

INDEPENDENCE COMMUNITY COLLEGE



Student Handbook

2018-2019

STUDENT HANDBOOK

Independence Community College Mission

Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

Accreditation

Independence Community College (ICC) is accredited by the Higher Learning Commission, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504 of the North Central Association of Colleges and Schools. As a result of the most recent review (April 2017), Independence Community College was placed On Notice. HLC is an independent corporation that was founded in 1895 as one of six regional institutional accreditors in the United States. HLC accredits degree-granting post-secondary educational institutions in the North Central region, which covers 19 states, including Kansas.

Notice of Non-Discrimination

Applicants for admission or employment, students, parents, employees, sources of referral of applicants for admission or employment, and all unions or professional organizations holding negotiated agreements or professional agreements with the institution are hereby notified that this institution does not discriminate on the basis of race, religion, color, national origin, sex, age or disability in admission or access to, or treatment or employment in, its programs and activities.

Any person having inquiries concerning ICC's compliance with the regulations implementing Title VI, Title IX and the Americans with Disability Act of 1990 is directed to contact the coordinators who have been designated to coordinate ICC's efforts to comply with the regulations implementing these laws. Specific complaints of alleged discrimination under Title IX (sex) and Section 504 (disability) should be referred to:

Jessica Morgan-Tate
Compliance Officer
Section 504 & Title IX Coordinator
Independence Community College
1057 W. College Avenue.
Independence KS 67301
Phone: 620-332-5672
jmorgantate@indycc.edu

This Handbook is for information only and does not constitute a contract. The College reserves the right to change, modify or alter without notice all fees, charges, tuition expenses, and costs of any kind. The College further reserves the right to, without notice, add to or delete from this Student Handbook, as deemed necessary.

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MESSAGE FROM THE PRESIDENT

Welcome to Independence Community College!

On behalf of the College, I welcome you to one of the finest institutions of its kind: we are physically small yet nationally recognized, we offer an excellent education at a truly affordable cost, and our caring faculty and staff offer personalized attention that is second to none. Lives are changed by what happens here - including yours!

I came to this college because it is unique: tucked into a scenic corner of rural Kansas, the college has real personality, with a rich history of outstanding fine arts and sports achievement, in a historic community that is friendly and vibrant. If you are looking for an outstanding education at an institution that will prepare you for the workforce and to be a lifelong learner, you've found it at Independence Community College.



Each year, we prepare students for a new career, for further education, or for the pursuit of a rediscovered passion. While here, our students find that learning and development aren't limited to just the classroom. Our students are doers, not bystanders – many enjoy participation in our student clubs, sports, and local events. We offer both residential and non-residential options for our students, but in both cases, I hope you'll consider our close-knit campus your home away from home.

While you're here, I hope you'll ask questions, get to know your professors and our excellent staff, and above all, learn to love learning. I want to hear about your adventures here - friend me on Facebook, stop by my office, or send me an e-mail at dbarwick@indycc.edu. Like all of us at the college, I'm here to make you a success. We're glad you're here!

Sincerely,

A handwritten signature in black ink that reads "Dan Barwick". The signature is fluid and cursive, with a large, looping flourish at the end.

Dr. Dan Barwick
College President

CAMPUS MAP



ADMISSIONS

ICC is an open-door institution. However, students wishing to earn a degree or receive financial aid, must meet one of the following requirements:

1. A graduate of a high school that is accredited by the Kansas State Board of Education or a recognized state accrediting agency may be granted admission to ICC if the graduate's classes meet the minimum requirements of the state of Kansas for a high school diploma. (Four units of English Language Art, which include three units of English; three units of social studies, which shall include one unit of United States history and at least 1/2 unit of United States government; two units of science, including one unit as a laboratory course; two units of mathematics; one unit of physical education; nine units of elective courses; minimum of 21 units of credit shall be required for each graduating class) High school applicants with high school certificates of performance, high school special education, or high school career and technical diplomas must take and pass an approved high school equivalency examination.
2. A transfer student, in good standing, from a regionally accredited university/college.
3. A successful completer of an approved high school equivalency examination.
4. A high school freshman enrolled in a recognized gifted program with written permission from the high school principal/counselor.
5. A high school sophomore, junior, senior with written permission from the high school principal/counselor.
6. Home school students over the age of 16 currently enrolled in an educational program through a non-accredited high school may enroll in courses at ICC. A transcript reflecting the Qualified Admissions Curriculum Standards as established by the Kansas Board of Regents (KBOR), as well as ACT, SAT, COMPASS, or Accuplacer scores must be on file at the time of enrollment. Additional admission requirements may apply. Please contact the Office of Admission for more information. In addition, supplementary admission information is available at the KBOR Qualified Admissions website at www.kansasregents.org/qa/index.html.

Admissions procedures for new students, career and technical education students, former/returning students, high school students, homeschool students, out of state students and international students outlined on pp. 11-14 of the ICC 2018-19 Academic Catalog and/or ICC's website at www.indycc.edu.

NAVIGATOR ADVISING

Upon application for admission to ICC, prospective students are assigned a personal navigator to help guide them through their academic journey – from admissions to graduation. Navigators assist new students through the admissions and enrollment process, helping them complete any required admissions documentation, apply for financial aid, and enroll in classes. Navigators are also available to students year-round and follow an intrusive advising approach, working closely with students to help them adapt to their learning environment and to guide them in making informed decisions regarding their educational and career goals. Navigators are also knowledgeable in the college's financial aid and business office processes and can assist students in setting up a payment plan or obtaining scholarships and other forms of financial aid.

Navigators work closely with faculty and other academic/instructional staff and actively encourage students to connect with their professors and other resources on campus and are committed to creating an inclusive learning environment. Navigators actively advocate for the creation, enhancement, and strengthening of programs and services that recognize and holistically meet student's needs as a means of helping students effectively navigate academic, social and other life issues that might otherwise interfere with students' ability to complete their education.

