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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 services
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 Form (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. Individuals who require interpretive services are recommended to make requests at least 30 days in advance to ensure accommodation. Ultimately, request for interpretive services made less than 30 days in advance cannot be guaranteed.

5.) Individuals should be provided a DSS information packet. The information packet should contain the following information:

   a.) Disability Support Services Registration & Intake Form (Appendix A)
   b.) Returning Student Request Form (Appendix B)
   c.) Overview of DSS Services (Appendix C)
   d.) Vocational Rehabilitation Application and Information (Appendix D)

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 (COMPASS/ASSET), 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 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. Non-Ivy Tech email account may not be used for this purpose.
9.) In the event a student’s email account has not been created, a letter will 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.

Any time a student requests additional accommodations, he/she must notify the DSS office for consideration. All relevant documentation will be reviewed and follow the guidelines and processes described above.

**Enrollment at Multiple Campuses (non-distance learning)**

If a student plans to attend multiple Ivy Tech campuses for courses that are offered via traditional delivery, he/she 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 accommodations may differ but should provide accessibility.
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 issues. Accommodations contained with 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 on two-part carbonless paper. Students will be instructed 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) The student returns the signed original white copy to the DSS office and the faculty member keeps the yellow copy for his/her file. Student may be given a copy upon request.

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.

Faculty Notification Form Tracking

Each campus will be required to develop and implement an electronic tracking system to monitor student requests for accommodations in all courses for which they are enrolled and will also be required to monitor and track the return of signed faculty notification forms for accommodation requests.

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.

Vocational Rehabilitation Services

Guidelines for Interaction

According to their website, Vocational Rehabilitation Services of Indiana (VRS) (http://www.in.gov/fssa/servicedisabl/vr/) 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

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. A copy of the VRS Application for Services may be found in Appendix D.

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 the following:

- vocational counseling and guidance;
• medical treatment to correct or modify the physical or mental impairment;
• training (including vocational school, college or university, 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.

Information regarding VRS may be found in Appendix D.

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 F through K.

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: Learning Disability should be within 3 years and other disability types should be within the past year. 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 on 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 leaves the College.

   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**

Reader services will be provided for 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 publisher directly.
**Audio Book**

An audio book is an electronic textbook that has been converted into sound such as an MP3 file and recorded onto a 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.

**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 computer. E-text may also be converted into MP3 files, which can play on any computer or portable 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 (http://www.bookshare.org/web/Welcome.html)

**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:

- Bedford, Freeman & Worth Publishing
- Cengage Learning
- CQ Press
- F.A. Davis Company
- John Wiley & Sons
- Jones & Bartlett Learning
- Lynne Rienner Publishers
- McGraw-Hill Education
- Pearson Education
- Reed Elsevier, Inc.
- Springer Publishing
- W.W. Norton

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.
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.

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
  - 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.

Book Scanning Policy

Some textbooks 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 L.
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.

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.

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.

The standardized test and exam proctoring form may be found in Appendix M.

(Note: Additional information regarding the notification process for students 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](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/](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](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](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 and Appeal Process*

If a student believes that he/she has been wrongly denied a requested academic adjustment or an accommodation they have the right to seek a review of that decision. If you have a concern that you are not receiving such accommodation or that the adjustment or accommodation is inadequate you may appeal or seek a review. This process must be initiated within fourteen (14) days of the decision. In such case the student should make an appointment with the Disability Support Services office for their region to discuss the matter. The student and DSS staff should make every effort to resolve the issue and it is expected that most issues can be resolved at this level. If the issue is not resolved in a manner satisfactory to the student he/she may submit their request for further review, in writing, to the regional Vice Chancellor.
for Student Affairs. The Vice Chancellor for Student Affairs shall attempt to resolve the issue by consulting with appropriate parties including but not limited to the College’s General Counsel’s Office and the College’s Statewide Disability Services consultative group. The Vice Chancellor for Student Affairs’ decision will be final.

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.

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 who are 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 the state, Ivy Tech Community College of Indiana 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 N.

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 O.

Service Animals

While legal access rights are afforded to users of service animals, with that comes the responsibility of ensuring that the animal behaves and responds appropriately at all times in public and that the partner/handler, as a team, must adhere to the same socially accepted standards as any individual in the college community. The Office of Disability Support Services is available to assist students with documented disabilities and to provide advocacy for those who use service animals.

According to federal law, service animals are permitted in public areas and are not required to be registered or approved for their use in public areas. Several areas exist within the College that are considered public areas (i.e., student commons, offices, library, and hallways) and the use of service animals should not be infringed upon. However, academic environments within the College are not considered public areas (i.e., classroom, laboratories, clinical sites and internship settings) and require students to register and enroll in a specific course section.

The Americans with Disabilities Act (ADA) authorizes places of public accommodation (e.g., the College) to impose restrictions on the use of service animals if there reasonable safety concerns for the animal, the handler, or others. In the college environment there may be possible restrictions of service animals in clinical environments (i.e. nursing and health sciences programs), in food service programs, or in laboratories that can pose a safety risk.

Service Animal Policies and Procedures may be found in Appendix P.

Service Animal Documentation Guidelines

The Office of Disability Support Services will review the information submitted by the student to determine whether the service animal may be considered an approved accommodation. If the information submitted is not sufficient, the College may disallow the accommodation, meaning the animal will not be permitted within the academic setting. If additional documentation or verification is necessary to determine the
appropriateness of the requested accommodations (use of a service animal), it is the responsibility of the student to provide whatever further documentation is required.

For service animals, documents must be provided to verify that the animal is certified by an appropriate agency or individual as a trained service animal and must include verification from a licensed veterinarian that the animal is healthy and current with all required and appropriate vaccinations as cited in Indiana Rabies Laws and Regulations, rule 5 Rabies Immunization 345 IAC 1-5-1, section 1 and 345 IAC 1-5-2 required rabies vaccination of dogs, cats, and ferrets Section 2.

Service Animal Documentation Guidelines may be found in Appendix Q.

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.

Training Materials

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.

Training Materials

Banner training materials for DSS may be found in Appendix R.
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
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:
Disability Support Services
Registration & Intake Form

<table>
<thead>
<tr>
<th>Last Name:</th>
<th>First Name:</th>
<th>MI:</th>
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<tr>
<th>Today’s Date:</th>
<th>Student ID #:</th>
<th>Birthdate:</th>
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</table>

| Street Address: | |
|-----------------||

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<tr>
<th>City:</th>
<th>State:</th>
<th>Zip Code:</th>
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<table>
<thead>
<tr>
<th>Phone:</th>
<th>Email:</th>
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</table>

Academic Standing

- [ ] Not Enrolled
- [ ] Re-Admit (Former student that was not enrolled previous semester)
- [ ] Pre-College
- [ ] College-Level Student
- [ ] Courses Only
- [ ] Other
  If you selected other, please explain:

__________________________________________________________________________

__________ College Level Credits Completed
__________ Pre-College Level Credits Completed
__________ Intended Program of Study

Reason for Visit:

- [ ] I have a disability with supported documentation.
- [ ] I think I might have a disability.
- [ ] I am having academic difficulties.

If you have a disability or believe you do, please indicate the type below (check all that apply):

- [ ] ADHD/ADD
- [ ] Hard of Hearing
- [ ] Psychological
- [ ] Brain Injury
- [ ] Health
- [ ] Speech
- [ ] Cognitive
- [ ] Learning
- [ ] Temporary
Available in alternative format upon request

☐ Deaf & Blind  ☐ Orthopedic  ☐ Visual
☐ Deaf  ☐ Other Physical  ☐ Other:  ________________________

Do you require the use of the following?

