



**Office of Disability Support Services
Student Access
Resource Guide**



Table of Contents

Mission & Purpose	3
General Services.....	3
Student Rights and Responsibilities	4
Transition to College	4
Requesting Accommodations	5
Policy Overview	6
Absence	6
Accommodation Packet.....	6
Conduct	6
Course Work.....	6
Electronic Textbooks.....	6
FERPA.....	6
Interpreters & Captionists.....	7
Medical Absences.....	8
Emergency Procedures	8
Messages	8
Note taking	8
Personal Information	9
Registration.....	9
Testing	9
What if My Requests for Accommodations are Denied?	9
Tips for Success.....	10
The First Class.....	10
During the Semester	10
After Registering for the Next Semester	10
Problems with an Instructor.....	10

Mission & Purpose

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

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

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

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

General Services

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

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

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

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

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

Student Rights and Responsibilities

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

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

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

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

Transition to College

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

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

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

Requesting Accommodations

Process for Requesting Accommodations from Disability Support Services:

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

Policy Overview

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

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

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

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

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

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

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

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

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

Interpreters & Captionists: 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 (VR) or Ivy Tech Community College. Due to the limited availability of interpreters, it is strongly recommended that students contact DSS at least 30 days before classes begin. Limited availability of professional interpreters could prevent or complicate the provision of interpreter services. All requests must be submitted in writing using the ITCC Interpreter Request Form.

Requests for tutoring, advising sessions, faculty office hours, on-campus meetings, club gatherings, and other campus events should be submitted in writing with at least one week's advance notice. Efforts will be made to fill requests of this nature and appointments are contingent on availability of interpreters.

The Office of Disability Support Services will respond to all request for interpreting within 48 hours on regular business days (Monday-Friday). For example, requests submitted on Tuesday will receive a response by end of business on Thursday, and requests submitted on Friday will receive a response on the following Monday or Tuesday.

Students are responsible for submitting requests for their interpreting needs directly to the Office of Disability Support Services in writing on the Interpreter Request Form. Staff from the Office of Disability Support Services are responsible for contacting the agency or staff interpreters to schedule appointments.

- Students may not engage interpreters on behalf of or at the expense of the College
- Teachers, interpreters, and note-takers may not schedule interpreting services for students

Requests for interpreting appointments made with fewer than 48 hours' notice:

- Students may request advocacy from the Office of Disability Support Services to assist with rescheduling an appointment with faculty or staff to allow time to engage interpreters
- Students may use Video Relay Services from a campus Video Phone or personal mobile phone to attend an appointment by phone
- Students may participate in meetings on campus using a personal laptop, tablet, or other mobile device for real-time text/ type options

Available in alternative format upon request

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

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

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

Note taking: Disability Support Services works with students requesting note-taking assistance to determine which resources are appropriate including note-taking technology, volunteer notetakers, paid notetakers or notetaking services.

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.

Note-taking Technology: Smartpens, Recorders, and Apps

- **Smart Pens:** Smartpens are ink pens with built in recorders that allow students to write less and listen more. These pens give students the freedom to focus on listening, instead of writing down every word. When using a Smartpen, students may only write down a few main ideas from the lecture. The play back feature of the pen allows users to listen to the audio from lecture with a single tap of the pen. DSS has a limited number of Smartpens to loan students. A staff member will provide Smartpen training to students as needed.
- **Digital Recorders:** Digital recorders can be used to record lectures. Many smartphones, tablets, and laptops come with standard recorders. DSS has a limited number of digital recorders to loan students. Students are expected to inform instructors which technology they are using to record lectures.
- **Note-Taking Apps:** There are many apps available for use. Students registered with DSS will be informed about these resources.

Note-takers (Volunteer, Paid, and Services)

DSS will coordinate arrangements to secure volunteer or paid note-takers. In some situations, on-line notetaking services may be used. On-line notetaking services require the student to record the class,
Available in alternative format upon request

which is then uploaded to a third party. Summary notes are provided to the student within 48 hours. Family members may not serve as notetakers.

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

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

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

What if My Requests for Accommodations are Denied?

General Complaint Process:

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

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

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

Tips for Success

The First Class:

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

During the Semester:

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

After Registering for the Next Semester:

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

Problems with an Instructor:

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