FINANCIAL AID

The ICC Office of Student Financial Aid (OSFA) assists students with getting financial aid to pay for the cost of attending school. The OSFA provides students with access to Pell Grants, Supplement Education Opportunity Grants (SEOG), Stafford Loans, PLUS Loan for Parents, Federal Work Study, on-campus employment and scholarships. The OSFA is located in the Administration Building and is open Monday through Friday 8:00 a.m. to 5:00 p.m. (during the summer the office may have an alternate work schedule). Information about our office and your financial aid options can be viewed on the OSFA webpage at www.indycc.edu/financial-aid/. Our webpage is a great source of information including the financial aid process for grants, loans and working on campus.

ICC Financial Aid at a Glance

The first step to the financial aid process at ICC is to complete the applicable FAFSA at www.fafsa.ed.gov. During the summer term, the applicable FAFSA may be different for each student, so please contact our office about which FAFSA you should complete in the summer. The FAFSA is required to determine eligibility for all Federal Student Aid programs and ICC scholarships.

Students interested in receiving any ICC scholarship must submit a scholarship application online at www.indycc.edu or through the online financial aid system located on the OSFA webpage. The priority deadline for scholarship applications is June 1st for the Fall semester and November 1st for the Spring semester. Although ICC awards hundreds of thousands of dollars in institutional scholarships, if you apply for scholarships after this date, you may not receive scholarship funds. The qualifications for each scholarship type, which you must meet every term, are published on our webpage.

After ICC receives your FAFSA, you will be contacted via mail and/or email about the next steps to receive your financial aid. *The FAFSA is merely an application.* In order to receive financial aid, you must complete additional documentation with our office. The documentation you are required to submit will be listed on your online financial aid system account. It is your responsibility to regularly check your online financial aid system account, available at <https://selfservice.indycc.edu/netpartnerstudent>, and provide the requested documents in a timely manner. You must meet any applicable financial aid deadlines in order to receive your financial aid in a timely manner. Deadlines and corresponding disbursement dates are published on the OSFA webpage. You must also be meeting Satisfactory Academic Progress (SAP) in order to receive financial aid. ICC's SAP policy is published on our webpage.

ICC Foundation Scholarships

The ICC Foundation annually awards thousands of dollars of endowed scholarships. The ICC Foundation is responsible for assessing and awarding scholarships to applicants. You may apply for an ICC Foundation scholarship online through the ICC Scholarship Application located on our webpage. You must also submit a letter of recommendation to the ICC Foundation in order to be considered for their scholarships. Criteria may include, but need not be limited to, prior academic performance, performance on tests designed to measure ability and aptitude for college work, recommendations from instructors, financial need, and the conclusions that the selection committee might draw from information regarding an individual's motivation, character, ability, and potential.

Basic Financial Aid Requirements for All Students

The following is a list of basic requirements all students must meet in order to receive financial aid with ICC:

1. Complete the appropriate FAFSA;
2. Complete verification (if selected) through Inceptia's Verification Gateway;
3. Submit final high school transcript(s), or the equivalent, to the Office of Admissions;
4. Submit official college transcript(s) to the Registrar;
5. Submit the scholarship application to be considered for/receive your scholarship;

6. Choose whether to (or not to) authorize ICC to utilize Federal Student Aid for certain charges/prior balances (FSA Authorization Form); and
7. Accept your awards!

This is not intended to be an exclusive list of everything required of you; each student is unique and their financial aid is tailored to their needs. Therefore, each student may have different requirements. You can check your individual requirements in the online financial aid system at <https://selfservice.indycc.edu/netpartnerstudent>.

Completing Verification

Some students' FAFSAs are selected for verification by the U.S. Department of Education. ICC has partnered with Inceptia to complete the federal verification process utilizing Inceptia's Verification Gateway. Students selected for verification will be contacted by Inceptia via email to begin the verification process. Dependent students that provided parental information on the FAFSA are required to have one parent also authenticate and create an account. The parent must complete their part of the verification process. ICC does not award financial aid to students who are selected for verification and have not yet completed the verification process.

BUSINESS OFFICE

Business office hours are: Monday-Friday, 8 AM- 5 PM during the fall and spring semester and summer hours are: Monday-Thursday, 7 AM- 5:30 PM. The Business office is located in Room 108 of the Administration Building.

Tuition and Fees

- See current schedule of tuition and fees based on legal residency of students.
<http://www.indycc.edu/admissions/costs-to-attend>
- Payment may be made in the Business Office, which is located in the Administration Building. Visa, MasterCard, Discover and checks are all accepted forms of payment.
- Students who fail to pay or setup a payment plan by the first day of class will be dropped from all classes. (See payment policy)

Billing Policies

- All students enrolling in courses at ICC agree to pay the costs associated with their program of study, including but not limited to, tuition, fees, meal plans (not optional if living on campus), housing costs, consumables, and course fees.
- Students who are enrolled in courses after the last day to drop courses are responsible for the charges, even if they do not attend class after the last day to drop courses and regardless of the grade earned in the course. Students must understand and comply with all requirements to drop courses from their schedule.
- All charges are final after ninety (90) days from the date the charges and/or credits appear on your account. After ninety (90) days, all charges and/or credits are final and will not be adjusted.

Payment Policy

- Students must be paid in full or have set up payment plans on all accounts with the College prior to the first day of class each semester to avoid being dropped from classes.
- Beginning with registration each semester, tuition, fees, and other charges not covered by financial aid will be due and payable by the first day of class.
- If a student leaves the College with unpaid accounts, his/her academic records will be withheld, and no transcript of record or academic recommendation will be issued until the account is paid in full.
- See Payment Policy for full details and payment plan options.
www.indycc.edu/student-life/business-office/payment-policy

Payment Plan

- Students who wish to enroll but are unable to pay 100% of their expenses by the first day of class may elect to utilize the Payment Plan option.
- Students may set up a payment plan or they may authorize a parent, guardian or other individual to set up a payment plan on their behalf.
- A non-refundable fee will be assessed to establish a payment plan. Students defaulting on payments will have a hold placed on their account. Until the account is paid in full, students will not be able to enroll or receive academic records.
- Balances that are more than 6 months past due will be sent to collections.