☐ Accessible Parking  ☐ Interpreters  ☐ Walker
☐ Adaptive Equipment  ☐ Personal Attendant  ☐ Wheelchair
☐ Crutches  ☐ Prosthesis  ☐ (please circle one)

☐ Manual or motorized  ☐ Other:  ________________________

Medical Diagnosis Details:

__________________________________________________________________________
__________________________________________________________________________

Date of onset of disability and/or diagnosis:

__________________________________________________________________________

Medications:

__________________________________________________________________________

Support Services

Please indicate all agencies and/or programs you are currently receiving services from:

☐ Vocational Rehabilitation
  Counselor Name:  Phone:  ________________________

☐ TRIO Program

☐ Nina Scholars

☐ Other:
  Contact Person:  Phone:  ________________________
## Service History

Please check/describe any services you have received in the past under “Previously Received.” Please check any service that you are requesting at Ivy Tech Community College under “Now Requesting.”

<table>
<thead>
<tr>
<th>Service</th>
<th>Previously Received</th>
<th>Now Requesting</th>
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<tbody>
<tr>
<td>Test Accommodations</td>
<td>□</td>
<td>□ 150% Extended Testing Time</td>
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<td></td>
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<td>□ 200% Extended Testing Time</td>
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<td>□ Scribing of Exams</td>
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<td>□ Alternative Answer Sheet</td>
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<tr>
<td>Assistance with note taking</td>
<td>□</td>
<td>□ Buddy Note taker</td>
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<td>□ In Class Note taker</td>
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<td>Audio Format</td>
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<td>Screen Reading Software</td>
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<td>Tape Player</td>
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<td>Digital Audio Player</td>
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<td>Magnification Software</td>
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<td>Sign Language Interpreting</td>
<td>□</td>
<td>□</td>
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<tr>
<td>CART (Real Time Captioning)</td>
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<td>Seating Considerations</td>
<td>□</td>
<td>□ Details:</td>
</tr>
<tr>
<td>Other:</td>
<td>□</td>
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</tr>
</tbody>
</table>
Release of Information

Students may authorize the College to exchange information regarding their disability, academic progress, and other relevant information with individuals, offices 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 office or agency letterhead or presentation of a government issued photo ID.

The following individual(s), office, or agency has been authorized to exchange information with Ivy Tech Community College of Indiana’s Office of Disability Support Services:

- Ivy Tech Community College Faculty
- External Programs (i.e. Vocational Rehabilitation)
- Internal Ivy Tech Programs (i.e. Nina Scholars, Student Government, Financial Aid, etc)
- Source of Documentation (e.g., Medical/Psychological Professional) DSS has the right to verify all submitted documentation. An unchecked box will require a written explanation and signature by student.
- Schools listed on IEP/Psychological Evaluation/Case Conferences
- Family/Guardian/Personal Assistant/Other: __________________________

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

- Disability Support Services may indicate my disability status in a database for tracking and statistical purposes.

- Disability Support Services may inform security of my status and location for emergency/evacuation purposes.

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.

Signature ___________________________ Date ___________________________
Appendix B:

Returning Student Request Form
I, C#, Phone#__________________________ am requesting accommodations for the courses listed below:

For the semester of □ Fall □ Spring □ Summer

<table>
<thead>
<tr>
<th>Course Number (BIO 100)</th>
<th>Length of Class</th>
<th>Room Number</th>
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<td></td>
</tr>
</tbody>
</table>

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’s Signature: ___________________________ Date: ____________
Appendix C:

Overview of Disability Support Services
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 and ADA Amendments Act, 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 statues 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.

Students with a documented disability may be approved for any of the following accommodations:

• Extended Testing Time/Quiet Room
• Audio Exams
• Audio Books
• Interpreting Services
• Scribing of Exams
• Enlarged Prints/Alternative Answer Sheet
• Adaptive Software or Equipment
• Seating Considerations
• Note taking Assistance

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 Counselor to discuss accommodation requests.
Process for Requesting Accommodations

1. Schedule an appointment with the Office of Disability Support Services (DSS). It is recommended that appointments be scheduled at least 30 days in advance. For individuals requiring interpreting services 30 days advanced scheduling is recommended.

2. Complete a DSS Intake Request Form available from DSS.

3. Discuss eligibility under DSS guidelines and discuss the accommodation process with DSS.

4. Provide appropriate documentation of disability according to DSS guidelines. Completed documents are to be returned to DSS in a sealed envelope or sent by fax to DSS. DSS has the right to verify all submitted documentation.

5. Documentation will be reviewed and eligibility determined. DSS will send an email notification to the student’s Ivy Tech email account, (e.g. ccollins18@ivytech.edu), acknowledging eligibility status. Prospective students that do not yet have an Ivy Tech email account will be notified via paper letter sent to their home address.

6. The Office of Disability Support Services will provide the student with copies of the Faculty Notification Form, when appropriate. It is the responsibility of the student to speak with their Faculty members privately regarding the implementation of accommodations.

7. Students are required to register with DSS each semester and complete the accommodation request process. Accommodations will not be automatically made from one semester to the next.

Contact Information

Office of Disability Support Services
<Address>
<Phone Number>
Appendix D:

Vocational Rehabilitation Information & Application
Vocational Rehabilitation Services of Indiana

WHAT IS VOCATIONAL REHABILITATION SERVICES (VRS)?
The VRS mission is to assist persons with disabilities to achieve greater independence through employment. As a pathway to employment, VRS can provide students with financial assistance towards completing a college degree.

WHO DOES VRS SERVE?
VRS serves amputees, persons with mental illness, the developmentally disabled, persons with orthopedic, neurological, vision and hearing impairments, and many other disabilities.

How do you apply for VRS assistance?
VRS has offices located throughout the state and contact information is located at the bottom and reverse side of this sheet. The first step is to contact your local office and make an appointment to meet with a VRS counselor.

Individuals seeking VRS assistance must complete and submit an application to VRS. An application has been included in this packet. Please complete it and take it with you to your appointment with VRS.

VRS Office Directory & Locations

REGION I

<table>
<thead>
<tr>
<th>Area</th>
<th>(010)</th>
<th>Name</th>
<th>County Served:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area 1</td>
<td>(010)</td>
<td>Gary West</td>
<td>Lake, Newton and Benton</td>
</tr>
<tr>
<td>Area 2</td>
<td>(020)</td>
<td>Gary East</td>
<td>Lake</td>
</tr>
<tr>
<td>Area 3</td>
<td>(030)</td>
<td>Christian Lauer</td>
<td>Porter, LaPorte, Jasper, Starke &amp; Pulaski</td>
</tr>
<tr>
<td>Area 4</td>
<td>(040)</td>
<td>Roberta Milliken</td>
<td>St. Joseph &amp; Marshall</td>
</tr>
</tbody>
</table>
Area 5  (050) Kim DeQuis, CRC, Area Supervisor
1659 Mishawaka St, Suite A
Elkhart, IN 46514
(574) 262-2086, TTY: (574) 264-3723
Toll Free: 1-877-847-9897, FAX: (574) 264-6487
Counties Served: Elkhart and Kosciusko

Region II

Area 7  (070) Fort Wayne North
Henry Covington, III, Area Supervisor
219 West Wayne Street
Fort Wayne, IN 46802-3678
(260) 424-1595, TTY: (260) 426-8905
Toll Free: 1-877-715-5292, FAX: (260) 426-3617
Counties Served: Whitley, LaGrange, Noble, Steuben, & DeKalb

Area 8  (080) Fort Wayne South
219 West Wayne Street
Fort Wayne, IN 46802-3678
260) 424-1595, TTY: (260) 426-8905
Toll Free: 1-877-715-5292, FAX: (260) 426-3617
County Served: Allen County

Area 9  (090) 217 E. Southway Blvd. Suite 100
Kokomo, Indiana 46902
Voice/TTY (765) 455-5020
Toll Free: 1-877-715-5294, FAX: (765) 455-5024
Counties Served: Fulton, White, Cass, Miami, Howard, & Tipton

