program or service. According to Federal regulation, colleges and universities are not required to alter the purpose and nature of the program, course, and/or service as part of the reasonable accommodation process. Reasonable accommodation does not negate requirements for successful completion of a program, course, service and/or activity or adherence to academic, accreditation, and behavior standards. Rather, reasonable accommodation allows access to full participation in a program.

To request additional accommodations, a student must notify the DSS office for consideration. All relevant documentation will be reviewed and must follow the guidelines and processes described above. Additional or updated documentation may be required for consideration of additional accommodations.

Enrollment at Multiple Campuses (non-distance learning)

If attending multiple Ivy Tech campuses for courses that are offered via traditional delivery, a student should be instructed to notify each DSS office to initiate an intake conference, request accommodations, and provide appropriate documentation. Students should be made aware that assistive equipment varies from campus to campus, so methods of accommodation may differ but should provide accessibility. Documentation may be shared from one campus to another upon written request of the student.

Dual Credit Enrollment

High School Based Dual Credit: High school-based dual credit is defined as simultaneously earning high school and Ivy Tech credit for coursework taught in a secondary school. The secondary-level coursework may be comprised of a course or sequences of courses. The student is in dual credit status and both high school credit and Ivy Tech credit are awarded during the semester in which mastery of the subject matter is achieved.

Ivy Tech campuses shall take appropriate steps to ensure that dual credit courses are of sufficient quality and rigor to qualify for college credit. Classroom accommodations for students with disabilities must adhere to the guidelines of the high school staff to determine eligibility and implement reasonable accommodations. Ivy Tech DSS staff may provide guidelines to the high school staff and should be available for consultation as needed.

Ivy Tech Based Dual Credit: A school corporation may elect to send secondary students to an Ivy Tech campus for coursework. These, too, are dual credit course if the student is simultaneously earning high school and Ivy Tech credit. Students are subject to the College's policies and procedures that apply to non-dual-credit students. Classroom accommodations for students with disabilities must adhere to the guidelines appropriate for the college setting.

Faculty Notification Form

The Faculty Notification Form (FNF) (Appendix E) contains the DSS authorization and provides the student with a tool for arranging accommodations with faculty and staff. Although the FNF states that the student has a disability, it does not contain a description of the disability due to confidentiality requirements. Accommodations identified on the FNF should not be compromised, and any significant departure should be discussed with the DSS representative.

The DSS office will provide the student with an FNF for each class including instructions to:

- 1) Present the form to the faculty member and discuss how the accommodation(s) will be implemented in that class.
- 2) Once the student and the faculty member agree, both sign and date the form.
- 3) Student and faculty member are both encouraged to keep signed copies for reference through the semester. Student may also return a copy of the FNF signed by their faculty member to the DSS office.

Students enrolled in distance learning courses will be sent a Portable Document Format (PDF) file at their Ivy Tech e-mail address. The student will forward the file to appropriate faculty members and will be responsible for submitting the signed Faculty Notification Form (FNF) to the Office of Disability Support Services.

Instructor Letters

The Release of Information Form in the Intake and Registration Packet allows students to give permission for DSS to discuss accommodations and services with College faculty. When a student's disability requires special arrangements for accessibility in the classroom, instructors should be informed prior to the start of a semester if possible. Special circumstances that faculty should be notified about ahead of time include but are not limited to a student's need for interpreters, CART, CCTV, a leader dog or other special equipment in the classroom.

Examples of Instructor Letters to communicate special circumstances are in Appendix F.

Faculty Notification Form Tracking

Each campus is required to develop and implement an electronic tracking system to monitor student requests for accommodations in courses for which they are enrolled.

Vocational Rehabilitation Services

Information regarding VRS area offices may be found in Appendix D.

According to their website, Vocational Rehabilitation Services of Indiana (VRS) (<http://www.in.gov/fssa/ddrs/2636.htm>) provides quality, individualized programs and services to enhance and support people with disabilities to prepare for, obtain, or retain employment. Through active participation, VRS clients achieve a greater level of independence in their everyday lives, work place, and living environments.

Frequently, students with disabilities are VRS clients who are training or retraining so they may successfully enter the workplace. Students should be encouraged to apply to VRS, but are not required to do so. DSS providers should emphasize the benefits of working with VRS. This agency can supply funding for unmet needs as well as sign language interpreters, tutoring, note taking, assistants, assistive equipment, etc. Students are required to apply for financial aid if they hope to become VRS clients.

Maintaining a positive relationship with VRS is critical. It is possible some expenses can be shared/negotiated with VRS. Informing VRS counselors of new courses/fields of study, providing them with course schedules, inviting them to your campus, and facilitating meetings can help both VRS and Ivy Tech Community College of Indiana. By demonstrating assistive equipment and possible services, DSS providers can build good will with this agency and others.

Vocational Rehabilitation Process: Guidelines for Interaction

Individuals may be self-referred, or the referral may be made by family members, physicians or medical institutions, educational institutions, or others by calling, writing, or visiting any VRS office. The referred individual must submit a written application requesting Vocational Rehabilitation Services.

Students should be advised to:

- Call the office in the county of residence
- Apply for services; explain that enrollment in school is for training for a job
- Explain all history of disability and struggles related to work and school

The VRS counselor gathers and evaluates medical, educational, vocational, and other information to determine eligibility. Generally, most eligibility determinations are made *within 60 days* of the date on which the individual applies.

The counselor and client jointly determine the job the consumer is ultimately to be placed in and plan the services necessary to reach that goal. Services may include some of the following:

- vocational counseling and guidance
- medical treatment to correct or modify the physical or mental impairment
- training (including vocational school, college, on-the-job, and other training)
- rehabilitation technology (assistive devices and services);
- placement assistance and follow-up (including supported employment) and
- other planned goods and services determined to be necessary to address an identified substantial impediment to employment and to be required to enable the individual to prepare for, enter, engage in, or retain an employment outcome.

Documentation and Verification Guidelines

General Guidelines

In order to receive disability-related accommodations and/or service from Ivy Tech Community College, students are required to submit documents of disability to verify eligibility under the Americans with Disabilities Act, the ADA Amendments ACT (ADA AA), Section 504 of the Rehabilitation Act of 1973, and Ivy Tech Community College Disability Services policy. For these purposes, disability is defined as a physical or mental impairment that substantially limits one or more life activities. Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Documentation of disability assists the Ivy Tech Community College Disability Services staff in collaboration with the student to determine reasonable accommodations and/or services, which are provided on a case-by-case basis. If the submitted documentation is incomplete or does not support the student's request for accommodations and/or services, the student may be asked to provide additional documentation. For example, an Individualized Education Plan, 504 Plan, or Summary of Performance from a secondary school without support information (e.g., test score, test date), generally is not considered to be sufficient documentation. The cost of obtaining all documentation is the responsibility of the student.

Documentation, along with the "Intake Request Form," should be submitted to Disability Support Services at least 30 days in advance of their admission and assessment appointments to allow staff sufficient time to review the request and implement reasonable accommodations and/or services.

Students are encouraged to contact Disability Support Services for guidance on the documentation needed for their individual situations. For documentation guidelines on specific disabilities, see Appendices G & H.

In general, documentation should include the following:

1) The credentials of the evaluator(s)

Documentation must be provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. The individual making the diagnosis must be qualified to do so (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist).

Documentation should be provided on official letterhead with the name, title, professional credentials, address, phone number, and signature of the evaluator, as well as the date of the report.

2) A diagnostic statement identifying the disability

Documentation should include a clear diagnostic statement. While diagnostic codes from the Diagnostic and Statistical Manual of Mental Disorders (DSM) or the International Classification of Functioning, Disability, and Health (ICF) of the World Health Organization are helpful, a full clinical description may also convey the necessary information.

3) **As appropriate to the disability, a description of the diagnostic methodology used.**

Generally, documentation should include a description of the diagnostic criteria, evaluation methods, procedures, tests, and dates of administration, as well as observations, specific results, and a clinical narrative. Where appropriate to the nature of the disability, both summary data and specific test results, including subtest and index scores, should be provided. Data should be based on age norms and reported as standard scores and percentiles.

Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. For example, assessments for learning disabilities should include at least one measure of aptitude and measures of achievement in reading, math, and written language.

4) **A description of the current functional limitations**

Information on how the disability currently impacts the individual provides useful information for identifying reasonable accommodations. The documentation should be thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency, and pervasiveness of the condition.

The age of acceptable documentation is dependent upon the disability. While relatively recent documentation is recommended in most circumstances, older documentation for conditions that are permanent or non-varying may be appropriate. Likewise, changing conditions and/or changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture of the current status of the student (e.g., learning disabilities, attention deficit-hyperactivity disorder, psychological disorders, and chronic health conditions).

5) **A description of the expected progression or stability of the disability**

It is helpful when documentation provides information on expected changes in the functional impact of the disability over time and with context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts and the need for reasonable accommodations and/or services.

6) **A description of current and past accommodations, services, and/or medications**

A description of current and past accommodations, services, and/or medications will assist the Disability Services staff in determining appropriate accommodations and/or services. A discussion of any **significant side effects from current medications that may impact physical, perceptual, behavioral, or cognitive performance** is also helpful. While accommodations and/or services provided in another setting are not binding at Ivy Tech Community College, this information may provide insight for making decisions for reasonable accommodations and/or services.

7) **Recommendations for accommodations and/or services**

Recommendations for reasonable accommodations and/or services that are logically related to functional limitations provide valuable information for the review and planning process. Ivy Tech Community College, however, will make the final determination of reasonable accommodations and/or services.

These guidelines are based on the Association on Higher Education and Disability (AHEAD) best practices for documentation (<http://www.ahead.org/resources/best-practices-resources/elements>).

Students should keep a copy of the documentation for their personal records. Disability Services destroys documentation and other disability-related information five years after a student's last active semester with DSS.

All documentation and the "Registration with Disability Support Services and Intake Form" should be submitted by the student to Disability Services. Please note that documentation accepted by Ivy Tech Community College might not be accepted by other institutions, agencies, and/or programs (e.g., testing agencies, licensure exams, and certification programs). Please check with the specific organizations and/or programs to determine their documentation requirements.

General Policies & Procedures

Alternative Text, Audio Services, & E-Textbooks

Screen reading programs will be available for use by students with reading, visual, visual processing, or other disabilities, when deemed a reasonable accommodation. For information regarding text offered in alternative formats, DSS should contact publishers directly.

Alternative Format Book

Sometimes, a student's disability requires an enlarged textbook or access to both the visual material and audio files. This is referred to as an alternative format text book on CD. An alternative format textbook on CD will have Microsoft Word, Notepad, PDF, or Kurzweil files in place of MP3 files.

E-Textbooks

E-textbook is short for "electronic text," which is accessible on a computer in electronic format. This is typically accomplished by using software such as Microsoft Word, Adobe PDF Reader, Note Pad, or Kurzweil. E-textbooks can be used in several different ways. With special software such as screen readers or document readers, e-text can be audibly "read" by a synthesized voice program on a computer or mobile device. E-text may also be converted into MP3 files, which can play on any computer or other MP3 playing device.

Alternative Text Resources

Bookshare

Bookshare is an online community that enables scanned books to be shared, thereby eliminating significant duplication of effort. Bookshare takes advantage of a special exemption in the U.S. copyright law that permits the reproduction of publications into specialized formats for the disabled. Copyrighted books are only available for download in the specialized formats of digital Braille (BRF) and the digital talking book format (DAISY), and are only available to people with disabilities that have provided certification of disability. A downloadable copy of the computer software application for reading the DAISY format digital books, called Victor Reader Soft Bookshare.org Edition is included in Bookshare.org membership. The text is displayed on the screen, so it can be read with the adaptive features of the Victor Reader Soft. A student with low vision can use screen-enlarging software to read the material. In combination with screen

reader software such as JAWS or Window-Eyes, the book can be listened to with Text to Speech, in a synthetic voice. Cost for book downloads and alternative players as well as the account application are listed on the website.

Website (<https://www.bookshare.org/cms>)

Access Text Network

The AccessText Network is a membership exchange network that facilitates and supports the nationwide delivery of alternative files for students with diagnosed print-related disabilities. AccessText provides these textbooks by leveraging an online database powered by Intuit QuickBase[®] and incorporating publisher-provided information on thousands of textbook titles.

Association of American Publishers' (AAP) Higher Education Committee serves the needs and interests of AAP members who publish for the post-secondary educational market. The committee works in a variety of ways to inform the media, the higher education community including faculty, administrators, college students and their families, and the general public about an industry that is producing the finest higher education instructional materials in the world.

The AccessText Network is supported by post-secondary institutions as well as member publishers:

- Cengage Learning
- Charles C Thomas Publisher, LTD
- Cicero Books
- Constructions Trades Press
- Dunedin Academic Press
- Elsevier
- F.A. Davis Company
- FiT Publishing
- Foundations in Personal Finance
- Wiley
- Jones & Bartlett Learning
- Kogan Page
- Labyrinth Learning
- Lynne Rienner Publishers
- MacMillan Learning
- McGraw-Hill Education
- Pearson Education
- PlanningShop
- Pyrczak Publishing
- Quintessence International Publishing Group
- RosettaBooks
- Sage Publications
- Sinauer
- Springer Publishing
- W.W. Norton
- Wolters Kluwer's Legal Education

Website (<http://accesstext.org/>)

Learning Ally (formerly RFB&D)

Learning Ally (formerly Recording for the Blind and Dyslexic) provides another alternative to publisher provided electronic files or DSS scanned textbooks. Cost for membership, devices, and software are listed on the website and available by phone. Any costs are the responsibility of the student and will not be covered by the College.

Learning Ally's collection of more than 65,000 digitally recorded textbooks and literature titles – downloadable and accessible on mainstream as well as specialized assistive technology devices – is the largest of its kind in the world. Learning Ally, a 501(c)3 nonprofit, is funded by grants, state and local education programs, and the generous contributions of individuals, foundations and corporations.

Website (<https://www.learningally.org/> or 1-800-221-4792)

CaféScribe

CaféScribe digital textbooks are available for purchase in Ivy Tech bookstores. The CaféScribe digital textbook is an eBook with multiple features, supporting multiple functionality that other eBooks do not have. For example, annotating and note sharing are two of the features found in CaféScribe digital textbooks but are not part of other eBooks.

CaféScribe is a website used to browse new books, subscribe to notes from other readers, or join a group to collaborate with friends and peers in book club-type environments.

MyScribe is a free application for PC and Mac. It helps students view, study and collaborate around eTextbooks and PDF files. MyScribe is a software program for reading and annotating eBooks. With MyScribe installed on a computer, students can access their digital library even when they are not connected to the Internet.

