

Ellsworth Community College
Student Support Services
Division Handbook for
Students Seeking Accommodations

Student Support Services Division

The following information has been compiled to assist students in receiving reasonable academic accommodations and support services appropriate for their disability. Students wishing to receive academic accommodations must fill out appropriate paperwork, provide documentation of their disability (if available), and meet with a member of the Hub Staff.

Students should follow all time deadlines and procedures necessary to receive specific academic accommodations every semester if they want continued accommodations. Failure to follow procedures on the part of the student may result in delays in or denial of the provision of accommodations.

The information and procedures are not all inclusive and are subject to change. Students unsure of the appropriate procedure to follow and/or with a situation not covered by the procedures listed, should contact Wanda Koehrsen as soon as possible for clarification and guidance as to the appropriate procedure for their situation.

Ellsworth Community College (ECC), which is a part of the Iowa Valley Community College District, reserves the right to determine the appropriateness of disability documentation and requests for services on a case-by-case basis.

Should you encounter any difficulty or other concerns regarding your academic accommodations, contact Student Support Services staff immediately!

Disability Verification Process

This process involves a combination of things. First the Student must complete and submit an application for accommodations based on a disability. **This document MUST be completed by the student personally, not a parent or significant other.** Documentation of the effects of the disability on learning (such as IEP/SAR) should be submitted at the same time. After the application is submitted, the student will meet with the Student Success Specialist to discuss their application. At this time if documentation is not available, Student Success Specialist will also discuss with the student what they perceive the disability to be and how they feel it affects their learning. An informal assessment may also be done at this time. Appropriate accommodations will then be determined by the Student Success Specialist based on each individual student's needs. The student will be notified via college email of the approved accommodations and how to access them while here at ECC.

A specific accommodation plan cannot be completed nor implemented until the student has submitted this information and met with a staff member of the Student Support Services Division at ECC.

Statement of Intention to Foster Student Independence

Student Support Services seeks to foster independence in the students it serves by:

- Providing individual services to students only after they identify themselves to our office as a person who seeks assistance.
- Empowering students with information about their rights and responsibilities.
- Encouraging students to directly interact with faculty and staff regarding their disabilities and accommodation needs.
- Limiting our interaction with faculty and staff to an informational and educational capacity, rather than an advocacy role.
- Encouraging faculty to directly interact with students regarding modifications in testing and classroom procedures.

One last thing:

As part of this application, you will find a contract with respect to your receipt of this handbook and your understanding of the rights and responsibilities of all parties involved. Please take a few moments to review the handbook, sign the contract, and return it with your completed application. This contract will be kept on file for future reference.

The last page of the four page application is a release of information. The information that you provide about yourself and your disability is confidential. In accordance with the Federal Education Rights Privacy Act (FERPA) Legislation, this information cannot be shared with others without your written permission. You need to list any specific individuals, (parents, doctors, teachers, counselors, etc.) by name that this information can be shared with to help ensure your educational success. You must also sign and date this form. If you prefer that this information not be shared, please write "N/A" where it asks for names and sign where indicated.

Thank you and good luck with your studies,

Wanda Koehrsen, Student Success Specialist, The Hub, lower level-Kruse-Main building, Ellsworth Community College

Lynn Duit, Ellsworth Community College Hub Director, The Hub, lower level Kruse-Main Building, Ellsworth Community College

[The information listed above and application can also be found online.](#)

Student/Instructor/Student Support Services Responsibilities

To Obtain/Implement Accommodations

Alternate Testing (includes extended time, quiet testing area, and alternate format)

Student Responsibilities:

- Share accommodation letter with instructor at the beginning of the semester. indicating that you wish to take exams in the Hub
- Remind instructor when test is announced that you want to take the test in The Hub
- Schedule exams with Student Services staff as soon as you are aware of an upcoming test. If your syllabus includes a test schedule, deliver to Student Services early in semester. Schedule final exams 14 days in advance. .

- It is the student's responsibility to notify Student Services if the exam is canceled, rescheduled, or if you decide not to use The Hub for a particular exam.

Instructor Responsibilities:

- If exam is to be converted to an alternate format, deliver to The Hub at least 5 days in advance
- For extended time, deliver exam with instructions to The Hub at least 1 day in advance.
- Make arrangements with Student Services staff for the return of the exam
- Provide Student Services staff with specific directions for test (notes, open book etc.)