Area 10  (100) Sandy Widener, Area Supervisor
840 N. Miller Ave., Suite C
Marion, IN 46952
Voice/TTY (765) 662-9961, TTY: (765) 664-8846
Toll Free: 1-877-876-2866, FAX: (765) 664-8847
Counties Served: Grant, Wabash & Huntington

Area 11  (110) Cynthia Brown, Area Supervisor
201 East Charles St., Suite 130
Muncie, IN 47305-2435
Voice/TTY (765) 282-9863
Toll Free: 1-877-847-9890, FAX: (765) 282-1714
Counties Served: Jay, Delaware, Blackford, Henry, Randolph, Adams, & Wells

Region III

Area 12  (120) Colleen Hart Kathuin, Area Supervisor
222 E. 10th St. Ste. A
Anderson, IN 46016-1721
Voice/TTY (765) 643-7413
Toll Free: 1-877-284-5052, FAX: (765) 642-0691
Counties Served: Madison & Hamilton, Marion Co Zip Codes: 462--40, 80, 90

Area 13  (130) Indianapolis Northeast
Martha Jackson, Area Supervisor
7155 Shadeland Station, Suite 160
Indianapolis, IN 46256-3962
Voice (317) 845-1637, TTY: (317) 845-1644
Toll Free: 1-877-847-9894, FAX: (317) 845-1643
VRI (317) 845-1645
Counties Served: Hancock, and Marion Co. Zip Codes: 462--05, 16, 19, 20, 26, 29, 35, 36, 50, 56

Available in alternative format upon request
<table>
<thead>
<tr>
<th>Area</th>
<th>Code</th>
<th>Area Supervisor</th>
<th>Counties Served:</th>
<th>Zip Codes:</th>
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<tbody>
<tr>
<td>Area 14</td>
<td>140</td>
<td>Indianapolis Central</td>
<td>Marion Co.</td>
<td>462--01, 02, 08, 18, 28, 60, 68, 78,</td>
</tr>
<tr>
<td>Janet Reed, Area Supervisor</td>
<td></td>
<td>7155 Shadeland Station, Suite 160</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indianapolis, IN 46256-3961</td>
<td></td>
<td>Voice (317) 845-1637, TTY (317) 845-1644</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toll Free: 1-877-715-5296, FAX: (317) 845-1643</td>
<td></td>
<td>VRI (317) 845-1645</td>
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<tr>
<td>Area 15</td>
<td>150</td>
<td>Indianapolis West</td>
<td>Hendricks, Boone, Marion Co.</td>
<td>462--14, 21, 22, 24, 31, 34, 41, 54</td>
</tr>
<tr>
<td>David Heard, Area Supervisor</td>
<td></td>
<td>2346 S Lynhurst Dr., Bldg 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indianapolis, IN 46241</td>
<td></td>
<td>(317) 270-1005, TTY: (317) 270-1012</td>
<td></td>
<td></td>
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<tr>
<td>Toll Free: 1-877-876-2864, FAX: (317) 270-1010</td>
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<tr>
<td>Area 16</td>
<td>160</td>
<td>Indianapolis South</td>
<td>Shelby, Johnson, Marion Co.</td>
<td>46107 (Beech Grove)</td>
</tr>
<tr>
<td>Jonathan Kraeszig, Area Supervisor</td>
<td></td>
<td>2346 S. Lynhurst Dr., Building 100</td>
<td></td>
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<tr>
<td>Indianapolis, IN 46241</td>
<td></td>
<td>(317) 270-1005, TTY: (317) 270-1012</td>
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<tr>
<td>Toll Free: 1-877-715-3169, FAX: (317) 270-1010</td>
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<tr>
<td>Region IV</td>
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<tr>
<td>Area 6</td>
<td>060</td>
<td>Fred Williams, MA, CRC, Area Supervisor</td>
<td>Carroll, Clinton, Montgomery, Fountain, Tippecanoe, &amp; Warren</td>
<td></td>
</tr>
<tr>
<td>615 N. 18th St., Suite 202</td>
<td></td>
<td>Lafayette, IN 47904-3434</td>
<td></td>
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</tr>
<tr>
<td>(765) 449-4278, VRI (765) 558-4631</td>
<td></td>
<td>Toll Free: 1-877-847-9892, FAX: (765) 449-4312</td>
<td></td>
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</tr>
<tr>
<td>Area 17</td>
<td>170</td>
<td>Majdi El-Alami, CRC, Area Supervisor</td>
<td>Vermillion, Clay Sullivan, Parke, Vigo &amp; Putnam</td>
<td></td>
</tr>
<tr>
<td>30 N. 8th St., P.O. Box 10217</td>
<td></td>
<td>Terre Haute, IN 47801</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area 18</td>
<td>180</td>
<td>Karen Smith, Area Supervisor</td>
<td>Knox, Daviess, Gibson &amp; Greene</td>
<td></td>
</tr>
<tr>
<td>1600 Willow St. Suite B</td>
<td></td>
<td>Vincennes, IN 47591-4212</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice (812) 882-7208, TTY (812) 882-5368</td>
<td></td>
<td>Toll Free: 1-877-847-9898, FAX: (812) 886-1490</td>
<td></td>
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<tr>
<td>Area 19</td>
<td>190</td>
<td>Rueben Fakes, Area Supervisor</td>
<td>Martin, Orange, Crawford, Perry, Warrick, Spencer, Dubois &amp; Pike</td>
<td></td>
</tr>
<tr>
<td>511 E. 4th St., Suite 200</td>
<td></td>
<td>Huntingburg, IN 47542</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice/TTY (812) 683-2183</td>
<td></td>
<td>Toll Free: 1-877-847-9896, FAX: (812) 683-2834</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area 20</td>
<td>200</td>
<td>Michelle Schaefer, Area Supervisor</td>
<td>Posey &amp; Vanderburgh, Warrick (zip codes 47629 and 47630)</td>
<td></td>
</tr>
<tr>
<td>700 E. Walnut</td>
<td></td>
<td>Evansville, IN 47713-2561</td>
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### Region V

<table>
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<tr>
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<tr>
<td>Area 21</td>
<td>(210)</td>
<td>Roberta Stafford, CRC, Area Supervisor</td>
<td>450 South Landmark Ave, Bloomington, IN 47403-5000</td>
<td>Morgan, Monroe, Lawrence &amp; Owen</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(812) 332-7331, TTY: (812) 332-9372</td>
<td>Toll Free: 1-877-847-9893, FAX: (812) 332-2979</td>
</tr>
<tr>
<td>Area 22</td>
<td>(220)</td>
<td>Ethel Smith, Area Supervisor</td>
<td>1248 Washington St, Columbus, IN 47201</td>
<td>Bartholomew, Ohio Dearborn, Ripley, Decatur, Brown, Franklin, &amp; Switzerland</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Voice/TTY (812) 376-9935</td>
<td>Toll Free: 1-877-396-3271, FAX: (812) 348-6451</td>
</tr>
<tr>
<td>Area 23</td>
<td>(230)</td>
<td>Rheonna Snedigar, CRC, Area Supervisor</td>
<td>52 South 2nd St, Richmond, IN 47374-4212</td>
<td>Fayette, Rush, Union &amp; Wayne</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(765) 966-0932, TTY: (765) 966-4394</td>
<td>Toll Free: 1-877-715-3171, FAX: (765) 966-0086</td>
</tr>
<tr>
<td>Area 24</td>
<td>(240)</td>
<td>Nancy Monroe, MS, Area Supervisor</td>
<td>211 N Chestnut St, Seymour, IN 47274-2103</td>
<td>Jefferson, Jennings, Jackson, Washington</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(812) 522-4585, TTY: (812) 522-1331</td>
<td>Toll Free: 1-877-847-9895, FAX: (812) 522-6184</td>
</tr>
<tr>
<td>Area 25</td>
<td>(250)</td>
<td>James Newlin, Area Supervisor</td>
<td>1452 Vaxter Street, Clarksville, IN 47129</td>
<td>Clark, Harrison, Scott &amp; Floyd</td>
</tr>
</tbody>
</table>
Appendix E:

Faculty Notification Form
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

Available in alternative format upon request
Appendix F:

Guidelines and Verification of Learning Disability
Ivy Tech Community College of Indiana
Learning Disability Documentation Guidelines

The student named below has applied for services from Disability Support Services (DSS) at Ivy Tech Community College. In order to determine eligibility and to provide services, we require documentation of the student's learning disability.