CAMPUS SERVICES

Library

The ICC Library is committed to supporting student achievement by facilitating access to information resources and providing instruction in research techniques and information literacy.

The ICC Library, located on the top floor of the Academic Building, is not just a place to borrow books. The Library is an important social center on campus where students can meet to study together, use a computer, or find a quiet corner and study or read. The staff is available to help students use the Library's many electronic resources and to find materials that are appropriate for a given project or assignment.

In addition to around 20,000 scholarly and leisure reading books, the Library has DVDs, graphic novels, board games, study aids, magazines, journals, and newspapers -- even children's books -- all available for free check-out. Interlibrary loan services allow students to access books and journal articles from research libraries across the state. The library is also home to the William Inge Collection, the largest existing collection of writings by Pulitzer Prize winning playwright William Inge. The Collection includes more than four hundred original manuscripts, as well as correspondence, interviews, and other memorabilia. Materials in the Collection cannot be checked out, but students and community members are welcome to make an appointment for a tour or to conduct research in the Collection for class assignments or personal interest.

Regular library hours are Monday-Friday 8:00 a.m. to 5:00 p.m. The library will offer extended hours around finals and will have different hours during school breaks and summer.

Student Support Services (SSS)

Student Support Services is a TRIO program funded 100% by the US Department of Education. The program focuses on providing academic support to participants to ensure their success in college. The SSS staff strives to help students improve their quality of life both academically and socially. In order to participate, ICC students must qualify for this program in one of three ways: first generation student status (neither parent nor guardian has received a bachelor's degree), income eligible (as determined by the Federal Government), and/or documented physical or learning disability. Activities and services offered are FREE to qualified students. All students who use the program must be citizens or permanent residents of the United States of America.

Student Support Services offers:

- Academic coaching;
- Individual and group tutoring;
- Test review sessions;
- Computer and printer access;
- Campus visits to 4-year colleges and universities;
- Transfer application assistance;
- Mentoring;
- Assessments of learning styles and study skills;
- Tutorials on financial and economic literacy;

- Career exploration and planning;
- Workshops for development of personal and academic skills such as: stress reduction, financial planning, goal setting, time management, personality types, procrastination, plagiarism, test taking, note taking, and resume building;
- Workshops on transfer and continued study options;
- Cultural enrichment activities;
- Community engagement/volunteerism activities;
- Advocacy for disabled students to ensure equal access to higher education opportunities; and
- Bi-monthly production of the Swashbuckler newsletter.

To learn more about Student Support Services, drop by the Tutoring Center in Room 130 of the Academic Building, email bcampus@indycc.edu, call (620) 332-5423 or (620) 332-5404 or visit ICC's webpage or Facebook @ICCTRIOSSS.

Tutoring Center

The ICC Tutoring Center is located in Room 130 of the Academic Building. College Reading and Learning (CLRA) certified peer tutors are generally available Monday–Thursday from 8am–8pm and Friday 8am–5pm during the fall and spring semesters. Summer hours may vary. Tutoring is also available to online students by appointment. Walk-in tutoring appointments are available but to schedule a tutoring session you may complete an online request form at www.indycc.edu/student-life/tutoring-center or call 620.332.5457.

CRLA certified student tutors are able to assist students with a variety of subjects from basic math and English courses to accounting and chemistry. Tutors are eligible to provide tutoring for courses they have successfully completed with an A or B, consequently, the courses for which a tutor is certified varies from semester to semester. Follow the Tutoring Center on Facebook: Independence Community College – Tutoring Center or on Twitter @ICCTUTORING.

Student Accessibility Services

Students with disabilities seeking academic accommodations should contact the Associate Dean for Tutoring and Accessibility to schedule an intake interview and complete a request form or students may also complete request form and upload documentation at www.indycc.edu/learning/accessibility. After a student has requested accommodations, the student will be contacted by the Associate Dean for a brief discussion regarding their request. During this meeting, discussion will focus on how the disability affects the student and what accommodations will be needed. Early contact is encouraged as it can take weeks (or months in the case of recorded textbooks and Assistive Technology) for academic accommodations to be arranged.

Students will be required to furnish appropriate documentation of their disability. The documentation must follow the guidelines as outlined in the Academic Accommodations Handbook. Documentation must state current functioning and include justification for the requested academic accommodation. The Associate Dean and the Accommodations Committee will determine if the documentation is adequate to both establish the existence of a qualifying disability and to support the requested accommodations. Students diagnosed prior to high school graduation may also wish to submit Individualized Education Plan (IEP) documents. Information obtained is confidential and is used solely for the purpose of identifying appropriate support services.

ICC prohibits discrimination or harassment on the basis of disability in all of its programs and activities. Individuals with questions or concerns about ICC's ADA and Section 504 policies, including its provision of reasonable accommodations for students and employees with disabilities, are encouraged to contact ICC's ADA and Section 504 Coordinator.

Food Service

All meals in the cafeteria are provided by the Great Western Dining Service. The food management staff works with students to provide delicious food to meet dietary and personal needs. Students enjoy a variety of foods and an unlimited plan allows for seconds and thirds of most items on the menu. Students may even request a favorite recipe from home! Residence Hall students will receive three meals each class day plus two meals each weekend day as part of their housing contract. **The Director of Food Services has the right to refuse service to anyone whose conduct, language, appearance, or dress is inappropriate for the College dining and serving areas.**

Hours of service:

Monday-Friday

Hot Breakfast7:15am-8:30am
Continental Breakfast8:30am-9:00am
Lunch11:30am-1:30pm
Dinner (Monday-Thursday)...5:30pm-7:30pm
Dinner (Friday).....5:30pm-6:30pm

Saturday & Sunday

Brunch.....12:00pm-1:00pm
Dinner 5:00pm- 6:00pm

Mental Health Services

ICC partners with the following local agencies to provide mental health and other health services to its students. Students can arrange to receive counseling and other health services from these agencies by contacting their ICC Navigator, the Compliance/Title IX Department at (620) 332-5672, or by submitting a request through ICC's complaints/concerns system at <https://www.indycc.edu/student-life/student-complaints>.