Website (<http://www.follettbooks.com/fb3/ebooksMain.jsp>)

Assessment of Learning, Development, & Services

In order to assess the effectiveness of DSS at Ivy Tech, each campus should develop and maintain a Program Outcomes Assessment Plan. Each campus' plan should be maintained in a binder that is accessible through the Office of Disability Support Services. It is expected that Program Outcomes Assessment Plans be updated at least once per academic year. Minimum college-wide criteria have been developed. Each plan should contain the following elements in addition to relevant campus data or information.

- Executive Summary
- Mission Statement
- Organizational Chart
- Goals & Objectives
 - Customer Satisfaction
 - Increase student satisfaction with Disability Support Services as measured by the annually Disability Support Services survey
 - Institutional Efficiency
 - Increase the use of resource sharing across the campuses

Available in alternative format upon request

- Retention
 - Increase the fall to spring retention rate of students with disabilities
 - Increase the fall to fall retention rate of students with disabilities
- Program Completers
 - Increase the number of students with disabilities who transfer to a four-year institution
- Economic Results for Completers
 - Increase the number of students with disabilities who obtain relevant employment within six months of completion
- Assessment/Performance Measures
 - Results of Community College Survey of Student Engagement (CCSSE) - question 13
 - Disability Support Services Survey – to be administered in the fall semester
 - Council for the Advancement of Standards in Higher Education (CAS) review using selected criterion every 3 years
- Staff
 - Staff degrees/years of experience
 - Staff resumes
 - Professional development
 - Presentations
 - Professional membership
 - Committee participation
- Accomplishments of Functional Area
 - Programs launched
 - Programs discontinued
- Policies and Procedures
 - College-wide policies
 - Office procedures
 - Services provided
 - Eligibility for services
 - Office operations (hours, locations, appointments required, etc.)
 - Office equipment
- Publications/Forms (college-wide & campus)
- Utilization Statistics
 - Number of part-time Ivy Tech paid employees to assist only those persons with disabilities (note takers, readers, interpreters)
 - Number of intake conferences for fall and spring semester enrollment
 - Number of students who are denied service for the fall and spring semesters
 - Number of students provided accommodations by DSS in the fall and spring semesters by disability type
 - Number of internal presentations on an annual basis
 - Number of external presentations on an annual basis
 - Number of graduates who were served by DSS
- Adaptive Devices and Accessible Computer Equipment
 - Accessible lab inventory
 - Items available for loan
 - Text telephone, telecommunication devices for the deaf (TDD, etc.)
 - Budget allocation and process
- Compliments

Assistive Equipment

The College will provide reasonable modifications of College owned equipment utilized by students for class and study activities. DSS is not responsible for providing personal devices or services, including, but not limited to: wheelchairs, individually-prescribed devices such as prescription eyeglasses or hearing aids, readers for personal use or study, or services of a personal nature including assistance in eating or toileting. DSS will assist students, primarily by referral, in obtaining these types of auxiliary aids or services from other agencies. Students who qualify may need to request Vocational Rehabilitation Services and/or Veteran's Affairs to supply them with special equipment and assistants.

Students may be required to sign an agreement to return borrowed equipment or pay the purchase price. A hold flag can be placed on a student's record for not returning College property.

Screen Reading Software

Kurzweil 3000 Text-to-speech based technology tools support students in reading, research, writing, and test-taking across multiple disciplines. Kurzweil 3000 is an integrated visual and auditory software tool that enables individuals with Dyslexia, learning disabilities, or Attention Deficit Disorder to learn from and succeed with the same content as their peers. Text material is scanned in, displayed on a designated computer screen, and delivered to the student in audio format. Kurzweil 3000 empowers students to bypass the challenges of language-based disabilities and autonomously access text material.

Read&Write (TextHelp) Literacy Software makes the web, documents, and files more accessible on any platform or device for students with Dyslexia and other learning difficulties.

Adobe Acrobat Reader DC is free software that can be used to read and access the information contained within PDF files. Adobe Acrobat Reader DC contains many capabilities specifically designed to make it easier for people with disabilities to read PDF files, regardless of whether the files have been optimized for accessibility. It leverages accessibility functions built into Windows and Mac OS systems and allows adjustment of user preferences to optimize the reading experience for a variety of disabilities.

NaturalReader is text to speech software that can convert any written text such as MS Word, Webpages, PDF files, and eBook into spoken words. NaturalReader can also convert any written text into audio files such as MP3 or WAV. NaturalReader's OCR function can convert printed characters into digital text with up to 99% accuracy to allow students to listen to printed files or edit in a word-processing program.

JAWS, Job Access With Speech, is the world's most popular screen reader, developed for computer users whose vision loss prevents them from seeing screen content or navigating without a mouse. JAWS provides speech and Braille output for the most popular computer applications.

NVDA (NonVisual Desktop Access) is a free screen reader which enables blind and vision impaired people to use computers. It reads the text on the screen in a computerized voice. Users can control what is read by moving the cursor to the relevant area of text with a mouse or the arrows on the keyboard. NVDA can also convert text into Braille for students who use a "braille display" on their computers.

Closed-Circuit TV (CCTV)

A **CCTV** is an Electronic Magnification Reading System that enables visually impaired users to continue reading a variety of materials and writing. The CCTV uses a stand-mounted video camera to project a magnified image of any printed material onto a dedicated video monitor or a television screen. The CCTV will enable a visually impaired student to access instructional material including graphs and charts from print based sources, as well as material presented on a blackboard, smartboard, or projection screen.

Screen Magnification Software

ZoomText Magnifier enlarges and enhances everything on the computer screen, while ZoomText Magnifier/Reader permits users to hear what is being done in all applications by magnifying and then reading information back. ZoomText Software also offers Dual Monitor Support, allowing students to utilize two monitors to expand the magnified view. At any magnification level, students can have twice as much information in view at all times. A second screen can be used to share a magnified or unmagnified view of the desktop with another person or group.

Color Contrast, Large Print Keyboard

The **ZoomText Keyboard** is designed for users who struggle to see lettering on the standard keyboard. Each key and button label is easy to see, even in low light, thanks to its 36-point text and choice of high-contrast color schemes: “Black on Yellow” or “White on Black.” The ZoomText Keyboard also provides quick access to ZoomText features. Eighteen dedicated buttons allow users to instantly start ZoomText, change magnification levels, toggle screen enhancements, launch AppReader and DocReader, and more—all without having to memorize hotkeys or navigate through on screen instructions.

Videophone

Sorenson Video Relay Service (SVRS) software works with a campus computer running Windows. The combination of the SVRS software and a web cam allows the PC to serve as a videophone. The videophone makes it possible for deaf, hard-of-hearing, and hearing individuals to easily communicate with each other using videophone technology. Sorenson Video Relay Service is a free, 24-hour service that empowers users to place and receive calls through a professional American Sign Language (ASL) interpreter via a videophone and a high-speed internet connection.

Interpretype (ITY) Communication System

The **ITY** system provides “Universal Access to Conversation.” Text messaging between the two devices allows non-signing individuals to communicate with deaf, hard-of-hearing, or speech disabled individuals. Interpretype makes services such as financial aid, advising, and campus security more accessible. It levels the playing field when necessary qualities for face-to-face dialog are lacking, such as hearing, speech, or language comprehension. The system produces a printed record of the conversation marked with the date, time, and user signatures.

Smartpens

Livescribe technology synchronizes handwritten notes with recorded audio. Livescribe smartpens have an embedded infrared camera to detect pen strokes on special paper, recording notes digitally in real time.

Mini Keyboard with Built-In Trackball

This **small keyboard** was designed for students who have limited or no use of one hand. The built-in trackball takes the place of a mouse. The keyboard includes an embedded numeric keypad and twelve function keys, while offering the functionality of a 104-key keyboard.

Quick guides for commonly used Assistive Technology can be found in Appendix I.

Book Scanning Policy

Some text books utilized in Ivy Tech courses are not available as e-textbooks, audio, or alternative book formats. When this is the case, students may request their textbook be scanned and provided to them in an alternative format.

However, this should only be done when an e-textbook, audio, or alternative book format is not available for purchase through the publisher. Most e-textbooks are ordered directly from the publisher, who usually takes from one day to one month to send the e-text files. Scanning of books offered in alternative formats through the publisher is a violation of copyright law and may result in legal action.

Once DSS staff has verified that an alternative format of a textbook is not available, only then may staff provide book scanning services to students who receive such accommodations. Alternative format textbooks generally take anywhere from two weeks to a month to create. Below are guidelines for the book scanning process:

- 1) The student must bring their textbook(s) and proof of purchase of the book(s) for which they are requesting to be scanned.
- 2) Once the proof of purchase has been verified by the DSS staff, students must complete an E-Textbook Student Contract (Appendix L). Be sure the students understand their book will be cut and rebound as part of the scanning process.

Students requesting book scanning services may request a specific file format. However, due to time restrictions and depending on the size, design, and content of the book, it may not be possible to provide one format over another. In all cases, the content students receive will be accessible and accommodating to their needs.

The student request form for book scanning, as well as important facts about alternate textbooks may be found in Appendix J.

Course Substitutions, Late Withdrawals, and Time Extensions

Any concerns related to course substitutions, withdrawals, and/or extensions should be handled in accordance with the Academic Policies and Procedures of Ivy Tech Community College.

Available in alternative format upon request

Medical Absences and Classroom Attendance

Regular attendance is a student obligation. A student is responsible for all the work, including in-class notes, tests, and written work for all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings. Absences from class for valid reasons (including disability-related medical situations) are excused only by the instructor. Students should work closely with their instructors from the beginning of the semester to stay current with course requirements.

At the student's request, the Disability Support Services Office (DSS) can provide a copy of the document the student submitted to DSS. However the student is responsible for submitting a doctor's statement to the instructor if absences require documentation. Only the instructor has the authority to excuse the student.

Emergency Procedures

In all emergency situations, students with disabilities are required to follow procedures identified in the Emergency Evacuation Guide specific to the campus they attend. The guide contains reference information on how to report emergencies, what to do, who will assist, and what help will come from local agencies during such emergencies. The guide is intended to be used by students, staff, and faculty of the College. All are encouraged to become familiar with its contents and review procedures often. Questions regarding these procedures or special circumstances to consider should be communicated to Security staff on the specific campus.

Distance Learning

The Telecommunications Act of 1996 includes Internet/web site accessibility, captioning, and audio description of video. Qualified students with disabilities who have been granted reasonable accommodations will be provided access to required materials for distance education courses. To receive accommodations for distance education exams, students must register and be approved for DSS services on the campus where their testing will occur.

(Note: Additional information regarding the notification process for student enrolled in distance learning courses may be found in the "Student Processes" section of this manual.)

Employment

The Office of Disability Support Services frequently hires student and non-student employees on a temporary, part-time basis. All issues related to hiring appropriate staff should be conducted in conjunction with the Human Resources office.

All individuals hired by the College, including temporary and part-time employees, should complete the College's new employee orientation program. As part of the College's new employee orientation, confidentiality of student information and records is a central theme. All new employees should be provided a copy and sign an acknowledgement of receiving the College's part-time employee handbook.

The Office of Disability Support Services should consult with the Human Resources office before asking employees to sign additional contracts, work agreements, or other documents, including confidentiality agreements.

Relevant Legislation

Disability Support Service providers should be aware of relevant legislation that addresses accessibility for qualified students with disabilities at the postsecondary level.

Rehabilitation Act of 1973 (as amended through 1998)

Section 504(a) of the Rehabilitation Act of 1973 states the following:

No otherwise qualified individual with a disability in the United States, as defined in section 7(20), shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

To comply with this act, colleges and universities that receive federal assistance must assure that their educational programs, activities, and services are accessible to students with disabilities.

To accomplish this goal, both physical and program access must be provided. Access means more than the removal of architectural barriers and the provision of auxiliary services. It also means that reasonable accommodations must be made in the instruction process.

Knowledge, judgment, and sensitivity are essential for achieving these ideals. These guidelines are designed to heighten awareness of students, faculty, and staff regarding the needs of students with disabilities.

For more information about this legislation, visit <http://www.hhs.gov/ocr/504.pdf>

Section 508 of the Rehabilitation Act

Section 508 of the Rehabilitation Act (19 U.S.C. 794d) expanded the federal government's role in providing accessible Internet/web accessibility, captioning of videos, and audio description of video. Section 508 of the Rehabilitation Act refers specifically to federal agencies and provides a model for post-secondary education.

For more information about this legislation, visit <http://www.section508.gov/>

Family Educational Rights and Privacy Act of 1974 (FERPA)

Ivy Tech maintains an educational record for each student who is or has been enrolled at Ivy Tech. In accordance with the Family Educational Rights and Privacy Act of 1974, as amended, the following student rights are covered by the act and afforded to all students at Ivy Tech:

- 1) The right to inspect and review information contained in the student's educational records.
- 2) The right to challenge the contents of the student's educational records.
- 3) The right to a hearing if the outcome of the challenge is unsatisfactory.

- 4) The right to submit an explanatory statement for inclusion in the educational record if the outcome of the hearing is unsatisfactory.
- 5) The right to prevent disclosure, with certain exceptions, of personally identifiable information.
- 6) The right to secure a copy of the institutional policy.
- 7) The right to file complaints with the Department of Education concerning alleged failures by Ivy Tech to comply with the provisions of the act.

The name and address of the office that administers FERPA is: 1 Family Policy Compliance office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

Each of these rights, with any limitations or exceptions, is explained in the Student Affairs Policy and Procedures Manual, a copy of which may be obtained in the Office of Student Affairs or the library.

At the College's discretion, directory information may be provided in accordance with the provisions of the act without the written consent of the student unless the student requests in writing that such information not be disclosed (see below). The items listed below are designated as directory information and may be released for any purpose at the discretion of Ivy Tech unless a request for non-disclosure is on file.

- 1) Name, address, e-mail address, telephone number, dates of attendance, and enrollment status
- 2) Previous institution(s) attended, major field of study, awards, honors, and degree conferred
- 3) Past and present participation in officially recognized activities, date and place of birth

Students may request the withholding of directory information by notifying the Registrar's Office in writing, specifying the categories to be withheld, within ten (10) calendar days from the first scheduled day of the term. Ivy Tech will honor the request for one term only. Therefore, the student must file the request on a term basis. The student should carefully consider the consequences of any decision to withhold any category of directory information. Regardless of the effect upon the student, Ivy Tech assumes no liability for honoring a student's request that such information be withheld. Failure on the part of the student to request the withholding of specific categories of directory information indicates the student's approval of disclosure.