Student Support Services Responsibilities:

- Proctor exams in The Hub for students with disabilities
- Convert exam to alternate format, if needed.
- Read exam aloud, if necessary.
- Make arrangements with instructor for the return of the exam.

Alternative Texts

Student Responsibilities:

- Complete the Alternative Text format Request form and return to the Student Services at least 1 week prior to classes.
- Provide verification of textbook purchases to LS staff
- Digitalized textbooks can be read using a software program in the Hub or via a reading program downloaded on a personal computer.

Instructor Responsibilities:

- Order texts in time for delivery to bookstore 30 days before course begins.

Student Support Services Responsibilities:

- If student has purchased a copy of the text and completed the request form, contact publisher to obtain a digital copy of the textbook.
- Notify student to pick up electronic copy of text once it is available.
- Provide instruction to student for accessing assistive software and hardware.

Ellsworth Community College

Application for Students Seeking Accommodations

The purpose of this application form is to gather information about your educational and support needs while a student at ECC. It **MUST BE** completed by **YOU** (not a parent or teacher) and returned along with supporting documentation, in advance of the start of classes. If you are a current student, you should complete the application and submit documentation as soon as you are aware of a disability-related need for services. This information will help us work with you to plan effective academic adjustments and auxiliary aids and services during your time as a student at ECC. ECC reserves the right to determine the appropriateness of disability documentation and requests for services on a case-by-case basis. **Please note that services cannot begin until a completed application along with appropriate documentation are on file (if available) with the Student Support Services Office, the student has met with SS staff and a letter approving accommodations has been completed.**

Background Information

Name _____ Male _____ Female _____

Date of Birth _____ Student ID Number _____

Local Address _____

Home Address _____

City, State, Zip _____

Phone _____ Cell/local number _____

Program Major _____ Academic Advisor _____

Email address _____

Information about your disability

If seeking accommodations for a specific disability, what is that disability? _____

When were you first diagnosed with this disability? _____

Specifically, how does this disability affect your ability to learn? _____

Have you received accommodations for this disability in the past? Yes No

While attending ECC, what specific accommodations do you think will help you be successful? (circle all that apply)

- Extra time for tests
- Alternative setting for testing
- Audio Textbooks
- Extra time for written assignments
- Use of adaptive aids
- Other (please be specific)

Have you worked with a community agency such as vocational rehabilitation or the area education agency, a medical doctor etc. concerning your disability? If so which ones? (Please add their name to the release of information that follows).

*To complete this application please attach a 200 – 300 word description, **in your own handwriting (not typed)**, of the issues you have with learning that you feel are directly related to your disability. Include the answers to questions such as: What struggles do you have with learning? How do you learn best? What accommodations have you received in the past? How have these accommodations improved your ability to learn? Where and when did you receive them? Also include any other information that you feel will be helpful in determining appropriate accommodations for you.*

Remember, your application is NOT complete and will NOT be processed without this handwritten description.

Please make sure you have answered all of the questions above and provided as much information as possible. Leaving blanks can result in a delay or denial of services due to lack of information

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## Please Read and Sign This Page

As an individual with a disability, I have requested accommodations to minimize the limitations imposed by a disability and provided documentation of that disability. I fully understand that the documentation provided in support of my request for accommodations shall be kept confidential.

I understand that I will receive notification of my approved accommodations and that it is then my responsibility to work with ECC faculty and Student Success Specialist to access those approved accommodations. **Academic success is my responsibility.**

I also understand that the approved accommodations will be available each semester I am enrolled at ECC but that it is my responsibility to inform College personnel, in writing, of any changes in my need for accommodations.

By completing this form and signing below, I am agreeing to follow ECC policies as a student receiving support services from the Student Support Services Division at Ellsworth Community College, a division of Iowa Valley Community College District.

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Applicant's Signature

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Date



## RELEASE OF INFORMATION

### STUDENT SUPPORT SERVICES STAFF

In accordance with the Family Education Rights and Privacy Act of 1974 (Buckley Amendment), IVCCD does not permit any third party access to a student's record without written consent of the student. (PL93-380, Sec. 513 as amended, PL93-586, Sec.2).