Community Health Center of SE Kansas

Coffeyville Location:

801 West 8th
Coffeyville, KS 67337
(620) 251-4300

Independence Location:

3751 West Main Street
Independence, KS 67301
(620) 577-2131
(same building as Four County Mental Health)
<http://chcsek.org/>

Four County Mental Health Center

3751 West Main Street
Independence, KS 67301
(800) 499-1748
www.fourcounty.com

Labette Health/Independence Healthcare Ctr.

510 North Peter Pan Road
Independence, KS 67301
(620) 332-2000
<https://www.labettehealth.com/clinics/independence-healthcare-center/>

Safehouse Crisis Center, Inc.

Domestic violence, sexual assault and stalking
crisis support services
(620) 251-0632
(888) 320-7218 (hotline)
<https://www.safehousecrisiscenter.org>

Bookstore

ICC owns and operates its own college bookstore. As of 2014, **all textbooks are included in tuition**. This means that all textbooks will be on **loan** to students. To pick up books you must bring a current printed schedule to the bookstore. Also, although you do not have to pay for textbooks, all consumable books such as workbooks and online codes will still have to be purchased and will be charged to the student's account.

Textbooks must be returned at the **end** of each semester. If not returned on the return date, a hold will be placed on the student's account. Five business days after finals the student will be charged full retail for any non-returned textbooks.

In addition to textbooks, the bookstore also sells official Pirate clothing, caps, and miscellaneous items. You can also purchase breakfast, a snack or a great cup of coffee, hot chocolate or cappuccino. All bookstore sales support your campus.

Student Union

ICC recently renovated the Student Union to give our students on campus a space of their own. The Student Union has several areas where students can relax, watch TV, study, or play games. It is a great area to hang out between classes, spend some time with friends outside of the dorms, do homework or watch a movie.

Movie Theatre

Located in the student union, this intimate theater plays second-run movies throughout the year on a weekly or bi-weekly basis. Films include both new releases and great classics. ICC's Student Government Association helps select the movies/genre for upcoming months and suggestions from students are always welcome.

The Anchor

The Anchor is located just outside the movie theatre and provides a coffee-shop type environment where students can enjoy a beverage and watch TV or play board games, shuffle board, mini basketball or table tennis.

Gaming Center

In the Gaming Center, there are three semi-private rooms, each of which has two Xbox One consoles, a Sound Bar, and a 42 inch 4K TV. Bring a group of friends to play a variety of video games, or take up a controller and go at it solo. The Gaming Center also has two video walls for interactive games like *Just Dance* or classic Wii sports games.

Parlay Room

The Parlay Room has six computers for students to type up papers or surf the internet, a fireplace and comfortable chairs. This room is designed to be a quiet area for students to relax while they read, study or complete their homework.

Study Rooms

Get a group together or come down by yourself and take advantage of our private study rooms. This is a great place to meet with other students to complete a group project or to just get away and gather your thoughts.

STUDENT ACTIVITIES

The Student Activities Director offers a full array of student activities during the year. The Campus Activities Board (CAB) and Student Government Association register student organizations. CAB schedules and coordinates activities and programs, which include the Fall Festival, Open Mic Nights, movie nights, and medallion hunts. Students who get involved in CAB will assist in deciding which student organizations and programs will be funded on campus.

Clubs

ICC offers students a variety of clubs they can participate in while they attend ICC. Students are invited to start new student organizations on campus. Any student who wishes to create a club is encouraged to speak with the Vice President of Student Affairs or Student Activities Director to discuss guidelines and regulations. Current ICC clubs include:

Student Ambassadors

Dillon Packard
620.332.5486

The ICC Student Ambassadors are a select group of students who represent the College in many ways, including hosting campus tours and acting as goodwill ambassadors to promote ICC within the community. Ten to fifteen ICC students are chosen each fall to be Student Ambassadors based on their academic achievement, extracurricular activities and a personal interview.

Collegiate Farm Bureau

Taylor Crawshaw and Andrew Gutschenritter
620.332.5457 or 620.332.5473

The Collegiate Farm Bureau is a program of Kansas Farm Bureau which exists to support students engaged in agriculture, enhance members' education and develop future leaders for the organization and ag industry. Chapter activities center around Kansas Farm Bureau's mission based in advocacy, education and service and provide opportunities for members to meet new friends and mentors and build leadership skills.

ICC Collegiate Farm Bureau meets monthly on the college campus. For more information, contact Taylor Crawshaw at tcrawshaw@indycc.edu or Andrew Gutschenritter at agutschenritter@indycc.edu.

ICC Lit Guild

Heather Mydosh
620.332.5435

The Lit Guild is an organization devoted to the literary arts at ICC, and includes Creative Writing Club, the Orion literary supplement, and the annual Visiting Authors' Series. Events include a monthly Open Mic Night, where anyone who wants to perform a poem, song, short-story, dance, magic trick, tell jokes - anything goes! - is welcome to take the "stage," and twice-annual overnight Write-Ins. Lit Guild also coordinates the Holiday Book Tree, providing books for local children. All are welcome!

Band Programs

Larry Markiewicz
620.332.5637

Athletic Band supports the College's athletic teams in season with music at home games. In the fall, the band is a marching band which performs marching shows at half-time. The band also marches in several parades including the Neewollah Grand Parade. This band includes a color guard and drumline. In the spring semester, this band functions as a true pep band playing for both women and men's basketball games. This band is open to ICC students and scholarships are available.

Jazz Band plays standard Jazz Band Literature with activities including public concerts. Scholarships are available for participating in this group.

Concert Band is a large concert band open to both ICC students and community members. Activities include several public concerts throughout the year both fall and spring. This group performs music from the standard wind band repertoire including music from the Renaissance to new composers of today. Scholarships are available to students participating.

Vocal Music

Jim Henderson
620.332.5434

ICC Chorale is a large SATB non-auditioned ensemble open to all students and community members. This is a large choral ensemble open to both ICC students and community members. Activities include public concerts during both fall and spring semesters. Music selections include works from the Renaissance to modern choral selections. This group also performs a large master work each spring.