In addition, students' records are held in security by the College. Transcripts on file with the College from high schools and other institutions of higher education cannot be released by Ivy Tech. A student needing a transcript from high school or another college should request it directly from that institution. The Registrar's Office will assist students wishing to see and review their academic records and student files.

Dependency Provision

Ivy Tech reserves the right, as allowed under the Federal Educational Rights and Privacy Act of 1974, to disclose educational records or components thereof without written consent to parents of dependent students as defined according to the Internal Revenue Code of 1954, Section 152 (as amended). A certified copy of the parent's most recent federal

income tax form establishing the student's dependency status shall be required before any educational records or components thereof will be released to the parents of any student. *Any questions concerning the student's rights and responsibilities under the Family Educational Rights and Privacy Act should be referred to the Registrar's Office*

The Americans with Disabilities Act

The Americans with Disabilities Act (ADA) of 1990 is a broad affirmation of the administrative regulations of Section 504. In contrast to Section 504, its application is not limited to agencies receiving federal funding. Like the Civil Rights Act of 1964, the ADA is a federal anti-discrimination statute that seeks to provide access to opportunities. The ADA does not guarantee equal results, establish quotas, or require preferences favoring individuals with disabilities over those without disabilities.

According to Title II-2.8000 of the ADA, individuals must be "qualified" as having a disability in order to be entitled to reasonable accommodations under the act. To be qualified, the individual with a disability must meet the essential eligibility requirements for receipt of services or participation in a public entity's programs, activities, or services with or without (1) reasonable modifications to a public entity's rules, policies, or practices; (2) removal of architectural, communication, or transportation barriers; or (3) provision of auxiliary aids and services.

For more information about the Americans with Disabilities Act, visit:
<http://www.ada.gov>

ADA Amendments Act of 2008

On January 1, 2009, the ADA Amendments Act became effective. Through federal legislation, the ADA Amendments Act (ADA AA) provided clarity and broadened the scope of who was guaranteed civil right protection. Accordingly, the "ADA Amendments Act of 2008" revises the definition of "disability" to more broadly encompass impairments that substantially limit a major life activity. The amended language also states that mitigating measures, including assistive devices, auxiliary aids, accommodations, medical therapies and supplies (other than eyeglasses and contact lenses) have no bearing in determining whether a disability qualifies under the law. Changes also clarify coverage of impairments that are episodic or in remission that substantially limit a major life activity when active, such as epilepsy or post-traumatic stress disorder.

(Source: <http://www.access-board.gov/about/laws/ada-amendments.htm>)

In addition to the changes out-lined above, the ADA AA now includes among its major life activities, but does not limit to, the following: caring for one's self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, learning, reading, concentrating, thinking, communicating, and working. Also, individuals who are "regarded as" being disabled based upon the definition provided in both the ADA and the ADA AA are protected (source: Association of Higher Education and Disability – AHEAD).

Telecommunications Act of 1996

The Telecommunications Act of 1996 also refers to Internet/web site accessibility standards, captioning, audio description of video, and access to telephone services. Qualified students with disabilities in postsecondary education who are taking distance education courses must have access to required materials. Since online testing practices (e. g., timed tests) should fairly reflect students' abilities, not their disabilities, testing accommodations may be essential.

For more information about this legislation, visit <http://www.fcc.gov/telecom.html>

Release of Information

Students may authorize the College to exchange information regarding their disability, academic progress and other relevant information with individuals, office or agencies, internal and external to the College.

The Office of Disability Support Services must make reasonable attempts to authenticate the identity of the individual with whom information will be exchanged. This includes, but is not limited to, submission of a formal request for information on official office or agency letterhead or presentation of a governmental issued photo ID in-person.

Note Takers, Scribes, Readers, & Tutors

Note Taking/Scribe Services

DSS will coordinate the arrangements for note takers and scribes. When possible, note takers will be introduced confidentially to the student for whom the service is provided. Note takers should be given the option to volunteer their services or to receive compensation for services rendered. Volunteers should receive letters thanking them for their services. Family members are not allowed in the classroom to serve as note takers unless they are enrolled in the same course section.

DSS will also arrange for scribes for course examinations when such services have been determined by DSS to be a reasonable accommodation. If a scribe is needed, students should notify DSS at least 5 days prior to the test date.

Where a particular accommodation results in a verbatim transcription of a classroom lecture or presentation, students should recognize that such lectures or presentations are the intellectual property of the individual professor, Ivy Tech Community College of Indiana, and/or both, and that the copying, publication, or distribution of transcripts to anyone, without prior written approval of the College and the professor, is prohibited.

Provisional Accommodations

Provisional accommodations may be provided for one semester for students who can establish a history of a disability (not a condition or illness), but lack current documentation. All forms (Intake and Faculty Notification Form) should indicate these accommodations are provided on a temporary basis.

Students with Temporary Physical Impairments

Students with short-term impairments may be granted accommodations for the duration of their condition. Some examples of temporary physical impairments may include, but are not limited to, the temporary use of crutches, wheelchairs, or walkers. However, pregnancy alone is not a disability and does not qualify a student for the use of handicapped parking.

Appropriate documentation addressing the length of the impairment must be provided before any accommodations can be granted. Any temporary accommodations will be noted on the Faculty Notification Form with an expiration date.

It must be understood that by voluntarily providing or arranging such help, DSS does not suggest that temporarily injured or impaired students qualify as "individuals with a disability" under the ADA.

Student Records (Non-Banner/Non-Electronic)

Each semester DSS providers should keep lists or databases of students with disabilities, and records of general services rendered. These records might include initial intake information and other relevant information. Social Security numbers of students or other individuals are not to be utilized in the database.

The files of students with a Banner code containing intake data, documentation of disability, copies of Instructor Notification Forms, and other relevant data should be stored for five years after the students' last term of enrollment.

Files should be kept in a locked and secured location.

All documents containing confidential information must be shredded when they are no longer needed. Confidential information should never be placed un-shredded into wastebaskets or containers.

Student Rights and Responsibilities

Disability Support Services

Disability Support Services (DSS) staff seeks to ensure that all students receive the opportunity to learn to their fullest abilities. Services include providing note takers, interpreters, and scribes, enlarged textbooks, extended testing times, counseling, and referrals to community agencies. DSS arranges optimal classroom seating (placement, as well as types of chairs and desks). Reasonable accommodations for persons with disabilities will be made to ensure access to academic programs, services, and employment in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

College programs and facilities are designed to be accessible to students with disabilities. Disability Support Services also aids students with disabilities with career planning, financial aid, personal counseling, and placement. DSS works with the Department of Vocational Rehabilitation and other service agencies to help students with disabilities access local community resources.

Students with disabilities who desire accommodations are responsible for making those needs known to the Office of Disability Support Services in a timely fashion, and for providing appropriate documentation and evaluation in applicable cases. The Disabilities Support Services officer has the authority to decide whether accommodations will be granted in individual cases. Any information you share is kept confidential unless you authorize release and exchange of specified information. Requests for accommodations and documentation of disability must be received one month before enrolling for the next academic term. Some requests take additional time to fill. DSS will make every effort to provide reasonable accommodations in a timely manner. Students who do not request accommodations do not need to disclose their disabilities.

General Complaint Process

When a student believes he/she has a legitimate general complaint against the college, faculty, or staff, he/she should make an appointment with that individual to discuss the matter. This process must be initiated within fourteen (14) calendar days of the incident. The student and the college, faculty, or staff should make every effort to resolve this issue. It is expected that most, if not all, misunderstandings be resolved at this level.

If the issue is not resolved the student can express his/her complaint in writing to the individual's supervisor. Once the student has submitted his/her complaint in writing with the individual's supervisor, if the issue is not resolved to the student's satisfaction the student may submit his/her complaint, in writing, to the Office Vice Chancellor for Students Affairs.

The Office of the Vice Chancellor for Student Affairs will attempt to resolve the complaint or determine a course of action, if appropriate. If the student disagrees with the outcome of his/her complaint, then he/she may submit his/her complaint in writing to the Office of the Chancellor. The Office of the Chancellor will review and attempt to resolve the complaint and determine the next course of action. Any decision or action deemed appropriate by the Chancellor is final.

The Student Access Resource Guide can be found in Appendix K.

Sign Language Interpreters

Interpreter services, such as American Sign Language, Signed English, or Oral Interpreting, will be provided for qualified students with proper documentation. Professional sign language interpreters will be provided by Vocational Rehabilitation Services (VRS) or Ivy Tech Community College of Indiana. However, due to the limited availability of interpreters, it is strongly recommended that students who are deaf contact DSS at least one month before classes begin. Unavailability of professional interpreters could prevent or complicate the provision of interpreter services.

Students eligible for funding for interpreter services from VRS are encouraged to seek such funding for class interpretation. If such funding is unavailable, or if the student does not wish to seek it, or if the full costs of funding are not available through VRS, Ivy Tech Community College will assume the expense. Interpreter costs for campus events are the responsibility of the sponsoring department or group and should be budgeted in event planning.

Interpreter Assignments

All interpreter assignments must be pre-authorized. DSS will contact interpreters. Interpreters will be given necessary information including date, time, location, pay scale, and type of assignment. If there is a request by a student or faculty member to extend the time of the interpreting assignment, the interpreter must contact the Office of Disability Support Services for prior approval. The interpreter should report to every class unless notified by DSS. Time will be rounded up the quarter hour for classes and for other assignments, such as appointments and conferences. Please refer to the employment section regarding the hiring of interpreters.

Students and interpreters must contact DSS if they will be absent from class. An absence from a class may be considered missing the entire class or missing thirty (30) minutes or more of any class period.

Both students and interpreters must contact the DSS office to inform them of the absence. Communication between the student and interpreter regarding an absence will not be considered valid notification to the College. Additionally, students and interpreters must provide at least 24-hours advance notice of an absence. If a student does not appropriately communicate

with the DSS office and misses two (2) classes or misses thirty (30) minutes or more of any class period three (3) times during the semester, interpreting services will be suspended until the student meets with DSS to discuss the situation.

The request for interpreter services form and the expectations for students who use interpreting services may be found in Appendix L.

Additionally, in some instances, the College utilizes CART to assist student who have hearing disabilities when appropriate or when technology is available. Protocol, policies, and procedures, as well as student expectations for receiving CART services may be found in Appendix M.

Service Animals, Psychiatric Service Dogs, & Emotional Support Animals

In compliance with applicable law, Ivy Tech allows service animals in its buildings, classrooms, meeting rooms, dining areas, recreational facilities, activities and events when the animal is accompanied by an individual with a disability who indicates the service animal is trained to provide, and does provide, a specific service to them that is directly related to their disability. (Appendix N)

The Americans with Disabilities Act (ADA) defines service animals as:

“any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purpose of this definition. The work or task performed by a service animal must be directly related to the handler’s disability. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purpose of this definition.”

Psychiatric Service Dogs

Psychiatric Service Dogs are service dogs that provide assistance to people with psychiatric disabilities, such as panic disorders and post-traumatic stress disorder (PTSD). Examples of work or tasks that psychiatric service dogs perform include:

- Providing safety checks or room searches for individuals with PTSD
- Blocking crowds or people from rushing toward an individual
- Blocking persons in dissociative episodes from wandering into danger such as traffic
- Preventing or interrupting impulsive or destructive behaviors such as self-mutilation

Ivy Tech's Inquiries Regarding Service Animals

In general, Ivy Tech staff will not ask about the nature or extent of a person's disability, but may make only two inquiries of a person with a service animal. Ivy Tech may ask:

1. If the animal is required because of a disability
2. What work or task the animal has been trained to perform

Generally, Ivy Tech may not make any inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

Ivy Tech reserves the right to ask that the animal undergo additional training or be removed if it does not fit this description or if it becomes disruptive. For example, a properly trained service animal will remain at its handler's feet. It does not run freely around, bark, or growl repeatedly at other persons or animals, bite or jump on people, or urinate or defecate inside buildings.

The good health of the animal is the responsibility of the owner. If the animal is observed to be in ill health (bowel or bladder control problems, fleas, etc.) the handler may be asked to remove the animal from the college.

There is no requirement for marking the harness or vest of a service animal, but the campus community generally responds well when it is clear that a dog is a service animal at work and not just a pet. Ivy Tech applies these same guidelines to official trainers of service or assistance animals.

Public Etiquette towards Service or Assistance Animals

It is okay to ask someone if she/he would like assistance if there seems to be confusion, however, faculty, staff, students, visitors and members of the general public should avoid the following:

- Petting a service animal, as it may distract them from the task at hand.
- Feeding the service animal.
- Deliberately startling a service animal.
- Separating or attempting to separate a handler from his/her service animal.

Potential Conflict

The presence of a service animal in the campus environment is permitted. Students who disclose a severe phobia of dogs or a disabling allergy to dog dander will also be accommodated. No one disability trumps another. Use of a service animal is much like use of a wheel chair in that the student has the right to use it for disability related assistance and does not require a written accommodation to do so.

Guidelines for Emotional Support Animals

An emotional support animal is a pet that is not trained to perform specific acts directly related to an individual's disability. Instead, the pet's owner derives a sense of well-being, safety, or calm from the animal's companionship and physical presence. Because they are not individually trained to perform work or tasks, support animals are not service animals.

The companionship of an emotional support dog can have genuine therapeutic benefits for individuals with psychiatric disabilities and less severe mental impairments. Unless the dog is also trained to work – to independently recognize and respond to its owner's psychiatric disability – the dog does not qualify as a psychiatric service dog and does not receive the protections of the ADA. Emotional support dogs may be permitted on campus on a case-by-case basis. Before bringing a support animal on campus, the requesting individual must meet with The Office of Disability Support Services and provide appropriate supporting documentation.

An individual with a disability will need to acquire a special letter from a licensed mental health professional documenting the individual's need for an emotional support animal for consideration of this accommodation at the college.

Testing & Examinations

DSS may use electronic formats for testing and examinations for qualifying students. DSS can create a PDF or Kurzweil file by scanning test or exams received directly from the faculty member. Approved students may use the appropriate software program that is most appropriate for their needs. Guidelines for testing with Assistive Technology may be found in Appendix N.

Online Course Accessibility

When students with Visual Impairments or Hearing Impairments notify DSS of enrollment in online courses, DSS staff will communicate with Online Technology (OT) Staff and Instructors to ensure accessibility.

- DSS staff will communicate CRN or Course name, number and section to regional Online Technology (OT) staff and identify disability for each submission (VI, Blind, Deaf, HOH).
- Regional OT staff will assess BlackBoard shell to determine if any changes are needed for full access of a student with the identified disability.
- If changes are needed for access, regional OT staff will contact the instructor (in any region) and let them know what access changes are needed or if an alternate assignment needs to be substituted in the case where a change cannot be made.
- Two weeks prior to the beginning of the semester, DSS staff will communicate with regional OT staff to review online courses and outstanding accessibility issues for all sections that had previously been submitted for review.