Under the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and may be entitled to reasonable accommodations. To establish that an individual is covered under the law, documentation must indicate that a specific disability exists and that the identified disability significantly limits one or more major life activities. **A diagnosis of a disorder in and of itself does not automatically qualify an individual for accommodations.** The documentation must also support the request for accommodations and academic adjustments. **Documentation should be no more than three years old.**

I authorize the release of my information to Disability Support Services at Ivy Tech Community College. I give approval for DSS representatives to talk/correspond with the evaluator that prepared my documentation about my educational needs:

Student’s Signature 

Student’s Printed Name

Documents should include 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. **A school plan such as an Individualized Education Plan (IEP) or summary is NOT automatically sufficient to determine reasonable accommodations.**

**Responses to the guideline 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 license/certification, evaluator’s address, evaluator’s fax, and evaluator’s telephone.

1.) **Be prepared by a professional qualified to diagnose learning disabilities,** which include but not be limited to, a licensed neuro-psychologist, learning disability specialist or other appropriate professional certified to administer the psychological tests identified below.

2.) **Be comprehensive.** More than one test is required for the purpose of diagnosis i.e. aptitude, achievement and/or information processing. All tests administered must be age appropriate, nationally normed, and individually administered.
Aptitude.
The Wechsler Adult Intelligence Scale-III or Revised (WAIS-R) with subtest score is preferred. The Woodcock-Johnson Psycho-Educational Battery Revised: Test of Cognitive Ability is acceptable.

Achievement.
Current levels of functioning in all areas that accommodations are required. Acceptable instruments include the Woodcock-Johnson Psycho-Educational Battery Revised: Tests of Achievement; Stanford Test of Academic Skills (TASK); or specific achievement tests such as the Test of Written Language-2 (TOWL-3); Woodcock Reading Mastery Test Revised or the Stanford Diagnostic Math Test. (Wide Range Achievement Test Revised is NOT a comprehensive measure of achievement and therefore is not suitable).

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. Use of subtests from the WAIS-R or the Woodcock-Johnson Test of Cognitive Ability is acceptable.

3.) Be current. In most cases, this means within the past three years. Since assessment constitutes the basis for determining reasonable accommodations, it is the student’s best interest to provide recent and appropriate documentation to serve as the basis for decision-making about a student’s need for accommodations in an academically environment. Learning assessment must be based on adult level learning. Assessments made at a pre-college level will qualify as acceptable documentation only if they reflect adult capabilities and the academic demands of higher education.

4.) Be clear and specific. Present clear and specific evidence that identifies and states 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.

5.) List exact instruments used. Specify any exceptions to standardized procedures, test score data in percentile or standard scores, a written interpretation of the results by the professional doing the evaluation, the name of the evaluator and the dates of testing.

6.) List academic accommodations with supporting data. Relate accommodations to the specific individual who was assessed. Requests that are not supported by documentation may not be approved without additional verification.

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 G:

Guidelines and Verification of Physical & Medical Disabilities
Ivy Tech Community College of Indiana
Physical-Medical Disability Documentation Guidelines

The student named below has applied for services from Disability Support Services (DSS) at Ivy Tech Community College. In order to determine eligibility and to provide services, we require documentation of the student's physical/medical disability.

Under the Americans with Disabilities Act (ADA) of 1990, ADA Amendments Act, and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and may be entitled to reasonable accommodations. To establish that an individual is covered under the law, documentation must indicate that a specific disability exists and that the identified disability significantly limits one or more major life activities. **A diagnosis of a disorder in and of itself does not automatically qualify an individual for accommodations.** The documentation must also support the request for accommodations and academic adjustments. **Documentation should be no more than one year old.**

I authorize the release of my information to Disability Support Services at Ivy Tech Community College. I give approval for DSS representatives to talk/correspond with the evaluator that prepared my documentation about my educational needs:

Student’s Signature

Student’s Printed Name

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 license/certification, evaluator’s address, evaluator’s fax, and evaluator’s telephone.

Please respond to each of the following:

1.) Presenting diagnosis(es) utilizing diagnostic categorization or classification of the DSM IV. Diagnosis should indicate primary, secondary, etc., and significant findings, particularly in respect to presenting problems.

2.) Date the examination/assessment/evaluation was performed for the presenting diagnosis, or if following the student for an extended time, date of onset and date of an evaluation of the condition that is recent enough to demonstrate the student’s current level of functioning.

3.) Tests, methodology used to determine disability. PLEASE do not send copies of the student’s medical records.

4.) Identify the current functional impact on the student’s physical, perceptual and cognitive performance in activities such as mobility, note taking, laboratory assignments, and testing/examinations. Is this condition temporary? If temporary, what is the expected length of time to recovery?

5.) Describe any treatments, medications, assistive devices/services the student is currently using. Note their effectiveness and any side effects that may impact the student’s physical, perceptual or cognitive performance.
6.) Recommendations for accommodations. Explain the relationship between the student’s functional limitations and the recommendations.

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 Psychological/Psychiatric Disability
Ivy Tech Community College of Indiana
Psychological/Psychiatric Disability Documentation Guidelines

The student named below has applied for services from Disability Support Services (DSS) at Ivy Tech Community College. In order to determine eligibility and to provide services, we require documentation of the student’s psychological/psychiatric disability.

Under the Americans with Disabilities Act (ADA) of 1990, ADA Amendments Act and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and may be entitled to reasonable accommodations. To establish that an individual is covered under the law, documentation must indicate that a specific disability exists and that the identified disability significantly limits one or more major life activities. **A diagnosis of a disorder in and of itself does not automatically qualify an individual for accommodations.** The documentation must also support the request for accommodations and academic adjustments. **Documentation should be no more than one year old.**

I authorize the release of my information to Disability Support Services at Ivy Tech Community College. I give approval for DSS representatives to talk/correspond with the evaluator that prepared my documentation about my educational needs:

Student’s Signature  

Student’s Printed Name  

**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 license/certification, evaluator’s address, evaluator’s fax, and evaluator’s telephone.

Please respond to each of the following:

1.) Date student was last seen
2.) Student is seen: only as needs, occasionally or regularly
3.) List DSM IV diagnosis
4.) Severity of Condition: mild, moderate or severe
5.) What measures were utilized to determine this diagnosis?
6.) What specific symptoms or functional limitations does the student have that might affect the student’s academic performance?
7.) Describe any situations or environmental conditions that might lead to an exacerbation of the condition.
8.) Is the student currently receiving therapy or counseling?
9.) What medication(s) is the student currently taking? How effective is the medication and/or treatment in equalizing the educational opportunities for this student? How might side effects, if any, affect the student’s academic performance?
10.) Please state specific recommendations regarding academic accommodations for this student, and a rationale as to why these accommodations/adjustments/services are warranted based upon the student’s functional limitations. Indicate why the accommodations are necessary.

**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:

Guidelines and Verification of ADHD and ADD
Ivy Tech Community College of Indiana
ADHD/ADD Documentation Guidelines

The student named below has applied for services from Disability Support Services (DSS) at Ivy Tech Community College. In order to determine eligibility and to provide services, we require documentation of the student's ADHD.