ICC Chamber Singers is a smaller auditioned SATB ensemble. Auditions are held at the end of the Fall and Spring semesters, and at the discretion of the director. Chamber Singers performs more advanced literature from a variety of styles and periods. Chamber Singers performs at many events throughout the school year which includes touring a major US city following finals in May. Chamber Singers are eligible for department scholarships.

Coed Cheer

Cody Westerhold
620.332.5496

The coed cheer team represents ICC in all facets of sports and enthusiastically supports all college activities in the community and on campus. Students are encouraged to contact the athletic department for additional information and for scholarship opportunities.

Phi Theta Kappa

Anita Chappuie and Sarah Owen
620.332.5634 or 620.332.5468

Phi Theta Kappa is the largest honor society in American higher education with more than 3.2 million members and 1,300 chapters located in all 50 of the United States, U.S. territories, British Virgin Islands, Canada, Germany, Marshall Islands, Micronesia, United Arab Emirates and Palau.

ICC's Beta Omega chapter was the first chapter formed in Kansas. Through our active participation in Phi Theta Kappa's programs, we have developed a long, rich history in the organization. Fellowship, Scholarship, Leadership and Service opportunities are possible through participation in Phi Theta Kappa.

ICC Student Government Association/Student Senate

Tammie Geldenhuys and Marg Yaroslaski
620.332.5480 or 620.332.5467

The Student Government Association allows a forum for all students to influence their environment. SGA serves as the official representative body for students, acting as a liaison between students and administration. Student Government may present formal resolutions to the administration recommending changes in the operation of the campus. All students are eligible for membership in SGA.

Events

The Student Activities Director works closely with students and groups on campus to organize events for students on campus. We are always looking for great ideas from students on things they think the campus may enjoy. Over the years we have put on ping pong tournaments, video game tournaments, super bowl viewing parties and many outdoor activities that our students enjoy participating in.

WILLIAM INGE THEATER FESTIVAL

Independence Community College is home to the William Inge Theater Festival—the Official Theater Festival of the State of Kansas, by proclamation of the state legislature. It is named for the late Pulitzer Prize and Academy Award-winning playwright William Inge, who is a native of Independence and an alumnus of ICC.

The Inge Festival has brought world-renowned playwrights to campus to accept the prestigious William Inge Distinguished Achievement in American Theatre Award. Neil Simon, Stephen Sondheim, August Wilson, Arthur Miller, Beth Henley, and Paula Vogel are just some of the internationally acclaimed writers who have been guests of ICC during the Festival.

All ICC students are encouraged to attend the many workshops, panels, and performances during the Inge Festival. Students are given the opportunity to meet and learn from the professional actors, writers, and directors who visit. There is no charge to students.

In addition, the Inge Center hosts professional playwrights as Playwrights-in-Residence at the historic Inge House and teach playwriting at ICC. Professional directors and actors also visit campus as part of the residencies. Throughout the year, ICC students have multiple opportunities to participate in other programs, such as the Anna Plays, whereby students direct and produce their own productions, as well as numerous theatrical productions throughout the semester.

RESIDENCE LIFE

The Student Housing at ICC is a premier on-campus student housing community. Student housing offers fully furnished units and utilities all included in one price. Our community offers student centric social areas, controlled access buildings, laundry facilities, on-site maintenance, 24-hour surveillance and more! Unlike other on-campus housing options, ICC student housing offers individual leases, a roommate matching program and academic year leasing. For more information, you can visit ICC's website at <http://www.indyvillas.com/> or give student housing a call at (620) 331-8332.

ACADEMIC STANDARDS

Academic Dishonesty

Any student dishonesty detected in a course will result in the student receiving no credit for the examination, written work or quiz, and may result in an "XF" grade, suspension and/or dismissal from the course and/or institution. The student so affected has the right of appeal through the Judicial Committee and the Vice President of Academic Affairs.

Grading System

ICC operates on the semester system. Two semesters comprise the academic year. The semester hour is used to designate the amount of college credit for a subject taken for one semester. One semester hour of credit usually represents one lecture or recitation per week. At least two additional hours each week in preparation or laboratory work may be required. A three semester hour course normally meets for three 50 minute periods per week. An average student credit hour load is 15 hours per semester. So that academic achievement may be recorded and made available for reference, the following system of recording grades is in effect. Letter grades are converted to grade points for each semester hour of credit earned. Note: Four-year colleges may not accept a "D" as a transfer grade.

For more information about academic policies and procedures including how to withdraw from or drop a course, finals schedules, requesting a transcript, degrees, certificates and graduation requirements, please refer to ICC's 2018-2019 Course Catalog.

Grade Points per Credit Hour

Grade point average (GPA) is calculated by taking the total number of grade points earned divided by the total number of hours attempted for which grades A, B, C, D, or F are recorded. In classes where a grade of "P" is recorded, the hours will not be used when figuring the final GPA.

A = 4
B = 3

C = 2
D = 1

F = 0
P (Passing) = 0
CPR (Credit)
AU (Audit)

CL (Academic Clemency)
FN (Failing not Attending)
I (Incomplete)
W (Withdrawn)

Student Classification

Students who have completed 30 semester hours or less of course work are classified as freshmen; students who have completed 31 or more semester hours of course work are classified as sophomores. Depending on the degree a student chooses to complete, he/she will need 60-64 semester hours and a 2.0 GPA to graduate from ICC with an associate's degree.

The ICC College Catalog is a resource for more detailed information concerning academic topics discussed in the Student Handbook. The Catalog contains, among other things, specific information concerning degree requirements and course offerings. A copy is available to the student on the web at: <http://www.indycc.edu/student-life/registrar/index>.

STUDENT CODE OF CONDUCT

Often the action and conduct of one student influences the attitudes and thoughts of the general public about all of our students. We expect a positive attitude and demeanor, as your behavior and the choices you make while representing the college on and off campus will greatly affect our image in the community.

This means that ALL choices, even personal ones, will potentially come under scrutiny. How you behave and with whom you interact and associate is important. You must treat all others with respect and dignity. This extends into personal and intimate relationships; for individuals to engage in any type of sexual activity with each other there must be clear and unquestionable consent.