*This means your parents will not be given any information about your academic progress (attendance and/or grades) while you are a student at ECC. Should you desire to make it possible for your parents to call Student Support Services staff and inquire about your academic progress, you will need to read the rest of this form and sign on the line below.*

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**ECC/IVCCD Student Support Services staff has my permission to answer questions from the following individuals:**

about my

- Academics
- Personal issues
- Academics and Personal Issues

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**Signature**

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**Date**



## **Student/Instructor/Student Support Services Responsibilities to Obtain/Implement Accommodations**

### **Lecture Notes**

#### **Student Responsibilities:**

- Share accommodation letter with instructor at beginning of course.
- Attempt to find a volunteer note-taker independently. Student can bring notes to The Hub to be copied regularly.
- If needed, ask instructor for assistance identifying a note-taker.
- Work out details of note copying and exchange with note taker.
- Attempt to resolve any problems with note-taker.
- If a note-taker is not available, ask the instructor for copies of lecture notes or permission to tape-record lectures.

**IMPORTANT:** Note-taker services are to supplement student learning. Having a note-taker does not relieve the student with a disability from the responsibility of attending class, actively participating, and taking notes to the best of their ability.

#### **Instructor Responsibilities**

- If student is unable to find a volunteer, assist student in recruiting a reliable note-taker. Advise the class that a note-taker is needed, but **do not** identify the student needing assistance.
- Note-takers should be students who attend class regularly and provide complete, legible notes.
- If you have time, you can copy notes for student. Student Services will provide a copy code.

If the instructor wishes, he/she may provide lecture notes or slides in lieu of student note taker.

#### **Student Support Services Responsibilities**

- Make copies of notes in The Hub, if needed, and hold for student.
- Complete hiring paperwork for note-taker
- Complete monthly payroll. Note-takers are paid for ½ hr each time they bring in notes to be copied.
- Terminate unsuitable note-takers.

Assist in resolving problems.

### **Extra Time for Written Assignments**

**Student Responsibilities** Share accommodation letter with each instructor early in semester.

Inform instructor which types of writing assignments will require extra time. For example, lengthy in-class writing may require that you complete the assignment after class.

#### **Instructor Responsibilities**

With the student, agree upon a suitable timeframe for written assignments. Perhaps you will allow the student to turn in in-class writing at the next class period, instead of at the end of class.

### **Support Services**

#### **Adaptive Aids**

**Student responsibilities:** Students generally provide their own adaptive aids, such as hearing devices.

**Instructor responsibilities:** Allow student use of aid (such as audio receiver, calculator, etc); wear microphone, etc.

#### **Adjusted Class Schedule**

**Student responsibilities:** Work with advisor to schedule adequate time between classes.

**Instructor responsibilities:** Allow students with physical disabilities extra time between classes

**Student Support Services responsibilities:** Assist students in scheduling classes.

#### **Study Skills Tutoring**

**Student responsibilities:** Enroll in SDV022 with Student Services, complete coursework as required and/or meet with Student Services staff regularly.

**Instructor responsibilities:** Provide feedback or progress reports if requested by Student Services staff.

**Student Support Services responsibilities:** Teach internet, arranged, and face-to-face sections as required; work with students on an individual basis.

## Structured Classroom Setting

**Student responsibilities:** Enroll in face-to-face coursework (instead of internet courses) as often as possible, access The Hub services as needed, work with advisor to schedule appropriate classes.

**Instructor responsibilities:** Check attendance regularly and counsel/advise student.

## Behavior Management Support Plans

**Student responsibilities:** Work with Student Services staff to develop and implement plan.

**Instructor responsibilities:**

**Student Support Services responsibilities:** Work with student who requests a plan to develop and implement strategies.

## Resources for Students

**Family Village** - <http://www.familyvillage.wisc.edu/>

A "global community" that brings together information, resources, and communication opportunities on the Internet for persons with disabilities, their families, and service providers.

**National Organization for Rare Disorders, Inc.** - <http://www.rarediseases.org>

A source for information on rare impairments and disorders.

**Yahoo! Society and Culture: Disabilities** - [http://www.yahoo.com/Society\\_and\\_Culture/Disabilities/](http://www.yahoo.com/Society_and_Culture/Disabilities/)

A wide-ranging directory related to disability.