Under the Americans with Disabilities Act (ADA) of 1990, ADA Amendments Act and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and may be entitled to reasonable accommodations. To establish that an individual is covered under the law, documentation must indicate that a specific disability exists and that the identified disability significantly limits one or more major life activities. A diagnosis of a disorder in and of itself does not automatically qualify an individual for accommodations. The documentation must also support the request for accommodations and academic adjustments. Documentation should be no more than one year old.

I authorize the release of my information to Disability Support Services at Ivy Tech Community College. I give approval for DSS representatives to talk/correspond with the evaluator that prepared my documentation about my educational needs:

Student’s Signature

Student’s Printed Name

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 license/certification, evaluator’s address, evaluator’s fax, and evaluator’s telephone.

Please respond to each of the following:
1.) Date student was last seen
2.) Student is seen: only as needs, occasionally or regularly
3.) List DSM IV diagnosis
4.) Severity of Condition: mild, moderate or severe
5.) How did you arrive at your diagnosis? Possible responses include: Structured or unstructured interviews with the student, Interviews with other persons, Behavioral observations, Developmental/Medical history, Educational history, Neuropsychological testing, Psycho-educational testing, Standardized or un-standardized rating scales.
6.) If neuropsychological or psycho-educational testing was completed, please include copies of the testing report.
7.) Based on the exhibited symptoms what do you recommend to accommodate the student in the academic setting?
8.) Is this student taking medications(s) for ADHD? List medications(s), date(s) prescribed, effect on academic functioning, and side effects. Do limitations/ symptoms persist even
with medications? Describe the reasons for functional limitations in an educational setting given the equalizing aspect of current treatments (e.g. medications, counseling, etc.).

9.) Please list all ADHD symptoms named in the DSM-IV that the student currently exhibits. How do the listed symptoms affect the student’s academic performance?

Sample of DSM-IV symptoms:

**Inattention:**

a.) often fails to give close attention to details or makes careless mistakes in schoolwork, work or other activities.
b.) often has difficulty sustaining attention in tasks or activities.
c.) often does not seem to listen when spoken to directly.
d.) often does not follow through on instructions and details to finish schoolwork, household chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions).
e.) often has difficulty organizing tasks and activities.
f.) often avoids, dislikes, or is reluctant to engage in tasks (such as schoolwork or homework) that require sustained mental effort.
g.) often loses things necessary for tasks or activities (e.g. school assignments, pencils, books, etc.)
h.) is often easily distracted by extraneous stimuli.
i.) often forgetful in daily activities.

**Hyperactivity:**

a.) often fidgets with hands or feet or squirms in seat.
b.) often leaves (or greatly feels the need to leave) seat in classroom or in other situations in which remaining seated is expected.
c.) often has a subjective feeling of restlessness.
d.) often has difficulty engaging in leisure activities that are more sedate.
e.) is often “on the go” or often acts as if “driven by a motor.”
f.) often talks excessively.

**Impulsivity:**

a.) often blurts out answers before questions have been completed.
b.) often has difficulty awaiting turn
c.) often interrupts or intrudes on others.

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 J:

Guidelines and Verification of Hearing Disability
Ivy Tech Community College of Indiana  
Hearing Disability Documentation Guidelines

The student named below has applied for services from Disability Support Services (DSS) at Ivy Tech Community College. In order to determine eligibility and to provide services, we require documentation of the student's hearing disability.

Under the Americans with Disabilities Act (ADA) of 1990, ADA Amendments Act, and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and may be entitled to reasonable accommodations. To establish that an individual is covered under the law, documentation must indicate that a specific disability exists and that the identified disability significantly limits one or more major life activities. **A diagnosis of a disorder in and of itself does not automatically qualify an individual for accommodations.** The documentation must also support the request for accommodations and academic adjustments. **Documentation should be no more than one year old.**

I authorize the release of my information to Disability Support Services at Ivy Tech Community College. I give approval for DSS representatives to talk/correspond with the evaluator that prepared my documentation about my educational needs:

Student’s Signature

Student’s Printed Name

**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 license/certification, evaluator’s address, evaluator’s fax, and evaluator’s telephone.

Please respond to each of the following:

1.) What is the degree of the hearing loss (mild, moderate, severe, profound)? Please include a copy of the most recent audiogram. Also, when was the diagnosis first made, and when was your last contact with the student? Are hearing aids recommended?

2.) Is the hearing loss expected to remain stable or is it expected to decline? If it is expected to decline, describe the expected progression of the hearing loss.

3.) Describe how this hearing disability may affect this student both academically and/or physically (functional limitations).

4.) What means of communication has this student used in the past? Also, describe the student’s proficiency in the use of his/her communication skills.
5.) What recommendations do you have regarding accommodations and/or auxiliary aids, i.e. note taker, sign language interpreting, etc. in an academic setting? Also, state your rationale for the accommodations and/or auxiliary aids you have recommended.

6.) Are there other associated disabilities? Please describe.

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>
Appendix K:

Guidelines and Verification of Vision Disability
Ivy Tech Community College of Indiana
Vision Disability Documentation Guidelines

The student named below has applied for services from Disability Support Services (DSS) at Ivy Tech Community College. In order to determine eligibility and to provide services, we require documentation of the student's vision disability.

Under the Americans with Disabilities Act (ADA) of 1990, ADA Amendments Act, and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and may be entitled to reasonable accommodations. To establish that an individual is covered under the law, documentation must indicate that a specific disability exists and that the identified disability significantly limits one or more major life activities. **A diagnosis of a disorder in and of itself does not automatically qualify an individual for accommodations.** The documentation must also support the request for accommodations and academic adjustments. **Documentation should be no more than one year old.**

I authorize the release of my information to Disability Support Services at Ivy Tech Community College. I give approval for DSS representatives to talk/correspond with the evaluator that prepared my documentation about my educational needs:

Student’s Signature  

Student’s Printed Name  

**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 license/certification, evaluator’s address, evaluator’s fax, and evaluator’s telephone.

Please respond to each of the following:

1.) What is the diagnosis? What is the date of diagnosis? What is your last contact with the student?

2.) Please describe your evaluation instruments providing information about the student’s abilities including visual acuity, the use of corrective lenses, ongoing visual therapy (if appropriate), etc.

3.) Describe the symptoms that meet the criteria for the diagnosis.

4.) Describe the progression of this disability if applicable.

5.) Describe how this visual disability may affect this student both academically and/or physically (functional limitations).

6.) List current medication(s), dosage, frequency, and adverse side effects.

7.) What recommendations do you have regarding accommodations, i.e. extra time for
exams, enlarged print, audio books or scanned onto disk, etc.)? Please discuss your rationale for each of the suggested accommodations.
8.) Are there any other associated disabilities, e.g. diabetes, M.S., glaucoma, etc., and what are the functional limitations associated with these disabilities?

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>
Appendix: L

Student Request for Book Scanning & Important Facts About Alternate Format Text
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. DSS staff has verified my disability. 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 the 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 |  
| Do you require your textbook to be rebound? |  

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: ________________

DSS Staff Signature: ___________________________ Date: ________________

Term: ___________________________
Important Facts about Alternative Format Textbooks

Important Facts and 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 M:

Test and Exam Proctoring Form
Ivy Tech Community College of Indiana
DISTANCE LEARNING PROCTORING FORM

Routing Information (To be completed by instructor or Regional Designee)

ORIGINATING SITE:

Name: 
Department: 
Address: 
City: State: Zip: 
Phone: Fax: Email: 

TESTING SITE:

Name: 
Department: 
Address: 
City: State: Zip: 
Phone: Fax: Email: 

Exam Information (To be completed by instructor)

Student Information

Student Name: ADA Approved
Accommodations (please specify):

Instructor Information

Instructor Name: Email: 
Campus: Region: 
Address: City: State: Zip: 
Phone: Alternate Phone: 

Test Information

Course Number: Course Section: 
Course Name: Exam Name: 
Number of questions: Voucher Number (if applicable): 
Date Exam Available: Deadline for Completion: 

**Exam will automatically expire after this time/date. 
Deadline Extensions: ☐ None ☐ Automatic – no permission necessary ☒ Student must contact instructor 
Time Limit: ☐ ½ hour ☐ 1 hour ☐ 1 ½ hours ☐ 2 hours ☐ 2 ½ hours ☐ 3 hour ☐ Other:

Online Exam Access:

☐ Blackboard 
Exam location within Blackboard (required for Blackboard tests): 
☐ Non-Blackboard 
Supply URL (required for non Blackboard web based tests): 
Supply Password (case sensitive) if required: 

Required Materials/Equipment: ☐ Printer ☐ Software (specify): ☐ Headphones 

Permitted Testing Materials: Check all that apply. All scratch paper and notes used for testing will be collected. 