A determination about the existence of consent is a critical element in the investigation of a sexual assault. Campus policy requires affirmative consent between individuals engaging in sexual activity. Affirmative consent is defined as "informed, freely and affirmatively communicated willingness to participate in sexual activity that is expressed by clear and unambiguous words or actions." Clear and unambiguous words or actions are those that are freely and actively given by informed individuals that a reasonable person in the circumstances would believe communicate a willingness to participate in a mutually agreed upon sexual activity.

Students at ICC are expected to conduct themselves as self-respecting, educated men and women. It is assumed by the college that students will demonstrate a code of personal honor based upon courtesy, integrity, common sense, and respect for others, both inside and outside the classroom. **The college reserves the right to suspend or dismiss a student for conduct which is detrimental to the best interests of the college.** The following types of behavior will be considered violations of the college's standards:

1. Disrespect for authority towards faculty, staff and administration.
2. Threatening the life or physical safety of others, including acts of hazing with physical, verbal, or emotional abuse.
3. Conduct which disrupts, impedes, or interferes with the operation of any college function, including conduct that disrupts the marketing and branding of our campus.
4. Conduct which substantially infringes upon or invades the rights of others, including the use of social media to harass, disrupt, or threaten students, staff, faculty, or administration.
5. Damaging, breaking into, or the unauthorized use of college facilities, and stealing college equipment or supplies.
6. Academic dishonesty.
7. Failure to properly obtain affirmative consent before engaging in sexual activities
8. Violation of any state or federal law on college property or while involved in college activities.
9. Violation of conditions of probation (including academic) by a student on college property while involved in college activities.

10. The unlawful use or possession of alcohol, illicit drugs, or tobacco on campus or at college sponsored activities.
11. Additional standards may be implemented by the Director of Student Life and the Vice President of Student Affairs.

Sanctions and Penalties for Student Code of Conduct Violations

Upon a determination that a student or organization has violated any of the rules, regulations, or disciplinary offenses set forth in the Student Code of Conduct, the following disciplinary sanctions may be imposed, either singly or in combination, by the appropriate institution officials:

- **Alcohol/Drug Assessment:** A student may be required, on the basis of documentation, to undergo an alcohol and drug assessment under counseling contracted services. The student is responsible to insure the appropriate documentation is submitted. The student is responsible for all costs.
- **Community Service/Work Hours:** A student may be required to perform specified tasks of service to the college or community under the supervision of a specified official.
- **Counseling:** A student may be required to attend a counseling session as deemed necessary by the judicial officer. The first session, if required by ICC, will be paid for by the College.
- **Educational Sanctions:** The judicial officer may require performance of a variety of educational sanctions. These may include, but are not limited to, a formal apology (in writing and/or in person) or a public presentation or research paper on a designated topic.
- **Fines:** A student may be required to pay a monetary fine, which shall be payable to the college for selected policy violations.
- **Interim Suspension:** As a general rule, the status of a student accused of violations of the ICC code of conduct should not be altered until a final determination has been made in regard to the charges. However, interim suspension may be imposed while awaiting a formal hearing upon a finding by the President, Vice President of Student Affairs or his/her designee that the continued presence of the accused on campus constitutes an immediate threat to college property, classroom or other campus activities, and/or the physical safety and well-being of the accused or any other member of the college community or its guests.
- **Probation:** Continued enrollment of a student on probation may be conditioned upon adherence to these regulations. Probation may include restrictions upon the extracurricular activities of a student. Any conduct in violation of these regulations while on probationary status may result in the imposition of a more serious disciplinary sanction.
- **Reprimand:** A written reprimand, or censure, may be given any student or organization whose conduct violates any part of these warnings.
- **Restitution:** A student who has committed an offense against property may be required to reimburse the institution or other owner for damage to or misappropriation of such property.
- **Restriction:** A restriction upon a student's or organization's privileges for a period of time may be imposed. The restriction may include, for example, denial of the right to represent the institution in any way, denial of the use of facilities, denial of parking privileges, denial of participation in extracurricular activities, or restriction of organizational privileges.
- **Warning:** The appropriate institutional official may notify the student that continuation or repetition of specific conduct may be cause for other disciplinary action.
- **Scholarship Loss:** If deemed appropriate by division giving scholarship, the scholarship may be withdrawn by the advisor or coach.
- **Suspension/Expulsion:** If suspended, the student is separated from the college for a stated period of time, with conditions of readmission stated in the notice of suspension.

Off-Campus Activities

Even though the college cannot monitor areas outside the college, student organizations and individual students may be held accountable and responsible for their actions off-campus. The jurisdiction and discipline of the College shall apply to conduct that occurs on property owned, occupied, or used by the College; while a student

is attending or participating in any college related activity; or in any location if the conduct adversely affects the student's suitability as a member of the college community or is detrimental to the interests of the institution.

SAFETY AND SECURITY POLICIES

Electronic Feedback Reporting System

ICC values communications from its stakeholders and as such has implemented a system for electronic submission of complaints, concerns and compliments. All stakeholders, including students, employees, community members and volunteers, are actively encouraged to submit safety and security comments and concerns to the College through its electronic feedback reporting system located on the ICC website at <https://www.indycc.edu/student-life/student-complaints>.

School Closings

Emergency closing situations include, but are not limited to, snowstorms or other weather conditions, heating/air conditioning failure in the buildings, health reasons (i.e. epidemics), employee concern, extreme financial emergencies, or other emergencies. To learn of an emergency closing at ICC, check our website, Facebook page, Text Caster, or tune into local radio and/or television broadcasts. If no announcement is made, classes will operate on a regular schedule. Every effort is made to ensure that the decision to close the College is made no later than 7:00 a.m.