**American Association of People with Disabilities** - <http://www.aapd-dc.org>

**National Disabled Student Union** - <http://www.disabledstudents.org>

## How College is Different from High School

High school: The Area Education Agency and/or teachers identify students with special needs.

College: Student must self-identify and provide documentation concerning the disability. Student must request approved accommodations from each college instructor.

High school: Area Education staff determine **entitlement** to special education.

College: Examples of documentation of a disability could include a copy of the student's final IEP, 504 eligibility statement or a letter from a psychologist or physician who has administered a formal assessment to diagnose the disability and recommend accommodations.

High school: Students are entitled to special education services.

College: Students must have a disability as defined by the ADA\* (see below) to be **eligible** to receive services.

High school: Special education services are available.

College: No special education is available. Reasonable accommodations are provided to **eligible** students to access courses already in existence.

High school: Accommodations are provided to students to ensure success.

College: **Specific accommodations may be provided to minimize the limitations imposed by the student's diagnosed disability. It is the student's responsibility to access the approved accommodations.**

High school: Coursework may be modified.

College: No modification of curriculum-all students complete essential course requirements.

High school: School IEP teams determine student's course of study and accommodations.

College: **Students must meet admission requirements and be otherwise qualified to meet all graduation requirements.**

High school: School representatives and parents communicate about student progress

College: **Federal law prohibits parental access to student academic information. Student permission must be obtained prior to any exchange of academic information.**

High school: Students must attend school-it is mandatory and free.

College: College is voluntary and expensive.

**To qualify for ECC accommodations, students must complete and return an application, available online or by contacting Wanda Koehrsen, Student Success Specialist. Students must also provide current documentation (if available) to substantiate the claimed disability and meet with Student Support Services staff.**

**Definition of disability as outlined under the Americans with Disabilities Act (ADA) guidelines: \*Physical or mental impairments that substantially limits one or more of the major life activities (such as breathing, walking, talking, seeing, hearing, learning, etc.) AND a record of such impairment or being regarded as having such an impairment.**

## **STUDENT SUPPORT SERVICES DIVISION STAFF**

Wanda Koehrsen, Student Success Specialist  
1100 College Ave.  
Iowa Falls, IA 50126  
641-648-8587

Email: [Wanda.Koehrsen@iavalley.edu](mailto:Wanda.Koehrsen@iavalley.edu)

Lynn Duit, Equity Officer  
1100 College Ave.  
Iowa Falls, IA 50126  
641-648-8513

Email: [Lynn.Duit@iavalley.edu](mailto:Lynn.Duit@iavalley.edu)

[This information and application can also be found online.](#)

Iowa Valley Community College District (which operates Ellsworth Community College, Marshalltown Community College, Iowa Valley Grinnell, and Iowa Valley Continuing Education) is accredited by [The Higher Learning Commission](#) (ph. 312-263-0456), the Iowa Department of Education, and the National Alliance of Concurrent Enrollment Partnerships; some individual degree programs are also accredited by agencies specific to those areas of study. IVCCD is a member of the North Central Association of Colleges and Schools. IVCCD has articulation agreements with Iowa's Regent universities and many other colleges in Iowa and the Midwest. It is the policy of IVCCD to provide equal educational and employment opportunities without discriminating on the basis of race, religion, color, creed, marital status, national origin, age, disability, sexual orientation, gender identity, or sex in its educational programs, activities, practices and policies.

Iowa Valley Community College District (IVCCD) and Ellsworth Community College understand their responsibility under the Americans with Disabilities Act (ADA) to make reasonable accommodations for employees, prospective employees, and students with disabilities. Specific steps for obtaining accommodations are listed in this booklet.

Students with disabilities should plan ahead when requesting accommodations. Reasonable accommodations can be made in a timely manner, but it may involve instructors, family members, counselors and other support personnel in addition to the student. Careful planning can insure that all involved have the time to respond to identified needs.

Ellsworth Community College students who feel they have been discriminated against are advised to contact Lynn Duit, Equity Officer, at 641-648-8513 or [Lynn.Duit@iavalley.edu](mailto:Lynn.Duit@iavalley.edu). Complaints may also be filed with the Iowa Civil Rights Commission in Des Moines at (515) 281-4121, or with the Office for Civil Rights, U.S. Department of Education, in Chicago, IL, at (312) 730-1560.