☐ Dictionary ☐ Thesaurus ☐ Scratch paper ☐ Textbook 

Calculator: ☐ Standard ☐ Scientific ☐ Graphing 

Notes: ○ None ☐ 1-3x5 Notecard ☐ 1-5x7 Notecard ☐ 1-8½ x 11 Sheet 

Other: 

Available in alternative format upon request
Instructor-Provided Materials: Additional materials (specialized vendor texts, blueprints, trade-specific calculators, measurement devices, CDs, scanning sheets, etc.) must be provided by the instructor with a paid return envelope.

Instructors must make prior arrangements with the testing center for any materials or equipment not provided by instructor or student.

Return Instructions:
Proctors should return scratch paper, notes, and instructor materials to the person listed at the top of this form via:

- [ ] No need to return
- [ ] U.S. Mail → specify
- Intra-campus mail
- Originating site address OR | instructor address

Proctor Information (To be completed by the Proctor)

Identification Verified: [ ] YES  [ ] NO  Proctor's signature: ____________________________

Date test received by proctor: ____________________________ Date test administered to student: ____________________________ Date materials returned: ____________________________

Comments:
Appendix N:

Interpreter Request Form & Expectations for Students Using Interpreting Services

Ivy Tech Community College of Indiana

Available in alternative format upon request
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 can not 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 Using Interpreting Services
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

Date
Dear <Faculty Name>,

This letter is to provide helpful information for working with (student name), a student who is deaf, in your (class information: e.g., Thursday, ECE 120-28H, Child Growth & Development) class for (Semester). He/She will be using interpreting services to obtain information that is presented in the classroom. At the beginning of the semester, the interpreter, student, and faculty will find the most appropriate place for the interpreter in the classroom to ensure that the student will have simultaneous visual access to the interpreter and the presenter, as well as additional visual aids. Prior to class, the interpreter will introduce him/herself to you.

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

1.) 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.

2.) When showing videos or films please let the interpreters know ahead of time. The chosen film may be closed-captioned and the interpreter will know how to implement this service.

3.) When speaking one-on-one with (student), please remember to speak directly to him/her, and not to the interpreter. Also, it is helpful to refrain from saying, “tell him/her…” as this can become very confusing for the interpreter and student, as it interferes with the goal of direct communication.

4.) As a rule, always speak directly to the student.

It is possible that an interpreter may need specific information regarding this course. They may briefly contact you for assistance with class materials to ensure an accurate interpretation.

The student may also be utilizing note taking services and may request your assistance with recruiting a note taker for this course. The student has been provided with materials containing an announcement paragraph for you to read to help find a volunteer to provide this service.

If you have any questions regarding the interpreting process, how to work more effectively with an interpreter, how to make requests, or have any problems whatsoever in the classroom, please call me at (phone #) or e-mail at (email address).

Respectfully,

(Name)
(Title)
Appendix O:

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

__________________________    _____________
CIS Signature                  Date
Appendix P:

Service Animal Policies and Procedures
Ivy Tech Community College of Indiana
Office of Disability Support Services
Service Animal Policies and Procedures

The purpose of this policy is to outline the College’s policies and procedures pertaining to the use of service animals. While legal access rights are afforded to users of service animals, with that comes the responsibility of ensuring that the animal behaves and responds appropriately at all times in public and that the partner/handler, as a team, must adhere to the same socially accepted standards as any individual in the college community. The Office of Disability Support Services is available to assist students with documented disabilities and to provide advocacy for those who use service animals.

According to federal law, service animals are permitted in public areas and are not required to be registered or approved for their use in public areas. Several areas exist within the College that are considered public areas (i.e., student commons, offices, library, and hallways) and the use of service animals should not be infringed upon. However, academic environments within the College are not considered public areas (i.e., classroom, laboratories, clinical sites and internship settings) and require students to register and enroll in a specific course section.

The Americans with Disabilities Act (ADA) authorizes places of public accommodation (e.g., the College) to impose restrictions on the use of service animals if there reasonable safety concerns for the animal, the handler, or others. In the college environment there may be possible restrictions of service animals in clinical environments (i.e. nursing and health sciences programs), in food service programs, or in laboratories that can pose a safety risk.

A service animal as defined by the ADA is “any animal individually trained to do work or perform tasks for the benefit of an individual with a disability including but not limited to guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items.” Service animals are working animals and are not pets. The most common service animal is a dog but a few other animals have been presented as service animals. This definition means that an individual with a service animal must have a disability as defined by the ADA, and the accompanying animal must be trained to do specific tasks for the qualified person.

The college permits the use of service animals only as defined in this protocol. The following definitions apply to this protocol.

**Service Animal:** According to the U. S. Department of Justice, service animals are individually trained to perform tasks for people with disabilities such as guiding people who are blind, alerting people who are deaf, pulling wheelchairs, protecting people having a seizure and other special tasks. A person with a disability uses a service animal as an auxiliary aid, similar to using a cane, crutches or a wheelchair. Some examples of services animals include, but are not limited to:
Guide Dog: A carefully trained dog that serves as a travel tool by persons with severe visual impairments or who are blind.

Hearing Dog: A dog who has been trained to alert a person with significant hearing loss or who is deaf when a sound, e.g., knock on the door, occurs.

Sig Dog: A dog trained to assist a person with autism. The dog alerts the partner to distracting repetitive movements common among those with autism, allowing the person to stop the movement (e.g., hand flapping). A person with autism may have problems with sensory input and need the same support services from a dog that a dog might give to a person who is blind or deaf.

Seizure Response Dog: A dog trained to assist a person with a seizure disorder; how the dog serves the person depends on the person’s needs. The dog may stand guard over the person during a seizure, or the dog may go for help. A few dogs have learned to predict a seizure and warn the person in advance.

Service Animal in Training: An animal being trained has the same rights as a fully trained animal when accompanied by a trainer and identified as such.

In addition to the definitions and examples provided above, each service animal is paired with a human Partner/Handler. A Partner/Handler is defined as a person with a service animal. A person with a disability is called a partner; a person without a disability is called a handler.

If a student with a disability is granted the use of a service animal as an accommodation in the academic setting, the animal will be permitted to accompany that person on campus and at off campus activities, which pertain to full participation in the life of the College, when appropriate. Use of service animals as an accommodation at Ivy Tech Community College is determined on a case by case basis by the Office of Disability Support Services. Students who wish to request this accommodation must follow the procedure described below.

Service Animal Application Process
Register with Disability Support Services: A student with a disability seeking permission to use a service animal in the academic setting, must register with the Office of Disability Support Services and follow the published procedures outlined within the Disability Support Services Policies and Procedures Manual to request and establish their eligibility to receive accommodations, if appropriate. As part of that process, students must provide documentation of their disability from a licensed professional that establishes a substantial limitation to a major life activity which the service animal is helping to equalize, and that the service animal allows the student to have equal access to the college's activities, programs, and services.