Emergency Storm/Tornado Safety Procedures

On the ICC campus, a storm warning may be given by voice or audible alarm. If a storm warning is issued, please respond in the following way:

- *Academic Building*: Seek shelter in the Tutoring Center (AC 132) or in the classrooms along the west wall of the lower level of the building
- *Administration Building*: Seek shelter in the Tutoring Center (AC 132) or in the classrooms along the west wall of the lower level of the building
- *Cessna Learning Center*: Seek shelter in the restrooms in the Cessna Learning Center
- *Fieldhouse*: Seek shelter in the interior rooms or locker rooms of the Fieldhouse
- *Fine Arts Building*: Seek shelter in the restrooms in the Fine Arts building
- *Student Union*: Seek shelter in the lower level of the Student Union
- *Residence Halls*:
 - *Captains Quarters and Pirate Bay Villas*: Seek shelter in the interior hallways, restrooms and laundry rooms on the lower level of the Captains Quarters
 - *Bricks*: Seek shelter in the restrooms in the Bricks

Emergency Response and Evacuation Procedure

Independence Community College maintains the *ICC Emergency Preparedness Procedures* for instances of injury or illness, fire, weather disturbances, bomb threats, and violence. The plan is evaluated and updated annually and provides guidance for campus wide response to emergencies caused by natural disasters, man-made catastrophe or other violent or threatening behavior by an individual or group in a manner that protects the lives, health and personal well-being of all members of the college community, public and private property and the ability of the college to reasonably carry on normal operations.

The campus community is to be immediately notified upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students, employees, and visitors on or off-campus, unless issuing a notification will compromise efforts to contain the emergency. The College confirms the existence of a significant emergency through communication with campus safety personnel, the college's compliance department and/or the supervisors of departments and/or buildings directly involved in the emergency situation.

When a determination has been made by the President or his/her designee confirming a significant emergency or dangerous situation, the college President or his/her designee will inform the campus community by immediately posting the announcement using the TextCaster Emergency Notification System (to registered recipients), with a campus-wide e-mail, and having the announcement posted on the campus website (www.indycc.edu). The announcement may include, but is not limited to, the following information: type of situation, location of occurrence, and any other available information.

The decision to issue an emergency response or dangerous situation announcement, and amount of information provided to the public shall be made by the President and/or Compliance Officer or a designee on a case-by-case basis considering all available facts surrounding the campus community, whether the situation is considered a serious or continuing threat to students or employees and the possible risk of compromising local emergency management efforts. The entire campus community will be notified when there is at least the potential that a very large segment of the community will be affected by a situation, or when a situation threatens the operation of the campus as a whole.

Timely Warning Policy

The Independence Community College President, Compliance Officer or a designee is responsible for issuing timely warnings in compliance with the Jeanne Clery Act, 20 U.S.C. § 1092(f) *et seq.*

Anyone with information warranting a timely warning should report the circumstances to the Compliance Officer in the Academic Building. In the event that a situation arises that requires issuance of a warning, the proper timely warning procedure should be followed. These warnings are provided in order to keep the campus community informed about safety and security matters on an ongoing basis and in an effort to prevent similar crimes from occurring.

The decision to issue a timely warning shall be decided on a case-by-case basis in compliance with the *Jeanne Clery Act* and considering all available facts surrounding the campus community, whether the crime is considered a serious or continuing threat to students or employees and the possible risk of compromising law enforcement efforts. The campus community is to be immediately notified upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students, employees, and visitors on or off campus, unless issuing a notification will compromise efforts to contain the emergency.

Timely warnings are usually issued for the following classifications:

- arson
- burglary
- robbery
- aggravated assault
- criminal homicide
- motor vehicle theft
- sex offenses
- any other crimes as deemed necessary

When a determination has been made that a timely warning should be issued, the college President and/or Compliance Officer or a designee will inform the campus community by immediately posting the announcement using the TextCaster Emergency Notification System (to registered recipients), campus-wide e-mail, and/or have the announcement posted on the campus website (www.indycc.edu). The warning may include, but is not limited to, the following information: type of crime, location of occurrence, and available suspect information.

Missing Person Policy

In compliance with the Higher Education Opportunity Act of 2008, this policy sets forth procedures for reporting, investigating and making emergency notifications regarding any currently enrolled student who is believed to be

missing. A student will be presumed to be missing when his/her absence, of 24 hours or more, is inconsistent with his/her established patterns of behavior and the deviation cannot be readily explained.

Reporting a Possible Missing Student

Any member of the college community, including both employees and students, who is concerned that a currently enrolled student may be missing should immediately contact the Vice President of Student Affairs at 620.332.5480 or the Compliance Department at 620.332.5672. Any college employee who receives a report of a possible missing student must immediately refer such report to the Vice President of Student Affairs or the Compliance Department. If it is determined that a student is missing, the College will notify the President and the Montgomery County Sheriff's Department (Main Campus), Independence KS Police Department (West Campus) and/or other appropriate law enforcement agencies, as necessary.

Missing Person Emergency Contact

Students are able to designate a "Missing Person Emergency Contact" on the application for student housing. If a student is determined to be missing, the College will notify the designated Missing Person Emergency Contact no later than 24 hours after the student is determined to be missing. This contact information is considered confidential and will only be accessible to authorized college or law enforcement personnel.

Parent/Guardian Notification for Students under 18 years of age

If a student is under 18 years of age (and not emancipated) and is determined to be missing, the College will notify a custodial parent or guardian not later than 24 hours after the student is determined to be missing.

Sale and solicitation

ICC prohibits solicitation, sales, or door-to-door canvassing by students or non-students on college property, except with permission of the Coordinator of Student Life, the Vice President of Student Affairs and/or the Compliance Department.

The Clery Act Annual Security Report

In 1991, the US Congress passed the Student Right-to-Know and Campus Security Act, which requires colleges to report the three previous years of statistics on murder, sex offenses, robbery, aggravated assault, burglary, and motor vehicle theft, and statistics on arrests for drug and alcohol violations. In October 1998, President Bill Clinton signed an amendment renaming the act the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and requiring that all crimes motivated by hate or bias be included in the statistics. ICC recognizes the importance for an institution of higher learning to develop and maintain a safe and secure environment in which the academic and social pursuits of its members can be fully realized. The College has the utmost concern for the success of each student and strives to give each student maximum freedom to live his/her life free from outside interference. With this freedom, however, comes the responsibility of becoming an active participant in the exercise of personal safety. No community's security plan can attain maximum effectiveness unless everyone contributes to making it work. Safety and security are both personal as well as shared responsibilities. Only by accepting this responsibility can members of the College community maintain a safe and secure environment.