Available in alternative format upon request

- Two weeks prior to the beginning of the semester, DSS staff will send a follow up letter via email to each instructor to:
 - Ensure access changes have been made
 - Ensure faculty members have correct DSS contact information in the event that questions arise during the semester
- Prior to the beginning of the semester, regional OT staff re-reviews the online courses identified with outstanding access issues and contacts the instructors again if changes have not been made.

Advantages:

This process will ensure students have full access to their online classes and instructors have OT contact information to make changes and DSS information to ask questions.

Disadvantages:

Identified accessibility changes are made for the given semester only but not as statewide changes in courses. If accessibility changes were made at a statewide level, repeat correction of online courses would not need to be made by different instructors in subsequent semesters.

Examples of Instructor Letters regarding adjustments for making online course material accessible can be found in Appendix F.

DSS Records

Student Banner Records

Only students with approved accommodations should be coded and entered into Banner as a DSS student. Students who have inquired about or applied for services should be filed separately from students who have been approved and are using services.

Quickflow

A quick flow process has been established within Banner specifically for DSS staff. The quick flow process has been developed to enable DSS staff to move seamlessly through the screens that are applicable for working with students with disabilities. To access the DSS quick flow, type in EDISS in the “Go to” box of the Banner Menu.

Confidentiality of Notes

DSS staff regularly process and handle confidential student information. While some screens within Banner have a “Confidential” box, this does not prevent non-DSS staff from viewing student information. In order to maintain confidential student information, a screen within Banner has been designated as confidential and has limited view access to approved DSS staff and other approved users. Therefore, the SEADETL screen is the only screen that should be used by DSS to record confidential student information and notes.

Tutoring Services

Ivy Tech Community College of Indiana does not provide individual tutorial assistance tailored to the special needs of students with learning disabilities or other disabilities. Regions that offer forms of tutoring for all students in the College will provide such opportunities for students with disabilities. Interpreters will be provided in connection with tutoring, if deemed by Disability Support Services to be a reasonable accommodation.

Web Resources

The following are some selected resources you may wish to consult for additional information:

Indiana Directory of Disability Resources:

www.iddr.info

Indiana Association on Higher Education and Disability

(AHEAD): <http://www.in-ahead.org/indiana1.htm>

Indiana Vocational Rehabilitation Services:

<http://www.in.gov/fssa/ddrs/4938.htm>

Indiana Department of Education:

<http://www.doe.state.in.us/>

Easter Seals Disability Services:

<http://www.easterseals.com/site/PageServer>

Indiana Assistive Technology Act (INDATA):

<http://www.eventbrite.com/contact-organizer?eid=108081274>

Connect 2 Help: Dial 211 for Community Resource Assistance:

<http://www.connect2help.org/>

Noble of Indiana:

<http://www.nobleofindiana.org/>

Indianapolis Resource Center for Independent Living:

<http://www.ircil.org/>

Indiana Institute on Disability and

Community: <http://www.iidc.indiana.edu/>

Appendix A:

Disability Support Services Registration & Intake Form

Ivy Tech Community College Disability Support Services Registration and Intake Form

Last Name:	First Name:	MI:
Today's Date:	Student ID # C0_____	Birthdate:
Street Address:		
City:	State:	Zip Code:
Home Phone: (____) _____ - _____ Cell Phone: (____) _____ - _____	Ivy Tech e-mail: _____@ivytech.edu Personal e-mail: _____@_____	

Are you planning to transfer? Yes ___ No ___ Where? _____

Placement Test Scores: Writing __ Math __ Reading __

Have you completed the Admission Process? Yes __ No __
When do you plan on starting classes? Spring ___ Summer ___ Fall ___

Reason for Visit:

- I have a disability, and I have documentation with me today.
- I have been diagnosed with a disability, but I do not have documentation with me.
- I think I may have a disability.

What is your disability and/or diagnosis? _____

Date of onset of disability and/or diagnosis: Year ___ ___ ___ Age ___ ___ or Grade ___ ___

Student Consultation

1. Are you currently being treated for your disability? Yes____ No____

2. What outside supports do you have for your disability (medication, counseling, equipment, software, etc.)?

3. What is the impact of your disability when you are in the academic setting? (testing, lecture, accessing the facility, reading, writing, computer access) etc.

4. Are there any other limitations/impediments to learning/functioning in an academic setting you may struggle with while being a student at Ivy Tech?

5. What strategies do you use to retain class information? How do you study and prepare for class?

NOTES: _____

Service History

Please check/describe any services you have received in the past and under "Previously Received." Please check any service that you are requesting in this Ivy Tech Community College region under "Now Requesting."

	Previously Received	Now Requesting
Test Accommodations	<input type="checkbox"/> 50% Extended Testing Time	<input type="checkbox"/> 50% Extended Testing Time
	<input type="checkbox"/> 100% Extended Testing Time	<input type="checkbox"/> 100% Extended Testing Time
	<input type="checkbox"/> Scribing of Exams	<input type="checkbox"/> Scribing of Exams
	<input type="checkbox"/> Alternative Answer Sheet	<input type="checkbox"/> Alternative Answer Sheet
	<input type="checkbox"/> Enlarged Print/Font Size: __	<input type="checkbox"/> Enlarged Print/Font Size: __
	<input type="checkbox"/> Audio Exams	<input type="checkbox"/> Audio Exams
	<input type="checkbox"/> Distraction Reduced Area for Testing	<input type="checkbox"/> Distraction Reduced Area for Testing
Assistance with Note-taking	<input type="checkbox"/> Classmate Buddy Note-taker	<input type="checkbox"/> Classmate Buddy Note-taker
	<input type="checkbox"/> Assigned Note-taker	<input type="checkbox"/> Assigned Note-taker
	<input type="checkbox"/> Smart Pen <input type="checkbox"/> Digital Audio Recorder	<input type="checkbox"/> Smart Pen <input type="checkbox"/> Digital Audio Recorder
Alternate Format E-books	<input type="checkbox"/> Textbook Format _____	<input type="checkbox"/> Textbook Format _____
Magnification and Screen-Reading Software	<input type="checkbox"/> Computer Lab: _____ <input type="checkbox"/> Testing: _____	<input type="checkbox"/> Computer Lab: _____ <input type="checkbox"/> Testing: _____
Magnification Equipment	<input type="checkbox"/> Books _____ <input type="checkbox"/> Exams _____	<input type="checkbox"/> Books _____ <input type="checkbox"/> Exams _____
Sign Language Interpreting	<input type="checkbox"/>	<input type="checkbox"/>
CART (Real Time Captioning)	<input type="checkbox"/>	<input type="checkbox"/>
Seating Considerations	<input type="checkbox"/> Details: _____	<input type="checkbox"/> Details: _____
Other:	<input type="checkbox"/> Details: _____	<input type="checkbox"/> Details: _____

Reasonable accommodation allows access to full participation in a program/degree. However, reasonable accommodation does not modify any of the requirements for the successful completion of a program/degree.

Release of Information

The following individuals have permission to speak to or correspond with Ivy Tech Community College of Indiana Disability Support Services concerning my disability, academic, and student life. No information will be discussed on the telephone or by e-mail except when communicating with a service provider.*

* A service provider is defined as a professional agency or healthcare organization which provides disability related services.

- Ivy Tech Instructors
- External Programs (i.e. Vocational Rehabilitation, Textbook Publisher, etc.)
- Internal Ivy Tech Programs (i.e. Nina Scholars, Trio, Student Government, Financial Aid, etc.)
- Source of Documentation i.e. Medical/Psychological Professional/School or college that provided services in the past

DSS has the right to verify all submitted documentation. An unchecked box will require a written explanation and signature by student.

- School staff listed on IEP/Psychological Evaluation/Case Conferences
- Family/Guardian/Personal Assistants, Other:

Name:	Relationship:	Phone:

- In the event of an emergency, I will need assistance.

I understand this Release of Information is in effect until I notify the Office of Disability Support Services, in writing, of my desire to rescind these permissions.

Student Signature: _____ Date: _____

Registration with Disability Support Services

Registration with Disability Support Services (DSS) is a separate process from applying for admission to Ivy Tech Community College. In order to be considered for accommodation with Disability Support Services, students must first submit documentation of the disability according to DSS guidelines and meet with a DSS staff member to discuss accommodation requests.

Process for Requesting Accommodations from Disability Support Services

- 1.) Student makes appointment to meet with DSS representative.
- 2.) Student completes DSS “Intake Form” with DSS representative.
- 3.) Student and DSS discuss eligibility under DSS guidelines and discuss accommodations process.
- 4.) Student provides documentation of disability according to DSS guidelines. Documentation guidelines should be presented to the student’s physician/psychologist. Documentation is returned to DSS in a sealed envelope or sent by fax. DSS has the right to verify all submitted documentation.
- 5.) Documentation will be reviewed and if determined eligible, student will be required to pick-up an accommodation packet to be presented to his/her faculty. DSS will send an e-mail notification to the student’s Ivy Tech email account, acknowledging eligibility status. Prospective students that do not yet have an Ivy Tech e-mail account will be notified via paper letter sent to their home address.
- 6.) Student will return a copy of the Faculty Notification Form signed by their faculty member to the DSS office.
- 7.) Once eligibility is determined, students need only meet with their DSS representative to complete their “Accommodation Request Form” each semester.

I acknowledge the above guideline and I understand that my failure to follow these guidelines may hinder the delivery time of my academic adjustments.

Student Signature:

Date:

Appendix B:
Returning Student Request Form

Ivy Tech Community College of Indiana
Disability Support Services
Accommodation Request Form

I _____, C# _____, Phone# _____

am requesting accommodations for the courses listed below:

For the semester of Fall Spring Summer

Course Number (BIO 100)	Length of Class	Room Number
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Please Check:

- I am requesting the same accommodations as last semester.
- I need to change my accommodations.
- I received the DSS Accommodation Packet.
- I was given the opportunity to review the packet, ask questions and I understand the policies and procedures involved with the services I am qualified for based on my documented disability(ies).
- Disability Support Services may indicate my disability status in a database for tracking and statistical purposes.
- Disability Support Services can inform security of my status and location.

Student Signature: _____

Date: _____

Appendix C:

**Overview of Disability Support Services
& Process for Requesting Accommodations**

Overview of Disability Support Services

The Role of Disability Support Services (DSS) in the Classroom

Under Section 504 of the Rehabilitation Act of 1973 as well as the Americans with Disabilities Act of 1990, students with verified disabilities who are otherwise qualified to attend Ivy Tech Community College are protected from discrimination and are assured equal access to educational programs. Accommodation under these civil rights statutes is determined on a case to case basis. Every student requesting accommodations through the DSS office is required to provide current documentation of a disability from a licensed professional. Additional information on documentation guidelines can be obtained by calling Disability Support Services at Ivy Tech Community College. After documents are submitted, it takes approximately two weeks to determine if the student is eligible for services.

Every individual presents unique strengths and needs that vary based on circumstances in the educational environment. The list above is to be considered a reference; it is not to be considered an assignment or a blanket approach to multiple students with similar diagnosis or learning profiles. Each student is granted accommodations based on individual need for access in any course, program, or activity at the college.

Accommodations may include but will not be limited to:

- Extended Testing Time/ Quiet Room
- Audio Exams
- Audio Books
- Interpreting Services
- CART Services
- Note Taking Assistance
- Scribing of Exams
- Seating Considerations
- Enlarged Print/ Alt Answer Sheet
- Adaptive Software or Equipment
 - JAWS
 - Kurzweil 300
 - ZoomText
 - Read&Write Gold
 - Dragon Naturally Speaking
 - CCTV

Registration with Disability Support Services

Registration with Disability Support Services (DSS) is a separate process from applying for admission to Ivy Tech Community College. In order to be considered for accommodations with Disability Support Services, students must first submit documentation of the disability according to DSS guidelines and meet with a Disability Support Advisor to discuss accommodation requests.

Office of Disability Support Services
Ivy Tech Community College
<Address>
<Office Phone>
<email Address>

Process for Requesting Accommodations

1. Student makes appointment to meet with DSS representative.
2. Student completes DSS “Intake and Registration Form” with DSS representative.
3. Student and DSS discuss eligibility under DSS guidelines and discuss accommodations process.
4. Student provides documentation of disability according to DSS guidelines.
5. Documentation will be reviewed and if determined eligible, DSS will send email notification to the student’s Ivy Tech email account. Students may be required to pick-up an accommodation packet to be presented to his/her faculty.
6. Student and teacher speak privately to determine how to best implement the accommodations. Both student and teacher should sign and date the letters to verify understanding and cooperation.
7. Student may return a copy of the Faculty Notification Form signed by their faculty member to the DSS office; student and faculty member are both encouraged to also keep signed copies for reference through the semester.
8. Once eligibility is determined, students need only meet with their DSS representative to complete their “Accommodation Request Form” prior to the start of each semester.

Office of Disability Support Services
Ivy Tech Community College
<Address>
<Office Phone>
<email Address>

Appendix D:
Vocational Rehabilitation Information

Vocational Rehabilitation Services

The Vocational Rehabilitation Services (VRS) is a program of the Division of Disability & Rehabilitative Services, a division of the Indiana Family & Social Services Administration. Vocational Rehabilitation Services (VR) provides quality individualized services to enhance and support people with disabilities to prepare for, obtain or retain employment. The individual will work closely with a VR counselor throughout the process. Through active participation in their rehabilitation, people with disabilities achieve greater level of independence in their work place and living environments.

- Call the office in the county of your residence.
- Ask to apply for services; explain that you are in school to be trained for a job.
- Explain your history of disability and struggles related to work and school.