Complete Registration of a Service Animal Form: The owner must complete and submit to the Office of Disability Support Services the Service Animal Registration Form and provide verification that the service animal has been individually trained to provide service/assistance to meet the needs of the student/handler. These documents must also establish the animal is certified by an appropriate agency or individual as a trained service animal and must include
verification from a licensed veterinarian that the animal is healthy and current with all required and appropriate vaccinations as cited in Indiana Rabies Laws and Regulations, rule 5 Rabies Immunization 345 IAC 1-5-1, section 1 and 345 IAC 1-5-2 Required rabies vaccination of dogs, cats, and ferrets Section 2.

**Approval Process:** The Office of Disability Support Services will review the information submitted by the student to determine whether the service animal may be considered an approved accommodation. If the information submitted is not sufficient, the College may disallow the accommodation, meaning the animal will not be permitted within the academic setting. If additional documentation or verification is necessary to determine the appropriateness of the requested accommodations (use of a service animal), it is the responsibility of the student to provide whatever further documentation is required.

Once approved, students may be accompanied by their service animals in academic settings as deemed appropriate by the Office of Disability Support Services. However, there are certain instances when it may be considered unsafe for animals to be utilized in the academic setting when the safety of the animal, its partner/handler, or others may be threatened. Each setting will be considered with regards to its safety potential by the DSS office, the laboratory coordinator or instructor. When it is determined unsafe for the service animal to be in one of these areas, other reasonable accommodations will be provided to assure the student equal access to the activity when appropriate and possible.

**Campus Notification**

In instances where accommodations to utilize service animals within the academic setting have been approved, the Office of Disability Support Services should notify appropriate individuals and offices of the accommodation. Some individuals or office that may be notified of such accommodations include, but are not limited to: faculty, vice chancellor of academic affairs, vice chancellor of student affairs, school dean, program chair, office of the chancellor, and campus security.

**Control Requirements:**

- The animal must be on a leash at all times. It should never be permitted to wander around off leash except if the animal is working.
- The handler/partner must be in full control of the animal at all times.
- The animal must be as unobtrusive as possible.
- Service animals are prohibited from kitchens and food preparation areas.
- Service animals may be prohibited from areas such as science labs if the lab supervisor has reason to believe the animal’s presence would compromise the environment or if the environment posed a physical danger for the animal.
Etiquette by the Animal:

- While providing service, the animal:
  - Must not be allowed to sniff people, store shelves, tables in eating areas, or personal belongings of others.
  - Must not initiate contact with someone without the partner/handler’s direct permission.
  - Must not display any behaviors or noises that are disruptive to others, such as barking, whining, or growling.
  - Must not block an aisle or passageway.
  - Must be trained not to be attracted to food that may be in common areas.

Public Etiquette by Students/Staff/Faculty/Administration on Campus:

Individuals should not:

- Pet a service animal while it is working. Service animals are trained to be protective of their partner, and petting distracts them from their responsibilities
- Feed a working service animal.
- Deliberately startle, tease, or taunt a service animal.
- Separate or attempt to separate a partner from his/her service animal.
- Hesitate to ask a student if he/she would like assistance if the student and service animal seems confused about a direction to turn, an accessible entrance, the location of an elevator, etc.

Requirements of Service Animals and their Partners/Handlers:

Animals must be in good health, be licensed in accordance with county regulations, and wear a vaccination tag appropriate for that type of animal. Prior to the start of each semester the animal will be assisting a student in the academic setting, the owner must present to the Office of Disability Support Services documentation from a licensed veterinarian verifying current vaccinations and the overall health of the animal.

Handlers should always carry equipment and bags sufficient to clean up the animal's waste, and properly dispose of the waste. Individuals who physically cannot clean up after the animal may be required to make arrangements for another to provide that service.

Animals must be on a leash or harness and the owner must be in full control of the animal at all times.

Reasonable behavior is expected from service animals while in and around the College or at College events. If a service dog, for example, exhibits unacceptable behavior, the owner is expected to employ the proper training techniques to correct the situation.

Owners of disruptive and aggressive service animals may be asked to remove them from the College’s facilities. If the improper behavior happens repeatedly, the owner may be told not to
bring the service animal into any facility until they take significant steps to mitigate the behavior, such as muzzling a barking or aggressive dog, or refresher training for the animal and its owner. Proof of these mitigating efforts must be provided to the Office of Disability Support Services before the animal will be allowed back on campus. Cleanliness of service animals is mandatory.

Consideration of others must be taken into account when providing maintenance and hygiene of a service animal. For instance, daily grooming and occasional baths should keep dog odor to a minimum and adequate preventive measures should be taken for flea and tick control.

**Health Concerns for Others (Non-Partners/Handlers)**

It is common for a person to have a medical condition or disability that precipitates an allergic reaction to animals. Individuals who are asthmatic, allergic or have other documentable medical concerns should direct complaints to the Office of Disabilities Support Services. The individual must show medical documentation to support that complaint. Action will be taken to consider the needs of both persons and to resolve the problem as efficiently and expeditiously as possible.
Appendix Q:

Service Animal Registration Documentation Guidelines
Ivy Tech Community College of Indiana
Service Animal Registration Documentation Guidelines

Approval Process

The Office of Disability Support Services will review the information submitted by the student to determine whether the service animal may be considered an approved accommodation. If the information submitted is not sufficient, the College may disallow the accommodation, meaning the animal will not be permitted within the academic setting. If additional documentation or verification is necessary to determine the appropriateness of the requested accommodations (use of a service animal), it is the responsibility of the student to provide whatever further documentation is required.

For service animals, documents must be provided to verify that the animal is certified by an appropriate agency or individual as a trained service animal and must include verification from a licensed veterinarian that the animal is healthy and current with all required and appropriate vaccinations as cited in Indiana Rabies Laws and Regulations, rule 5 Rabies Immunization 345 IAC 1-5-1, section 1 and 345 IAC 1-5-2 Required rabies vaccination of dogs, cats, and ferrets Section 2.

Required Information

1. Name of animal____________________________________________________
2. Type of animal____________________________________________________
3. Breed of animal__________________________________________________
4. Color of animal__________________________________________________
5. Tasks of animal__________________________________________________
6. Vaccination tag number____________________________________________
7. Vaccination date___________________________________________________

Control Requirements

1.) The animal must be on a leash at all times. It should never be permitted to wander around off leash except if the animal is working.
2.) The handler/partner must be in full control of the animal at all times.
3.) The animal must be as unobtrusive as possible.
4.) Service animals are prohibited from kitchens and food preparation areas.
5.) Service animals may be prohibited from areas such as science labs if the lab supervisor has reason to believe the animal’s presence would compromise the environment or if the environment posed a physical danger for the animal.

Etiquette by the Animal

While providing service, the animal must not be allowed to do the following:

1.) Must not be allowed to sniff people, store shelves, tables in eating areas, or personal belongings of others.
2.) Must not initiate contact with someone without the partner/handler’s direct permission.
3.) Must not display any behaviors or noises that are disruptive to others, such as barking, whining, or growling.
4.) Must not block an aisle or passageway.
5.) Must be trained not to be attracted to food that may be in common areas.

Requirements of Service Animals and Their Partners/Handlers

Animals must be in good health, be licensed in accordance with county regulations, and wear a vaccination tag appropriate for that type of animal. Prior to the start of each semester the animal will be assisting a student in the academic setting, the owner must present to the Office of Disability Support Services documentation from a licensed veterinarian verifying current vaccinations and the overall health of the animal.

Handlers should always carry equipment and bags sufficient to clean up the animal's waste, and properly dispose of the waste. The campus Facilities Office will direct handlers to the appropriate location where waste disposal containers will be available. Individuals who physically cannot clean up after the animal may be required to arrange for another person to provide that service.

Animals must be on a leash or harness and the owner must be in full control of the animal at all times.