Area Offices

Area 1

Vocational Rehabilitation Services
110 W. Ridge Road
Gary, IN 46408-2709
Phone: 219-981-5326
Toll Free: 1-877-847-9891 (V/VRS/711)
Toll Free Fax: 1-855-450-3567
Counties: Lake & Newton

Area 3

Vocational Rehabilitation Services
954 Eastport Centre Drive, Suite C
Valparaiso, IN 46383-4456
Phone: 219-462-0521
Toll Free: 1-877-847-9888 (V/VRS/711)
Toll Free Fax: 1-855-450-3568
Counties: Jasper, La Porte, Porter, Pulaski & Starke

Area 4

Vocational Rehabilitation Services
100 W. South Street, Suite 100
South Bend, IN 46601-2434
Phone: 574-232-4861
Toll Free: 1-877-282-0964 (V/VRS/711)
Toll Free Fax: 1-855-450-3569
Counties: Marshall & Saint Joseph

Area 5

Vocational Rehabilitation Services
1659 Mishawaka Street, Suite A
Elkhart, IN 46514-1812
Phone: 574-262-2086
Toll Free: 1-877-847-9897 (V/VRS/711)
Toll Free Fax: 1-855-450-3570
Counties: Elkhart & Kosciusko

Area 6

Vocational Rehabilitation Services
615 N. 18th Street, Suite 103
Lafayette, IN 47904-3413
Phone: 765-449-4278
Toll Free: 1-877-847-9892 (V/VRS/711)
Toll Free Fax: 1-855-450-3575
Counties: Benton, Clinton, Fountain, Montgomery, Tippecanoe & Warren

Areas 7 & 8 - Fort Wayne

Vocational Rehabilitation Services
201 E. Rudisill Blvd., Suite 300
Fort Wayne, IN 46806-1756
Phone: 260-424-1595
Toll Free: 1-877-715-5292 (V/VRS/711)
Toll Free Fax: 1-855-450-3571

Counties: Allen, DeKalb, LaGrange, Noble,
Steuben & Whitley

Area 9

Vocational Rehabilitation Services
 217 E. Southway Boulevard, Suite 100
 Kokomo, IN 46902-3577
 Phone: 765-455-5020
 Toll Free: 1-877-715-5294 (V/VRS/711)
 Toll Free Fax: 1-855-450-3576
 Counties: Carroll, Cass, Fulton, Howard,
 Miami, Tipton & White

Area 10

Vocational Rehabilitation Services
 840 N. Miller Avenue, Suite C
 Marion, IN 46952-2338
 Phone: 765-662-9961
 Toll Free: 1-877-876-2866 (V/VRS/711)
 Toll Free Fax: 1-855-450-3572
 Counties: Grant, Huntington & Wabash

Area 11

Vocational Rehabilitation Services
 201 E. Charles Street, Suite 130
 Muncie, IN 47305-2434
 Phone: 765-282-9863
 Toll Free: 1-877-847-9890 (V/VRS/711)
 Toll Free Fax: 1-855-450-3573
 Counties: Adams, Blackford, Delaware, Henry,
 Jay, Madison, Randolph & Wells

Areas 13 & 14 - Indianapolis North & Central

Vocational Rehabilitation Services
 2620 Kessler Blvd. East Dr., Suite 105
 Indianapolis, IN 46220-2890
 Phone: 317-205-0100
 Toll Free: 1-877-715-5296 (V/VRS/711)
 Toll Free Fax: 1-855-442-0002
 Counties: Boone, Hamilton, Hancock & Marion
 [ZIP codes 46201, 46202, 46205, 46208, 46216,
 46218, 46219, 46220, 46226, 46228, 46229,
 46235, 49236, 45240, 46250, 46256, 46260,
 46268, 46278, 46280 & 46290]

Areas 15 & 16 - Indianapolis West & South

Vocational Rehabilitation Services
 2346 S. Lynhurst Drive, Building 100
 Indianapolis, IN 46241-5171
 Phone: 317-270-1005
 Toll Free: 1-877-876-2864 (V/VRS/711)
 Toll Free Fax: 1-855-344-0001
 Counties: Hendricks, Johnson, Marion [ZIP
 codes 46203, 46204, 46214, 46217, 46221, 46222,
 46224, 46225, 46227, 46231, 46234, 46237,
 46239, 46241, 46254, 46259 & 46107 (Beech
 Grove)] & Shelby

Area 17

Vocational Rehabilitation Services
 30 N. 8th Street, P.O. Box 10217
 Terre Haute, IN 47801-0217
 Phone: 812-232-7864
 Toll Free: 1-877-715-3170 (V/VRS/711)
 Toll Free Fax: 1-855-455-4256
 Counties: Clay, Parke, Putnam, Vermillion &
 Vigo

Area 18

Vocational Rehabilitation Services
 1600 Willow Street, Suite B
 Vincennes, IN 47591-4264
 Phone: 812-882-7208
 Toll Free: 1-877-847-9898 (V/VRS/711)
 Toll Free Fax: 1-855-442-0001
 Counties: Daviess, Greene, Knox & Sullivan

Area 19

Vocational Rehabilitation Services
 511 E. 4th Street, Suite 200
 Huntingburg, IN 47542-1360
 Phone: 812-683-2183
 Toll Free: 1-877-847-9896 (V/VRS/711)
 Toll Free Fax: 1-855-455-4257
 Counties: Crawford, Dubois, Martin, Orange,
 Perry, Pike, Spencer & Warrick

Area 20

Vocational Rehabilitation Services
 700 E. Walnut Street
 Evansville, IN 47713-2561
 Phone: 812-425-1367
 Toll Free: 1-877-715-5299 (V/VRS/711)
 Toll Free Fax: 1-855-455-4258
 Counties: Gibson, Posey & Vanderburgh

Area 21

Vocational Rehabilitation Services
 450 S. Landmark Avenue
 Bloomington, IN 47403-5000
 Phone: 812-332-7331
 Toll Free: 1-877-847-9893 (V/VRS/711)
 Toll Free Fax: 1-855-455-4260
 Counties: Lawrence, Monroe, Morgan & Owen

Area 22

Vocational Rehabilitation Services
 1248 Washington Street
 Columbus, IN 47201-5722
 Phone: 812-376-9935
 Toll Free: 1-877-396-3271 (V/VRS/711)
 Toll Free Fax: 1-855-455-4261
 Counties: Bartholomew, Brown, Dearborn,
 Decatur, Franklin, Jackson, Jennings, Ohio,
 Ripley & Switzerland

Area 23

Vocational Rehabilitation Services
 52 South 2nd Street
 Richmond, IN 47374-4212
 Phone: 765-966-0932
 Toll Free: 1-877-715-3171 (V/VRS/711)
 Toll Free Fax: 1-855-450-3574
 Counties: Fayette, Rush, Union & Wayne

Area 25

Vocational Rehabilitation Services
 1452 Vaxter Avenue
 Clarksville, IN 47129-7721
 Phone: 812-288-8261
 Toll Free: 1-877-228-1967 (V/VRS/711)
 Toll Free Fax: 1-855-455-4259
 Counties: Clark, Floyd, Harrison, Jefferson,
 Scott & Washington

www.VRS.IN.gov
1-800-545-7763

Appendix E:
Faculty Notification Form

Confidential**FACULTY NOTIFICATION FORM**

Term: _____

Accommodations:

Please discuss with the student how these accommodations will apply to your class. You are encouraged to communicate with Disability Support Service if you have questions. Please sign below to verify your understanding and cooperation.

-
-

Note to the Faculty from Disability Services:

The above stated information has been prepared through consultation with our office. This information should be considered confidential. The accommodations as listed above are among those identified in both Section 504 of the National Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), which deal with non-discrimination of disabled students in a post-secondary setting.

Although the primary responsibility for advocacy rests with the student, you might find it beneficial to meet with the student and discuss the best way of meeting these and other necessary accommodations. Your cooperation is not only appreciated, but is essential to the College meeting its obligation under the law. Please contact this office if you have questions or concerns regarding this student's accommodations.

 *****Name*****, Office of Disability Support Services

 Student Name (Printed)

 Student Signature / Date

 Faculty Name (Printed)

 Faculty Signature/ Date

Appendix F:

Letters to Instructors Regarding Special Circumstances

Email to Instructors Prior to the Start of a Semester
Re: Access for Enrolled Student with Visual Impairment using Leader Dog

Dear Professor (**Instructor**),

This letter is to provide helpful information for working with (**Student**), a visually impaired student, who will be using adapted technology to obtain information presented in your (**Course Number-Section, Course Name** class for **Semester**). (**Student**) will attend class with a well-trained service dog. *Please find attached a copy of the college's Policy on Service Animals and Guidelines for Faculty.*

Due to the student's disability, it is important for you to know that (**Student**) will be using the following accommodations in your classroom:

1. **Extended time (double time) on all quizzes and tests.** The extended time must be supervised by faculty or staff. Arrangements can be made by contacting the campus testing center.
2. **Distraction-reduced area for taking all quizzes and tests.** Tests and quizzes must be administered in a distraction-reduced environment. Arrangements can be made by contacting the campus testing center.
3. **Use of assistive technology (screen reader and magnification software) for quizzes and tests.** Arrangements can be made by contacting the campus testing center.
4. **Use of recorder for class notes.**
5. **Use of adaptive equipment in class (screen reader and magnification software).** Student may use personal computer, software and other equipment to accommodate disability while completing work in class.
6. **Texts in alternative format.**
7. **Option to choose specific seat location for access.**
8. **Use of CCTV to assist in reading textbooks and hand-outs.**

If you have notes, hand-outs and/or Power Point Presentations that can be emailed to (Student**) at (student@ivytech.edu) this would be extremely helpful.**

Please contact DSS if you have questions about (Student's) disability support services. Also please contact us if you have questions about how to make visual material available and accessible for this student.

Respectfully,

<Name>

<Title>

Ivy Tech Community College

<Region>

<Office Phone>

<email>

Email to Instructors Prior to the Start of a Semester
Re: Access for Enrolled Student with Visual Impairment using JAWS

Dear Professor (**Instructor**),

This letter is to provide helpful information for working with (**Student**), a **totally blind** student, who will be using adapted technology to obtain information presented in your (**Course Number-Section, Course Name** class for **Semester**).

Due to the student's disability, it is important for you to know that (**Student**) will be using the following accommodations in your classroom:

1. **Extended time (double time) on all quizzes and tests.** The extended time must be supervised by faculty or staff. Arrangements can be made by contacting the campus testing center.
2. **Distraction-reduced area for taking all quizzes and tests.** Tests and quizzes must be administered in a distraction-reduced environment. Arrangements can be made by contacting the campus testing center.
3. **Use of assistive technology (JAWS screen reader) for quizzes and tests.** Arrangements can be made by contacting the campus testing center.
4. **Note-taking assistance.** A pre-approved note-taker may accompany the student to classes. The note-taker is not permitted to communicate with the student during tests or quizzes.
5. **Use of recorder for class notes.**
6. **Use of adaptive equipment in class (JAWS) and Braille note-taker.** Student may use personal computer, software and other equipment to accommodate disability while completing work in class.
7. **Texts in alternative format.**
8. **Option to choose specific seat location for access.**

If you have notes, hand-outs and/or Power Point Presentations that can be emailed to (Student**) at (student@ivytech.edu) this would be extremely helpful.**

Please contact DSS if you have questions about (**Student's**) disability support services. Also please contact us if you have questions about how to make visual material available and accessible for this student.

Respectfully,

<Name>

<Title>

Ivy Tech Community College

<Region>

<Office Phone>

<email>

Email to Instructors Prior to the Start of a Semester
Re: Access for Enrolled Student with Hearing Impairment working with Interpreters

Dear Professor (**Instructor**),

This letter is to provide helpful information for working with (**Student**), a student who is deaf, in your (**Course Number-Section, Course Name** class for **Semester**). This student will be using interpreting services to obtain information that is presented in the classroom. At the beginning of the semester, the interpreter(s), student, and instructor will find the most appropriate place for the interpreter(s) in the classroom to ensure that the student will have simultaneous visual access to the interpreter(s) and the presenter, as well as additional visual aids. Prior to class, the interpreter(s) will introduce him/herself to you.

Some hints when working with an interpreter in your class are:

- Recognize that there is a processing time period that an interpreter takes to interpret a message from the original language into another language. As such, there will be a delay in receiving information. The interpreter is typically 5-7 sentences behind the speaker, so when asking questions or taking class comments, please allow additional time for the interpreter to effectively interpret your message.
- Videos or films shown in class should be closed-captioned. Prior to viewing, please let the interpreter(s) know. If you need help in accessing the closed-captioning feature, the interpreter(s) can assist.
- When speaking one-on-one with (**Student**) please remember to speak directly to the student, and not to the interpreter(s). Also, it is helpful to refrain from saying, "tell him ..." as this can become very confusing for the interpreter(s) and student, as it interferes with the goal of direct communication. As a rule, always speak directly to the student.
- It is possible that an interpreter(s) may need specific information regarding this course. They may briefly contact you for assistance with class materials to ensure an accurate interpretation.

(**Student**) will also be utilizing "buddy note-taking services. The student may request your help to ask the class for a volunteer. If you have lecture notes or copies of your power point presentations to share with (**Student**), it would be beneficial for him/her to have for review.

During testing, please be aware that **interpreters are not allowed to interpret test** questions. Only questions directed to the instructor, explanations given by the instructor and class discussions, may be interpreted.

If you have any questions regarding the interpreting process: how to work more effectively with an interpreter or have any problems whatsoever in the classroom, please call me via e-mail at <email>.

Respectfully,

<Name>

<Title>

Ivy Tech Community College

<Region>

<Office Phone>

<email>

Email to Instructors Prior to the Start of a Semester
Re: Access for Enrolled Student with Hearing Impairment using CART

Dear Professor (**Instructor**),

This letter is to provide helpful information for working with (**Student**), a student who has a **hearing impairment** in your (**Course Number-Section, Course Name** class for **Semester**). This student will be using CART services for note-taking in your lecture class.

- The student may be accompanied by a note-taker/ typist in class or the student may need to set up a microphone at the start of each class for remote transcription.
- The student will need to have a live internet connection and access to an electrical outlet. There will be minimal set up at the start of each class session.
- By using CART (Computer Assisted Realtime Transcription) the student can read on screen what the instructor is saying in real time.
- CART transcription will not occur during testing unless there is an audio component to the test.

If you have any questions regarding the CART process, how to work more effectively with a student using CART, or if you have any problems whatsoever in the classroom, please contact me via e-mail at <email>.

Respectfully,

<Name>

<Title>

Ivy Tech Community College

<Region>

<Office Phone>

<email>

**Email to Online Instructors Prior to the Start of a Semester
Re: Access for Enrolled Student with a Visual Impairment**

Dear **(Instructor)**,

Thank you for responding to the Online Technology staff regarding your **(Course Number-Section, Course Name** class for **Semester)**.

This email is a reminder that a student with a **visual impairment** is registered in your **(semester)** online class. Per disability law, it is the instructor's responsibility to make the online course and content accessible, regardless of who designed the online course. To ensure your online course is accessible for the student, please review the content of your course to guarantee screen reader compatibility. Also, please consider the following:

- Provide text equivalent or summary for any non-text elements of course material
- Avoid color coding
- Ensure sufficient color contrast
- Avoid time constrained activities that require a quick response
- Avoid columns, tables, and graphic charts unless accompanied by verbal description of all visual material
- Provide DSS approved extended time for all time constrained tests and quizzes to allow student time to operate screen reading software
- Communicate test accommodations to test center staff on the proctor form
- Instructions to adjust online test times for accommodated testers can be found at: <http://faculty.ivytech.edu/~bots/facultybb.html>

Reasonable accommodation does not negate requirements for successful completion of a program, course, service and/or activity or adherence to academic, accreditation, and behavior standards. Rather, reasonable accommodation allows access to full participation in a program.

Please contact DSS immediately if you have questions or concerns regarding access for students with disabilities in you online course or if you feel a substitution is required for this student to have equal access.

Have a great semester!

Respectfully,

<Name>

<Title>

Ivy Tech Community College

<Region>

<Office Phone>

<email>

Email to Online Instructors Prior to the Start of a Semester
Re: Access for Enrolled Student with a Hearing Impairment

Dear **(Instructor)**,

Thank you for responding to the Online Technology staff regarding your **(Course Number-Section, Course Name** class for **Semester)**.

This email is a reminder that a student with a **hearing impairment** is registered in your **(semester)** online class. Per disability law, it is the instructor's responsibility to make the online course and content accessible, regardless of who designed the online course. To ensure your online course is accessible for the student, please review the content of your course to guarantee screen reader compatibility. Also, please consider the following:

- Enable Close Captions on all videos
- Provide script or text equivalent summary for all verbally presented material required for the course
- Provide text equivalent summary for any non-text elements (slides or images)

Reasonable accommodation does not negate requirements for successful completion of a program, course, service and/or activity or adherence to academic, accreditation, and behavior standards. Rather, reasonable accommodation allows access to full participation in a program.

Please contact DSS immediately if you have questions or concerns regarding access for students with disabilities in you online course or if you feel a substitution is required for this student to have equal access.

Have a great semester!

Respectfully,

<Name>

<Title>

Ivy Tech Community College

<Region>

<Office Phone>

<email>

Appendix G:

Guidelines and Verification of Learning Disability

Ivy Tech Community College of Indiana Learning Disability Documentation Guidelines

The document should include current test results or other professional findings that establish a basis for services or accommodations; they may be submitted as part of a more comprehensive evaluative report.

Responses to the guideline should be typed on letterhead. Please do not submit handwritten documentation. The documentation should include the following information from a **licensed professional**: today's date, dates of evaluation, evaluator's printed name, evaluator's signature, evaluator's address, evaluator's fax, and evaluator's telephone.

1. Documentation may include assessments, reports, and/or letters from qualified evaluators, professionals, or institutions.
2. Comprehensive testing is required. All tests must be age appropriate, nationally normed, and individually administered.

Aptitude-

Cognitive evaluations should have been administered within the last 10 years.

Achievement-

Evaluations within the last 10 years should assess functioning in the areas in which accommodations are requested.

Information Processing-

Specific areas of information processing (e.g. short and long term memory, sequential memory, auditory and visual perception processing, and processing speed) must be assessed.

1. Evaluation results are factored into the determination of reasonable accommodations, so it is in the student's best interest to provide appropriate and accurate documentation.
2. Provide clear and detailed evidence that indicates specific learning disabilities. Individual "learning styles," "learning differences," "academic difficulties," and "test difficulty and anxiety" in and of themselves do not specify a learning disability.
3. List the exact instruments used for assessment. Specify any exceptions to standardized procedures, report test score data in percentile or standard scores, and include a written interpretation of the results by the evaluating professional.

Please send or fax the requested information to the following:

Ivy Tech Community College
Office of Disability Support Services
Attn: <Name>
<Address>
<City, IN, Zip>
<Fax Number>

Appendix H:
**Guidelines and Verification of Physical, Medical, Neurological, &
Psychiatric Disabilities**

Ivy Tech Community College Documentation Guidelines

Documentation must be prepared by a licensed professional who diagnosed or treated the student. Responses to the guideline questions should be typed on letterhead. Please do not submit handwritten documentation.

The documentation should include the following information: today's date, evaluator's printed name, evaluator's signature, evaluator's address, evaluator's fax, and evaluator's telephone.

Depending on the accommodation requested, additional documentation may be required.

Please respond to each of the following questions:

1. Date student was last seen.
2. List the diagnoses and any barriers impacting the student.
3. Severity of condition: mild, moderate or severe.
4. Describe the expected progression or stability of the disability over time.
5. How does the disability impact the student's overall functioning?
6. Describe any situations or environmental conditions that might lead to an exacerbation of the condition.
7. Describe any related effects of the disability or required treatment that may need consideration in the academic environment.

Please send or fax the requested information to the following:

Ivy Tech Community College
Office of Disability Support Services
Attn: <Name>
<Address>
<City, IN, Zip>
<Fax Number>

Appendix I:

**Quick Guides for Commonly Used Assistive Technology
& Adaptive Equipment**

Disability Support Services
Assistive Technology and Adaptive Equipment for Access

Tools for students with Dyslexia, Learning Disabilities, or Attention Deficit Disorder

Screen Reading Software

- **Kurzweil 3000 text-to-speech technology**
 - Supports students in reading, research, writing, and test-taking across multiple disciplines
 - Reads MS Word, PDF, & KES documents
 - Converts to accessible formats (PDF to Word or Daisy)
 - Offers Ocular Character Recognition
 - Place cursor in front of text to be read and click READ
 - Manage settings through toolbar
 - Available in standard image on all “student use” computers at the college
 - Program Support available in User Guide (screen reader compatible KES format)
 - Help Topics and How To Video Tutorials available in program toolbar Help tab
- **Read&Write Gold**
 - Supports students in reading, research, writing, and test-taking across multiple disciplines
 - Reads all formats
 - Highlight text to be read and click Play arrow on toolbar
 - Available in standard image on all “student use” computers at the college
 - Program support and tutorials available through tool bar ‘?’ tab and at web site <http://readwrite.texthelp.com/ReadAndWrite/v11.5/Help/Gold/>
- **Adobe Reader screen reading program**
 - Supports students with reading and study skills across multiple disciplines
 - Reads PDF Documents
 - Highlight text to be read and go to View, Read Out Loud, Activate Read Out Loud
 - Manage settings through toolbar
 - Available on all college computers
 - Program support available in User Guide (screen reader compatible PDF format)
- **Free Natural Reader screen reading program**
 - Supports students with reading across multiple disciplines
 - Reads all formats
 - Highlight text to be read and click Play on floating toolbar or copy and paste text to be read in Natural Reader window
 - Available to all as free download from web <http://naturalreaders.com/download.html>
 - Program support available in Help Video and at web site <http://www.naturalreaders.com/index.html>
- **Pearl Document Scanner and Open Book Software**
 - Portable scanner for immediate conversion and screen reading
 - Available in DSS office

Disability Support Services
Assistive Technology and Adaptive Equipment for Access
Tools for students with Blindness or Visual Impairments

Screen Magnification/ Reading Software and Equipment

- **JAWS**
 - Screen reader for totally blind students
 - Available on computers in ADA test room
- **CCTV**
 - Magnifies instructional material including graphs and charts from print based sources
 - Facilitates access to material presented on board or projection screen
 - Place material to be magnified under projector
 - Offers color contrast and alternate cursor/ tracking options
 - Available in DSS office or ADA test room
 - Support available in User Guide
- **ZoomText Magnifier/ Reader**
 - Enlarges and enhances everything on computer screen
 - Permits users to hear what is being done in all applications
 - Magnifies and reads all information back
 - Allows dual monitor use to expand magnified view
 - Offers color contrast and alternate cursor/ tracking options
 - Available in standard image on all “student use” computers at the college
 - Program support and tutorials available in User Guide and toolbar Help tab
- **Color Contrast, Large Print Keyboard**
 - ZoomText keyboard
 - Assists users who struggle to see letting on the keyboard
 - 36pt text and high contrast color scheme
 - Eighteen dedicated buttons allow users to instantly start ZoomText functions
 - Available on computers in test center
 - Support available in User Guide
- **PlexTalk reader/ recorder**
 - Supports students with reading and note taking across multiple disciplines
 - Allows storage, bookmarking, and reading of electronic material in Daisy format
 - Offers navigation support with function keys marked with Braille and audio keystroke feedback
 - Offers real time access to amplified lecture or speech during recording
 - Available in DSS Office
 - Support available in User Guide
- **Olympus Recorder**
 - Captures wide stereo sound for high quality audio recording
 - 4GB internal memory, micro SD card, and USB 2.0 computer interface
 - Voice guidance for operations of all functions in menu
 - Support available in User Guide

**Disability Support Services
Assistive Technology and Adaptive Equipment for Access**

Tools for students with Deafness or Hearing Impairments

Communication Devices

- **Interpretype (ITY) Communication System**
 - Allows real time face to face communication through full screen text messaging between non-signing people and hard of hearing or speech disabled individuals
 - Offers accessibility for college services such as financial aid, advising and campus security
 - Devices must be on same channel and connected with USB cable
 - Users sit face to face and both log in
 - Users type and the full conversation of both users appears on each screen identifying each speaker by name
 - Produces printed record of the conversation marked with date, time, and user signatures
 - Support available in User Guide
 - Available in DSS office
- **Sorenson Video Phones**
 - Allows communication by video phone for deaf, hard of hearing, and speech disabled users of American Sign Language (ASL)
 - Users sign out remote controls from the Security Desk and return them after use to make and receive calls
 - Monitors are equipped with Sorenson Video Relay Service software to connect with interpreters who voice or sign the call to the end party through a high speed internet connection
 - FCC regulations prohibit use of these video phones to call another phone in the same room
 - Sorenson provides ongoing maintenance and updates or replaces equipment as needed at no charge
 - Available in kiosk area of Express Enrollment

Tools for students with Manual or Physical Disabilities

- **Mini Condensed Keyboard**
 - Designed for students who have limited or no use of one hand
 - Includes embedded numeric keypad and 12 function keys while offering the functionality of a 104 key keyboard
 - Available at the library desk and in the DSS office

Appendix J:

**Student Request for Book Scanning &
Important Facts About Alternate Format Textbooks**

Student Request for Book Scanning

Disability Support Services (DSS) facilitates book scanning requests for students who are eligible for this service. Under Public Law 104-107, educational institutions are permitted to reproduce and distribute copies of published works in alternate formats for individuals with visual impairments or other disabilities. In order to maintain the integrity of the service and comply with the law, the following obligations apply to me:

1. I am currently registered at Ivy Tech Community College.
2. I am registered with DSS, where a confidential file of my disability verification is maintained. My disability prevents me from using standard instructional materials.
3. I am requesting book scanning of texts that have been purchased for my individual use.
4. I understand that alternate format text provided to me is for my own educational use only. The material is copyrighted and may not be reproduced or distributed to others. Any further reproduction or distribution in any format is an infringement of copyright laws and subject to legal actions. Therefore, I will not copy or reproduce the text provided by DSS, nor allow anyone else to do so.
5. I understand that book scanning requests must be made **each semester**, as needed.
6. I understand that once a request is approved, the DSS staff's recommendation with student preference will be used to determine the specific alternate format.
7. I understand that when DSS is converting my textbooks to an electronic format, those textbooks will be cut for scanning purposes and DSS is not responsible for rebinding.
8. I understand that alternative format text requests must be submitted as soon as I purchase my textbooks. Late requests will be honored in the order that they are received and may cause a delay in receiving the electronic format.
9. I understand that questions regarding E-textbooks should be addressed directly to DSS staff.
10. I understand that DSS reserves the right to discontinue service if any of the aforementioned items are violated or abused.

Course:	
Faculty Name:	
Book Title:	
Author:	
Edition Number:	
Year of Publication:	
Publisher:	
ISBN Number:	
Do you need the whole book?	
If no what chapter/pages?	
What is your preferred format?	
Date of Drop off	
Date of pick up	
Date returned	

I have read or heard this contract read aloud and understand the procedures and conditions of the services listed above. My signature is my commitment to adhere to these responsibilities and terms.

Student Signature: _____ Date: _____

Important Facts about Alternative Format Textbooks

Procedures regarding alternative format textbooks at Ivy Tech Community College

What is Alternative Format Text?

Alternative Format Text, some called E-text is short for "electronic text", which is accessible on a computer in electronic format. This is typically accomplished by using software such as Microsoft Word, Adobe PDF Reader, Note pad, or Kurzweil.

How is E-text used?

E-text can be used in several different ways. With special software such as screen readers or document readers, e-text can be audibly "read" by a computer. E-text may also be converted into MP3 files, which can play on any computer or portable MP3 playing device.

What is an audio book?

An audio book is electronic text that has been converted into sound called an MP3 file and recorded onto compact disc (CD). When a student requests an audio book they will receive MP3 files on a CD. No electronic visual material accompanies the MP3 files. MP3 files will play on CD players, portable MP3 devices, home computers, and all Ivy Tech Community College computers.

What is an alternative format book on CD?

Sometimes, a student's disability requires enlarged text or access to both the visual material and audio files. This is referred to as an alternative format book on CD. An alternative format book on CD will have Microsoft Word, Notepad, PDF, or Kurzweil files in place of MP3 files.

PDF stands for Portable Document Format. PDF files are images of a written text which can be read by Adobe Reader, Kurzweil, or other screen-reading software.

Kurzweil files are used with the Kurzweil Software program only. However, students with Microsoft Word, Notepad, or PDF files can open and view these files in the Kurzweil program. Approved DSS students have access to Kurzweil in the DSS lab. MP3 and PDF are the typical file formats distributed by Ivy Tech Community College.

How do I obtain E-Textbooks?

E-Textbooks must be requested through the DSS office. When requesting e-text, you must bring your textbook and proof of purchase of the book for which you are requesting e-text. Once the proof of purchase has been reviewed by the DSS staff, you will then fill out a form detailing the books information. E-text is provided to our students at no charge.

May I request a specific file format?

Students may request a specific file format; however, due to time restrictions and depending on the size, design, and content of the book, it may not be possible to provide one format over another. In all cases, the content you receive will be accessible and accommodating to your needs.

How long does it take to receive the E-text?

E-text generally takes anywhere from two weeks to a month to create. Most e-texts are ordered directly from the publisher, who usually take anywhere from one day to a month to send out the e-text files. However, for students requesting Kurzweil or MP3 files the publisher provided files in Microsoft Word or PDF must be converted to the appropriate file type in the DSS lab.

When files cannot be provided by the publisher or for faster results, you might be required to leave your book to be scanned by DSS. This process requires that the spine of the book be removed. (The bigger the book, the longer the production time). For large books with pictures and complex formatting, the production time may be longer than one month. It is very important to keep this in mind and to **submit your request for e-text as early as possible**.