Reasonable behavior is expected from service animals while in and around the College or at College events. If a service dog, for example, exhibits unacceptable behavior, the owner is expected to employ the proper training techniques to correct the situation.

Owners of disruptive and aggressive service animals may be asked to remove them from the College’s facilities. If the improper behavior happens repeatedly, the owner may be told not to bring the service animal into any facility until they take significant steps to mitigate the behavior, such as muzzling a barking or aggressive dog, or refresher training for the animal and its owner. Proof of these mitigating efforts must be provided to the Office of Disability Support Services before the animal will be allowed back on campus. Cleanliness of service animals is mandatory.
Consideration of others must be taken into account when providing maintenance and hygiene of a service animal. For instance, daily grooming and occasional baths should keep dog odor to a minimum and adequate preventive measures should be taken for flea and tick control.

I, __________________________, certify that I have read the Service Animal Registration Documentation Guidelines, discussed any questions with Disability Support Services, and understand the procedures when using a service animal at Ivy Tech Community College. Furthermore, I certify that my service animal has been properly trained to perform the essential functions needed for my disability. Finally, I understand that this agreement is in effect for one semester, and I must reapply each semester.

Date: __________________________

---

**For Office Use Only**

Campus: _______________ Approved: _______________ Date: _______________

Departments Notified:  
- Security ☐  
- Facilities ☐  
- Vice Chancellors ☐  
- Other ☐  

Comments:

---
Appendix R:

Banner Training
Banner Disability Support Services Training

April 7, 2008
Type in the name of the student for whom you are searching. The wildcard character (%) may also be used. For example, searching on Smith% in the Last Name field will return not only those students with the last name of "Smith", but also those with the last name of "Smithson", Smithfield", "Smith-Jones", etc. Wildcards may be used in any field. When you have entered the name, execute a query by pressing the F8 key.

<table>
<thead>
<tr>
<th>10</th>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>Birth Date</th>
<th>Change Indicator Type</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Test</td>
<td>Is&gt;Ident</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Case sensitive Query

ERLER - Query; presF8 to execute, Ctrl-Q to cancel.
Record: 111 Enter Query...
This will return you to the SPAIDEN form. To view information contained on SPAIDEN (name, addresses, telephone numbers, biographicdemographic information, e-mail addresses, and emergency contacts), perform a Next Block function to access the record. You can Next Block by choosing Block-Next from the menu, by clicking the Next Block icon, or by using the keystroke combination of CTRL-Page Down.
To view a student's admissions application information, access the SAAADMS form. Perform a Next Block to view the student's information. Once you are in the form, you may click on the tabs to see more information about the student.

### Application

- **Entry Term:**
- **Admission Type:**
- **Student Type:**
- **Residence:**
- **Site:**
- **Full Time or Part Time:**
- **Requirements:**
- **Application Decision:**
- **Application Decision Date:**
- **Maintained By:**

### Curricula Summary

<table>
<thead>
<tr>
<th>Priority Term</th>
<th>Program</th>
<th>Catalog</th>
<th>Level</th>
<th>Campus</th>
<th>College</th>
<th>Degree</th>
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### Field of Study Summary

<table>
<thead>
<tr>
<th>Priority Term</th>
<th>Type</th>
<th>Field of Study</th>
<th>Department</th>
<th>Attached to Major</th>
</tr>
</thead>
</table>

ID number: press LIST for name/ID search form; DUPLICATE? for Alternate ID look up; INSERT RECID to add in alternative format.
upon request
To view information about an admitted student, go to the SGASTDN form (General Student form). You can view information about a student's current (and previous) programs, academic and graduation status, veteran status, and activities. Perform a Next Block to view information on this form.
The Registration Query form (SFAREOG) is used to view a student's schedule for a particular term. Enter the student's ID or use the lookup to find the student by name, enter the term and perform a Next Block to view the schedule information.
The Person Comment form (SPACMNT) may be used to record comments about a student. Remember, these are viewable by all College personnel who have access to this form. The Confidentiality box, if checked, means only that the comment is to be treated as confidential—it does not bar others from seeing the comment.
Available in alternative format upon request
The Person Appointments/Contacts form (SOAPP) may be used to record appointments with students. Next block into the form to add an appointment or contact.

### Appointments

<table>
<thead>
<tr>
<th>Appointment Date:</th>
<th>From Time:</th>
<th>To Time:</th>
<th>Contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewer:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source Code:</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Appointment Date:</th>
<th>From Time:</th>
<th>To Time:</th>
<th>Contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewer:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Source Code:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Contacts

<table>
<thead>
<tr>
<th>Contact Type</th>
</tr>
</thead>
</table>

---

ID number; press LIST for name/10 search; INS: RT REC to create person; DUPLICATE ITEM for item; T item for ID lookup. Record: 111

<OSC> in alternative format upon request
### The General Medical Information Form (GOAIIIIEDI) Is Used to View and Update the Medical Information of All Records in Banner, Including Students, Faculty, and Staff.

At this time (April 2008), we have not decided if we will use this form, and are recommending that student information relating to medical information and/or disabilities be kept on the student Disability Services form (SGADISA).

---

**Student A Test**

<table>
<thead>
<tr>
<th>Medical Code:</th>
<th>Medical Date:</th>
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</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Disability Type:</th>
<th>Equipment Code:</th>
<th>Comment:</th>
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</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Medical Code:</th>
<th>Medical Date:</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Disability Onset Age:</th>
<th>Disability Service:</th>
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</thead>
<tbody>
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</tbody>
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<table>
<thead>
<tr>
<th>Medical Code:</th>
<th>Medical Date:</th>
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</table>

<table>
<thead>
<tr>
<th>Disability Onset Age:</th>
<th>Disability Service:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
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**IDnumber; press LIST for person name search.**

Record: 111  |  | <OSC>
### Student Disabilities

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<tr>
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<th>Service Code</th>
<th>Primary</th>
<th>Activity Date</th>
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</thead>
<tbody>
<tr>
<td>Visually Impaired</td>
<td>LBL</td>
<td>J</td>
<td></td>
<td>03-APR-2008</td>
</tr>
</tbody>
</table>

To view the available values in any field, click the arrow directly below the name of the field. This will bring up the list of values and you may choose one. You may also enter a valid code directly into a field.

### Disability Services

<table>
<thead>
<tr>
<th>Service Trike Code</th>
<th>Status Code</th>
<th>Provider Code</th>
<th>Exemption Code</th>
<th>Result Code</th>
<th>OriBator</th>
<th>CalBus</th>
<th>Contacts</th>
<th>Service Begin Date</th>
<th>Service End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>03-APR-2008</td>
<td>20-OEC-2018</td>
</tr>
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</table>

Disability code; press LIST for valid code.

Record: 111
### Goal Assignments

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<th>Goal</th>
<th>Description</th>
<th>Group</th>
<th>Priority Number</th>
<th>Time</th>
<th>Estimated Completion Date</th>
<th>Actual Completion Date</th>
<th>Result</th>
<th>Review</th>
</tr>
</thead>
</table>

The last set of forms may be used to record goals, needs, and services provided. The first form is Support Service Detail (SEACETL). Goal assignments and dates of completion may be recorded, as well as need assignments, and service assignments. This form is a multi-page form; performing a Next Block function will take you through the pages.
In the Goal Attributes and Comments form (SEAGDn) you may add attributes to the goals previously entered for a student. Comments related to those goals may also be entered here.
The Service Attributes and Comments form (SEASDTL) works in the same way as SEAGDTL and SEANDTL.
<table>
<thead>
<tr>
<th>PersonID</th>
<th>Record: 111</th>
</tr>
</thead>
</table>

The list of students meeting the criteria in the top block of the form is now displayed.
The Service Group Rules form (SEASSGP) is used to set up common goal, need, and/or service codes for a particular service group.