How will I know when my E-text is ready?

DSS staff will contact you by phone when your e-text is ready to be picked up.

Will I get my textbook back?

Your textbook will be returned to you when you pick up your e-text.

Can I resell my textbook?

Only after you return your e-text to DSS are you able to resell your textbook. However, the determination to buyback your textbook is solely the decision of the company/entity to which you are selling your book. DSS cannot conclude if your book will be bought back.

Appendix K:

Interpreter Request Form & Expectations for Students Using Interpreting Services

Ivy Tech Community College of Indiana

Interpreter Request Form

Students, staff, and guest are responsible for requesting interpreter services. To make a request, individuals must contact the Office of Disability Support Services (DSS) and complete all process requirements. To request an interpreter for a specific course, students should complete this form and submit it to DSS. The Office of Disability Support Services may not be able to secure interpreters for course related requests made less than 30 days in advance.

To request an interpreter for a specific campus event or activity, students, staff, and guest should also complete this form and submit it to DSS. The Office of Disability Support Services may not be able to secure interpreters for non-course related request made less than two weeks in advance.

The Office of Disability Support Services will make reasonable attempts to honor accommodations, but cannot guarantee interpreting services due to limited availability. Ivy Tech does not provide interpreters for circumstances or events of a personal nature.

Student Name: _____

Street Address: _____

City, State, _____ Zip Code: _____

Phone Number: _____

E-Mail: _____

Preferred Mode of Communication

____ American Sign Language (ASL)

____ Signed English

____ PSE (ASL in English Grammar)

____ Oral Interpreting Only

Course/Event Information

Beginning Date: _____

Ending Date: _____

Beginning Time: _____ AM/PM

Ending Time: _____ AM/PM

Location/Room Number: _____

Course/Event Name: _____

Please Check One (1)

____ Activity

____ Class

____ Class required field trip

____ Meeting

____ Meeting with Faculty

____ Workshop

____ Other

Signature

Date

Expectations for Students Receiving Interpreting Services

It is our goal to provide you with professional interpreting services for your classes at Ivy Tech Community College. To better serve your interpreting needs, it is important that you have an understanding of the student responsibilities associated with these services.

Student Responsibilities:

- _____ 1) The student agrees to provide DSS with at least one month notice prior to making a request for an interpreter.
- _____ 2) The student (not the interpreter) agrees to make the request for an interpreter.
- _____ 3) The student agrees to notify the Office of Disability Services at least 24 hours ahead of any class, if he/she is unable to attend class. Students may e-mail or call the DSS office to communicate the absence. Students who notify the interpreter and not DSS will be regarded as “absent” from the class. If a student does not appropriately communicate and misses two classes, interpreting services will be suspended until the student arranges a meeting with the DSS office.
- _____ 4) The student must meet with the DSS staff after two “no show/no call” absences or misses thirty (30) minutes or more of any class three times within a semester. Interpreting services will be suspended until the student meets with DSS staff.
- _____ 5) The student agrees to notify the DSS within two weeks of working with a new interpreter if he/she is having any problems with a particular interpreter either because of skill or methodology. Until a new interpreter is identified, the current interpreter will continue service. DSS will make every attempt to find a replacement as soon as possible. However, due to limited availability of interpreters a replacement cannot be guaranteed.
- _____ 6) The student agrees to notify the DSS immediately in the event an interpreter does not attend an assigned class.
- _____ 7) The student agrees to provide DSS with feedback by completing evaluation forms within two weeks of being distributed.
- _____ 8) The student agrees to work cooperatively with DSS, their faculty, and their interpreters to create the best possible academic experience.

I, _____, certify that I have read the Disability Support Services Procedures for Students Receiving Interpreting Services, discussed any questions with the Coordinator of Interpreting Services (CIS), and understand these procedures when using interpreting services at Ivy Tech Community College.

Student Signature

Date

Appendix L:
CART Protocol, Policies, Procedures
& Student Expectations

PROTOCOL, POLICIES AND PROCEDURES FOR CART PROVIDERS

This Agreement is entered into by the Department of Disability Support Services (DSS) and the CART Provider for the purpose of providing CART services for students enrolled at Ivy Tech Community College. Please initial after reading each sentence to confirm you understand each statement.

DSS Responsibilities:

- _____ 1. DSS will pay the CART Provider the amount of \$_____ per hour for the CART service based on confirmation of the CART Provider's education and certification(s).
- _____ 2. DSS will pay the CART Provider bi-weekly during the duration of this agreement. The CART Provider must submit the appropriate payroll time sheet to the Coordinator of Interpreting Services (CIS) in accordance with the payroll schedule.
- _____ 3. DSS is not responsible for paying the CART Provider for any day(s) he/she is absent, any holidays, or assigned days/hours cancelled by the school.
- _____ 4. DSS will make every effort to provide the CART Provider with a prior day's notice by email or phone when an individual class, course, or assignment is cancelled. The CART Provider will not be paid for any cancelled class for which they have been notified the day before. If the CART Provider is not notified and attends an individual class, DSS will pay the CART Provider for the class hours.
- _____ 5. DSS must give prior approval for any additional requests for CART services, outside a regular class or assignment. Any payments for CART services performed without prior authorization are between the parties using the CART services. These services may not be submitted on any payroll sheet.
- _____ 6. If a student has not contacted DSS or is not present for an assigned class for which a CART Provider attends, the CART Provider must wait: 15 minutes from the start of class for a 1 ½ hour class, 20 minutes for a 2 hour class, 30 minutes for a 3 hour class, and 40 minutes for a 4 hour class. DSS will pay the CART Provider for the number of hours the class was scheduled.
- _____ 7. Once a student and CART Provider have attended a class, if the class is cancelled, the CART Provider will be paid for one week of service for the actual number of hours the class was scheduled.
- _____ 8. DSS agrees to pay the CART Provider's first 1.5 hour class (per day) at a 2 hour rate. Any consecutive hours on that day will be paid on the actual class time.
- _____ 9. DSS has the right to change CART services and cancel any/all assignments, with no additional compensation, if the CART Provider does not contact DSS 24 hours prior to an absence, does not show for any class without contacting DSS, is not present to provide services for a student from the starting time of the class, cancels 2 or more classes in an assignment (without a note verifying absence), or is observed as being unkind or disrespectful to either a student, instructor, or staff.
- _____ 10. DSS has the right to cancel an assignment, with no additional compensation, if the CART Transcriptionist sustains an injury to one or more hands, loses their voice when using voice activated CART, or incurs an injury/illness which prevents the CART Provider from providing the services in any class or assignment.
- _____ 11. DSS will provide campus parking for the CART Provider.

CART Provider Responsibilities:

- _____ 1. The CART Provider agrees to accept \$_____ per hour for providing CART services requested by DSS and provided under this agreement.
- _____ 2. The CART Provider agrees to submit the DSS time sheets and appropriate forms according to the bi-weekly payroll schedule.
- _____ 3. The CART Provider agrees to notify DSS within 24 hours or more if the CART Provider must be absent from a class.
- _____ 4. The CART Provider agrees to provide all services in accordance with the FERPA code of ethics.
- _____ 5. The CART Provider agrees that he/she is a part-time employee under this agreement and is not to be considered a full time employee of DSS or Ivy Tech Community College.
- _____ 6. The CART Provider agrees to provide services only for students identified and approved by DSS.
- _____ 7. The CART Provider agrees to report to all assignments before the start of class. If the student is late or fails to appear for class, the CART Provider agrees to report the absence and wait for the student 15 minutes from the start of class for a 1 ½ hour class, 20 minutes for a 2 hour class, 30 minutes for a 3 hour class, and 40 minutes for a 4 hour class.
- _____ 8. If the CART Provider chooses to change or cancel any assignment, the CART Provider agrees that there will be no additional compensation beyond any CART services rendered.

I, _____, certify that I have read the DSS Protocol for CART Provider Services, discussed any questions with the Office of Disability Support Services and understand my rights and responsibilities when providing CART services at Ivy Tech Community College.

This agreement begins _____ (Date)

Modifications of this Agreement:

The provisions of this agreement may be modified only by written consent of the CART Provider and DSS Administration at Ivy Tech Community College.

(Signature) CART Provider

(Signature) DSS Coordinator

Certifications, Title(s), Degrees:

Expectations for Students Receiving CART Services

It is our goal to provide you with professional CART services for your classes at Ivy Tech Community College. To better serve your needs, it is important that you have an understanding of the student responsibilities associated with these services.

Please initial after reading each sentence to confirm you understand each statement.

Student Responsibilities:

- _____ 1. The student agrees to provide DSS with one month notice prior to making a request for CART services.
- _____ 2. The student (not the CART Provider) agrees to make the request for CART services.
- _____ 3. The student agrees to notify the Office of Disability Support Services at least 24 hours ahead of any class, if he/she is unable to attend class. Students may e-mail or call the DSS office to communicate the absence. Students who notify the CART Provider and not DSS will be regarded as “absent” from the class. If a student does not appropriately communicate and misses two consecutive classes, CART services will be suspended until the student arranges a meeting with the DSS office.
- _____ 4. The student must meet with the CIS after two “no show/no call” absences or misses thirty (30) minutes or more of any class three time within a semester. CART services will be suspended until the student arranges a meeting with DSS staff.
- _____ 5. The student agrees to notify the CIS within two weeks working with a CART Provider if he/she is having any problems because of skill or methodology. Until a new CART Provider is identified, the current CART Provider will continue service. The CIS will make every attempt to find a replacement as soon as possible.
- _____ 6. The student agrees to notify the CIS immediately whenever a CART Provider does not attend an assigned class.
- _____ 7. The student agrees to provide the CIS with feedback by completing evaluation forms within two weeks of being distributed by DSS.
- _____ 8. The student agrees and understands if he/she has not contacted DSS prior to being late or is not present for an assigned class, the CART Provider is not obligated to wait any longer than: 15 minutes from the start of class for a 1 ½ hour class, 20 minutes for a 2 hour class, 30 minutes for a 3 hour class, and 40 minutes for a 4 hour class.
- _____ 9. The student agrees to work cooperatively with DSS, their instructors and their CART provider to create the best possible academic experience.

I, _____, certify that I have read the Disability Support Services Procedures for Expectations of Students Receiving CART Services, discussed any questions with the Coordinator of Interpreting Services (CIS), and understand these procedures when using CART services at Ivy Tech Community College-Central Indiana.

Student Signature

Date

Appendix M:
Service Animal Policies and Procedures

Ivy Tech Community College Policy on Service Animals, Psychiatric Service Dogs, & Emotional Support Animals

In compliance with applicable law, Ivy Tech allows service animals in its buildings, classrooms, meeting rooms, dining areas, recreational facilities, activities and events when the animal is accompanied by an individual with a disability who indicates the service animal is trained to provide, and does provide, a specific service to them that is directly related to their disability.

The Americans with Disabilities Act (ADA) defines service animals as:

“any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purpose of this definition. The work or task performed by a service animal must be directly related to the handler’s disability. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purpose of this definition.”

Psychiatric Service Dogs

Psychiatric Service Dogs are service dogs that provide assistance to people with psychiatric disabilities, such as panic disorders and post-traumatic stress disorder (PTSD). Examples of work or tasks that psychiatric service dogs perform include:

- Providing safety checks or room searches for individuals with PTSD
- Blocking crowds or people from rushing toward an individual
- Blocking persons in dissociative episodes from wandering into danger such as traffic
- Preventing or interrupting impulsive or destructive behaviors such as self-mutilation

Ivy Tech’s Inquiries Regarding Service Animals

In general, Ivy Tech staff will not ask about the nature or extent of a person’s disability, but may make only two inquiries of a person with a service animal. Ivy Tech may ask:

1. If the animal is required because of a disability
2. What work or task the animal has been trained to perform

Generally, Ivy Tech may not make any inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

Ivy Tech reserves the right to ask that the animal undergo additional training or be removed if it does not fit this description or if it becomes disruptive. For example, a properly trained service animal will remain at its handler’s feet. It does not run freely around, bark, or growl repeatedly at other persons or animals, bite or jump on people, or urinate or defecate inside buildings.

The good health of the animal is the responsibility of the owner. If the animal is observed to be in ill health (bowel or bladder control problems, fleas, etc.) the handler may be asked to remove the animal from the college.

There is no requirement for marking the harness or vest of a service animal, but the campus community

generally responds well when it is clear that a dog is a service animal at work and not just a pet. Ivy Tech applies these same guidelines to official trainers of service or assistance animals.

Public Etiquette towards Service or Assistance Animals

It is okay to ask someone if she/he would like assistance if there seems to be confusion, however, faculty, staff, students, visitors and members of the general public should avoid the following:

- Petting a service animal, as it may distract them from the task at hand.
- Feeding the service animal.
- Deliberately startling a service animal.
- Separating or attempting to separate a handler from his/her service animal.

Potential Conflict

The presence of a service animal in the campus environment is permitted. Students who disclose a severe phobia of dogs or a disabling allergy to dog dander will also be accommodated. No one disability trumps another. Use of a service animal is much like use of a wheel chair in that the student has the right to use it for disability related assistance and does not require a written accommodation to do so.

Guidelines for Emotional Support Animals

An emotional support animal is a pet that is not trained to perform specific acts directly related to an individual's disability. Instead, the pet's owner derives a sense of well-being, safety, or calm from the animal's companionship and physical presence. Because they are not individually trained to perform work or tasks, support animals are not service animals.

The companionship of an emotional support dog can have genuine therapeutic benefits for individuals with psychiatric disabilities and less severe mental impairments. Unless the dog is also trained to work – to independently recognize and respond to its owner's psychiatric disability – the dog does not qualify as a psychiatric service dog and does not receive the protections of the ADA. Emotional support dogs may be permitted on campus on a case-by-case basis. Before bringing a support animal on campus, the requesting individual must meet with The Office of Disability Support Services and provide appropriate supporting documentation.

An individual with a disability will need to acquire a special letter from a licensed mental health professional documenting the individual's need for an emotional support animal for consideration of this accommodation at the college.

Appendix N:
Assistive Technology (AT) for Testing

Use of Assistive Technology (AT) for Testing

Accommodations for students will be identified by the instructor on the Test Proctor Form.

If a student requests use of assistive technology for testing but the teacher has not indicated this accommodation on the Test Proctor Form, please contact DSS for verification.

<Office Phone>

<email>

Conversion of documents to Accessible/ Electronic Format for compatibility with screen reading and magnifying programs JAWS – ZoomText – Kurzweil – Read&Write Gold – Natural Reader

It is best if the instructor delivers the test in MS Word or RTF format. These formats are compatible with most screen reading programs. If the test is delivered in PDF format, please contact DSS to request conversion to a compatible format. Some PDF documents are created as searchable documents, but others are scanned in as a one character picture that needs to be converted. DSS has software for this conversion.

The conversion process should not be done while a student is waiting. It is best to become familiar with the students who use the assistive technology and test the document in a screen reading program before the student arrives for a scheduled appointment. PDF is the only format that needs to be checked ahead of time.

The process listed here is the same for all of our screen reading programs.

1. Through use of a flash drive or other shared storage drive, transfer the electronic document to the computer with appropriate software
2. Open program to be used
3. From within the AT program, open the test
4. The student will know how to use the program, but it is recommended that test proctors learn the basic functions of Kurzweil and ZoomText in case the student needs a reminder at the start of a mid-term or final exam
5. Tester must use headphones with a screen reading program
6. Students should be advised to save work while testing so nothing is accidentally lost
7. At the completion of the test, proctors should verify that all work is saved in Word format and then transfer the document to the flash drive or other shared storage drive to be returned to the instructor
8. Proctors should remove the test from computer and log computer off after use
9. Tests should never be transferred to a student's personal computer, email account or personal storage device

Appendix O:
Student Access Resource Guide



Office of Disability Support Services Student Access Resource Guide



Table of Contents

Mission & Purpose	3
General Services.....	3
Student Rights and Responsibilities	4
Transition to College	4
Requesting Accommodations	5
Policy Overview	6
Absence	6
Accommodation Packet.....	6
Conduct	6
Course Work.....	6
Electronic Textbooks	6
FERPA.....	6
Interpreters & Captionists.....	7
Medical Absences	7
Emergency Procedures	7
Messages.....	8
Note taking	8
Personal Information	8
Registration.....	8
Services	8
Testing	8
What if My Requests for Accommodations are Denied?	8
Tips for Success.....	9
The First Class.....	9
During the Semester	9
After Registering for the Next Semester.....	9
Problems with an Instructor.....	9

Mission & Purpose

The mission of Disability Support Services (DSS) is to provide access to College programs, services, activities, and facilities for students with disabilities; to provide student advocacy*; to encourage the highest levels of academic and personal achievement; and to advocate for an accessible environment for faculty, staff, and visitors.

*Advocacy, for the purposes of this document, is defined as actively supporting students in the acquisition of their support services.

The purpose of this document is to inform potential students and new students about the general services, their rights and responsibilities, and how to request accommodations.

Forms and other information referred to in this document may be found on the website at <http://www.ivytech.edu/dss>

General Services

According to the Americans with Disabilities Act (ADA), individuals who are considered disabled are defined as having a physical or mental impairment that substantially limits one or more of the major life activities. Using this definition, DSS staff will advocate and work in collaboration with students, faculty, staff, and external agencies to provide appropriate and reasonable accommodations to qualified students that promote student learning and academic success. Some of the services that may be provided to a student through DSS include:

- Meeting with students to determine eligibility to receive services
- Review and verify appropriate documentation to support requests for accommodations
- Plan, implement, and communicate reasonable accommodations with student, faculty, and staff as appropriate
- Maintain an accurate and up-to-date listing of external resources and agencies for student referral
- Maintain appropriate records and confidentiality
- Identify, make recommendations, and purchase appropriate equipment and software that support the mission of DSS
- Comply with standards from the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the ADA Amendment Act of 2008

If it is determined that a student is eligible to receive services based on their documentation, these possible accommodations include, but are not limited to:

- Extra test time (time and a half or double time)
- Use of a digital audio recorder
- Note-taking Assistance
- Distraction reduced testing
- Alternative format textbooks

- Use of calculator on tests when and if appropriate
- Audio exams
- Scribe for tests
- Enlarged print for tests, handouts, etc.
- Preferential seating
- No bubble sheets for exams
- Sign Language Interpreting
- CART (Real Time Captioning)
- Magnification Software
- Screen Reading Software

Student Rights and Responsibilities

Under Section 504 and ADAA, students with disabilities have the right to the following:

- Equal access to courses, programs, services, jobs, activities, and facilities offered through the college
- Equal opportunity to work, to learn, and to receive reasonable accommodations
- Appropriate confidentiality of all information regarding their disabilities and to choose to whom information about their disabilities will be disclosed
- Information available in accessible forms

Under Section 504 and ADAA, students with disabilities have the responsibility to do the following:

- Meet qualifications and maintain essential institutional standards for courses, programs, services, jobs, and activities
- Self-identify a disability if they wish to receive services and to seek information, counsel, and assistance within a reasonable amount of time
- Self-identify the need for accommodations
- Demonstrate and/or document (from an appropriate professional) how the disability limits their participation in courses, programs, services, jobs, activities, and facilities
- Follow procedures for obtaining reasonable accommodations

Transition to College

Students need to fully understand that processes and rights of students in post-secondary education vary greatly from those in K-12 education. Below is a summary of things high school students transitioning to Ivy Tech Community College need to know:

- Students are expected to exercise self-advocacy!! Students are expected to be able to communicate what their disability is and how it impacts and functionally limits a major life activity.

- Prospective students are required to provide appropriate documentation to verify their disability. Enrolled students are expected to renew their accommodations request each semester. Information regarding the College's documentation guidelines can be accessed at: <https://www.ivytech.edu/dss/#guidelines> High School psycho-educational evaluations may be sufficient depending upon specific criteria determined by the College. Students may also qualify for assistance through their local Vocational Rehabilitation office. Please note that students are responsible for any cost associated with testing, assessment, evaluation, or other related expenses.
- Unlike the K-12 educational system, colleges and universities are not required to provide free appropriate public education (FAPE) to individuals with disabilities. However, colleges and universities are required to provide appropriate academic accommodations for students with disabilities. Students are responsible for their conduct, course homework, and academic success.
- When providing academic accommodations, colleges and universities are not expected to lower or alter academic expectations within the classroom, nor are they expected to provide exemptions from graduation requirements and standards for academic programs. For example, a student with a disability may be given additional time to complete an examination, however, the content of the examination will not be modified.

Requesting Accommodations

Process for Requesting Accommodations from Disability Support Services:

- Student makes appointment to meet with DSS representative.
- Student completes DSS "Intake and Registration Form" with DSS representative.
- Student and DSS discuss eligibility under DSS guidelines and discuss accommodations process.
- Student provides documentation of disability according to DSS guidelines.
- Documentation will be reviewed and if determined eligible, DSS will send email notification to the student's Ivy Tech email account. Students may be required to pick-up an accommodation packet to be presented to his/her faculty.
- Student and teacher speak privately to determine how to best implement the accommodations. Both student and teacher should sign and date the letters to verify understanding and cooperation.
- Student may return a copy of the Faculty Notification Form signed by their faculty member to the DSS office; student and faculty member are both encouraged to also keep signed copies for reference through the semester.
- Once eligibility is determined, students need only meet with their DSS representative to complete their "Accommodation Request Form" prior to the start of each semester.

Policy Overview

Ivy Tech Community College offers Disability Support Services to any qualified student with a disability who requests such services. It is each student's responsibility to make use of these services. Each student is reminded that he or she is ultimately responsible for his/her academic success and/or failure. Each student must take the initiative to use time, facilities, and support services in a productive manner.

Absence: It is responsibility of the student to contact his/her instructors about missed classes. Students who are using interpreters, captioning, and note taking services are required to contact the DSS representative 24-hours in advance if they will be unable to attend class. If students do not make these contacts and miss two classes in a row, interpreting services will be suspended until the student meets with DSS to discuss the situation.

Accommodation Packet: DSS will prepare an accommodation packet. The student is responsible for requesting accommodations each semester. It is the student's responsibility to receive his/her accommodation packet from the DSS office; to set up an appointment with each instructor, at which time the student is to identify him/herself as having a disability; give each instructor a copy of the Faculty Notification Form (FNF); and answer questions the instructor might have. The FNF should be given to each instructor at the beginning of each semester. Once the student and the faculty member have discussed how the accommodations will be implemented, both sign and date the FNF. The student may return the signed original to the DSS office and the faculty member keeps a copy for his or her file. Students are encouraged to keep a copy as well.

Conduct: DSS will not be held responsible for acts of misconduct committed by any student. It is the responsibility of each student to know and abide by all Ivy Tech Community College and DSS policies, rules, and regulations. Each student must take the initiative to familiarize him/herself with these policies, rules, and regulations.

Course Work: Each student is responsible for his/her own work and grade in each course. Remember, an instructor does not "give" you a grade; you "earn" the grade.

Electronic Textbooks: It is the student's responsibility to request electronic textbooks through the DSS office at least 30 days prior to the start of the semester. When requesting e-textbooks, students must bring their textbook(s) and proof of purchase of the book(s) for which they are requesting e-textbooks. Once the proof of purchase has been reviewed by the DSS staff, students will then fill out an E-Textbook Student Contract form detailing the book's information and student and DSS obligations.

FERPA: Ivy Tech maintains an educational record for each student who is or has been enrolled at Ivy Tech. In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, the following student rights are covered by the act and afforded to all students at Ivy Tech:

- The right to inspect and review information contained in the student's educational records.
- The right to challenge the contents of the student's educational records.
- The right to a hearing if the outcome of the challenge is unsatisfactory.
- The right to submit an explanatory statement for inclusion in the educational record if the outcome of the hearing is unsatisfactory.
- The right to prevent disclosure, with certain exceptions, of personally identifiable information.
- The right to secure a copy of the institutional policy.
- The right to file complaints with the Department of Education concerning alleged failures by Ivy Tech to comply with provisions of the act. The name and address of the office that administers FERPA is: 1 Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

Additional information regarding FERPA may be found in the College's catalog.

Interpreters & Captionists: Students who use sign language interpreters and captionists must notify DSS of all class scheduling 30 days prior to the class start date. If changes are made in class scheduling, DSS must be notified immediately. Students must contact DSS 24 hours in advance if they will be absent from class. If students do not make contact with the DSS representative and miss two classes in a row, interpreting services will be suspended until the student meets with DSS to discuss the problem. If a student who is deaf or /hard of hearing desires "outside" (other than class) interpreting or captioning services, a request must be submitted to DSS at least two weeks prior to the event.

Medical Absences: Regular class attendance is a student obligation. A student is responsible for all the work, including in-class notes, tests, and written work for all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings. Absences from class for valid reasons (including disability related medical situations) are excused only by the instructor. Students should work closely with their instructors from the beginning of the semester to stay current with course requirements. At the student's request, the Disability Support Services (DSS) can provide a copy of the document the student submitted to DSS. However, the student is responsible for submitting a doctor's statement to the instructor if absences require documentation. Only the instructor has the authority to excuse the student.

Emergency Procedures:

In all emergency situations, students with disabilities are required to follow procedures identified in the Emergency Evacuation Guide specific to the campus they attend. The guide contains reference information on how to report emergencies, what to do, who will assist, and what help will come from local agencies during such emergencies. The guide is intended to be used by students, staff, and faculty of the College. All are encouraged to become familiar with its contents and review procedures often. Questions regarding these procedures or special circumstances to consider should be communicated to Security staff on the specific campus.

Messages: DSS will not contact any instructor or department with a "message" from a student. It is the student's responsibility to handle all personal contacts with instructors and departments.

Note taking: DSS will coordinate the arrangements for note takers. When possible, note takers will be introduced confidentially to the student for whom the service is provided. Family members are not allowed in the classroom to serve as note takers unless they are enrolled in the same course section.

Personal Information: It is the student's responsibility to be sure the College has his/her current home address and phone number. If the College does not have this information, DSS will be unable to notify the student about important information.

Registration: It is the student's responsibility to drop/add and to notify DSS and the Financial Aid office if applicable.

Services: If a student needs any of the following services, he/she should notify DSS thirty days prior to the start of the semester to permit coordination and access.

- Interpreting or Captioning
- Scribes
- In Class Note taker
- Adaptive Technology
- Alternative Format Textbooks

Testing: DSS may use screen readers or electronic formats for testing and examinations for qualifying students. DSS can create a PDF or Kurzweil file by scanning test or exams received directly from the faculty member.

What if My Requests for Accommodations are Denied?

General Complaint Process:

When a student believes he/she has a legitimate general complaint against the college, faculty, or staff, he/she should make an appointment with that individual to discuss the matter. This process must be initiated within fourteen (14) calendar days of the incident. The student and the college, faculty, or staff should make every effort to resolve this issue. It is expected that most, if not all, misunderstandings be resolved at this level.

If the issue is not resolved the student can express his/her complaint in writing to the individual's supervisor. Once the student has submitted his/her complaint in writing with the individual's supervisor, if the issue is not resolved to the student's satisfaction the student may submit his/her complaint, in writing, to the Office Vice Chancellor for Students Affairs.

The Office of the Vice Chancellor for Student Affairs will attempt to resolve the complaint or determine a course of action, if appropriate. If the student disagrees with the outcome of his/her complaint, then he/she may submit his/her complaint in writing to the Office of the Chancellor. The Office of the Chancellor will review and attempt to resolve the complaint and determine the next course of action. Any decision or action deemed appropriate by the Chancellor is final.

Tips for Success

The First Class:

- Arrive early to secure the best possible seating.
- If you use an interpreter or captionist during class, save him/her a seat.
- If you use special equipment, arrive early to set up the equipment and notify the instructor, without taking up class time.
- Make an appointment to meet with each instructor to identify yourself and to give him/her a copy of your Faculty Notification Form (FNF). Do not hand the FNF to the instructor on your way into or out of class. Discuss how you will work out the accommodations in his/her class. When you agree upon the process, both you and the faculty member should sign the FNF. It is your responsibility to return one signed copy of the FNF to the DSS office within 48 hours of the first class meeting.
- Ask the faculty member if he or she foresees any particular difficulty implementing the accommodations. If there is a problem, contact the DSS office immediately

During the Semester:

- Inform the DSS office of any changes in your schedule (for example, if you drop or add courses, or if the time, place, day of class, or instructor is changed).
- Make appointments to talk with your instructors for monitoring your notes and progress.

After Registering for the Next Semester:

- Make an appointment with a DSS representative to discuss your need for accommodation(s) for the subsequent semester.
- Complete an Accommodations Request Form and pick up your FNF and Test Proctor forms for upcoming semester.

Problems with an Instructor:

- 1st - Try to resolve it yourself.
- 2nd - Contact DSS representative for clarification if needed.
- 3rd - Make an appointment with the Office of Disability Support Services for assistance with advocacy if needed.
- 4th - Make an appointment with the Program Chair or School Dean.