Reporting Crime

People who see or know of criminal activity or emergencies on campus may report these events in several ways. Serious injury accidents and other emergencies should be reported by dialing 911. Several agencies from the city and county, including the ambulance service and fire department, will respond to the campus. The Sheriff's Department will also respond to calls for assistance 24 hours a day. When possible, after calling 911, campus safety personnel should also be contacted. For non-emergencies call the Sheriff's office at 620-330-1000 or call campus safety personnel at 620-331-8558. You may also contact the Vice President of Student Affairs or the Compliance Department to report criminal activity.

Student Bill of Rights

ICC is committed to providing options, support, and assistance to members of our community that are affected by sexual assault, sexual harassment, intimate partner violence and stalking regardless of whether the crime or violation occurred on campus, off campus, or while studying abroad.

The rights listed below are afforded to all students reporting sexual violence, as well as all students accused of sexual violence, regardless of race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, status as an intimate partner violence victim, or criminal conviction.

All ICC students have the right to:

- Make a report to local law enforcement or state police;
- Have disclosures of intimate partner violence, stalking, and sexual assault treated seriously;
- Make a decision about whether or not to disclose a crime or violation and participate in the judicial/conduct process or criminal justice process free from pressure by the institution;
- Participate in a process that is fair, impartial and that provides adequate notice and a meaningful opportunity to be heard;
- Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
- Describe the incident to as few institutional representatives as practicable and not be required to unnecessarily repeat a description of the incident;
- Be protected from retaliation by the institution, any student, the accused/respondent, and their friends, family and acquaintances that are within the jurisdiction of the institution;
- Be accompanied by an advisor of their choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process, including during all meetings and hearings related to the process; and
- The exercise of civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

Bullying

Bullying is a widespread and serious problem that can happen anywhere. It is not a developmental phase an individual has to go through, it is not “just messing around,” and it is not something to grow out of. Bullying can cause serious and lasting harm. Bullying involves:

- Imbalance of power - people who bully use their power to control or harm and the people being bullied.
- Intent to cause harm - actions done by accident are not bullying, the person bullying has a goal to cause harm.
- Repetition - incidents of bullying happen to the same the person over and over by the same person or group.
- Anyone can be a bully by using the following techniques to intimidate, embarrass, belittle or harass someone:
 - Verbal - Name-calling, hassling someone, spreading rumors or making degrading comments.
 - Social - Spreading rumors, leaving people out on purpose, interfering negatively on other relationships.
 - Physical - Hitting, punching, shoving or by using threatening looks or gestures.
 - Cyber bullying - Using the Internet, mobile phones or other digital technologies to harm others.
- When bullying becomes physical or sexual and causes harm or damage to property or makes you feel afraid to attend classes, it can be considered to be an assault or harassment. If you experience any of the following feelings caused by someone, you may be a victim of bullying:
 - Feel angry, sad, lonely or depressed.
 - Feel like you have no friends.

- Find that you are getting into fights.
- Want to hurt someone else or yourself.
- Feel like taking steps to defend yourself.
- Feel helpless to stop the bullying.
- Feel hopeless that anything can be done.
- Afraid to be on campus or feel anxious all the time.
- Feel bad about yourself.

You have a right to be safe. If you or someone you know may be a victim of bullying, communicate your concerns to a friend or parent or contact ICC college officials, counselors or navigators.

Bystander Intervention

Bystander Intervention is a philosophy and strategy for prevention of various types of violence, including bullying, sexual harassment, sexual assault, and intimate partner violence.

The college asks everyone in the ICC family to be an active bystander. Being an active bystander shows that you care about the ICC community. When you witness any troubling behavior, take action to make sure that ICC is a safe place. Being aware, and responding are key to become an active bystander. See something, say something and ***do something***.

There are many examples for becoming an active bystander. If you observe any of the following behaviors you need to say something to keep ICC and our ICC community safe:

- Sexual harassment such as catcalling
- Disrespectful or abusive behavior
- Homophobic Statements
- Racist or sexist jokes
- Discrimination
- Risky behavior resulting from substance use
- Hate behavior or comments
- Taking advantage of power imbalances such as status, size or level of inebriation

Bystander Intervention Strategies

Direct - Step up and say something. Point out threatening or inappropriate behavior in a safe, respectful manner. For example you might say:

- Are you OK?
- Can I talk to you for a second?
- That's really not cool.
- If intervening in the situation would be dangerous for you to do call 911. It's always an option for intervention.

Distract - Find a way to divert the individuals. Make up an excuse to help the friend get away from someone who might pose danger by:

- Inviting yourself to tag along
- Saying, hey this party is lame, let's go somewhere else.
- Asking, did you get that homework done from class?

Delegate - Find someone who can help.

Remember, we all have a right to be safe. Communicate any concerns to a friend or parent or contact ICC college officials, counselors or Navigators.

STUDENT GRIEVANCE PROCEDURES

Individual departments on campus may follow their own student grievance and appeals procedures. For more information about these grievance and appeals procedures, please contact the individual department supervisor or the compliance department.

Grievance Electronic Submission Form

ICC values communications from its stakeholders and as such has implemented a system for electronic submission of grievances involving the College. All stakeholders, including students, employees, community members and volunteers, are actively encouraged to submit grievances to the College through ICC's electronic reporting system located on its website at <https://www.indycc.edu/student-life/student-complaints>.

ACADEMIC GRIEVANCE PROCEDURES

Grade Appeals

There are two categories for grade appeals:

1. Assignment, tests, etc. within the course; and
2. Final grade for the course.

For the first category of appeals students should have an informal conversation with the instructor for the purpose of resolving the issue. If the student does not feel that this conversation has helped to resolve the issue, the next step is to appeal the grade in writing to the Vice President of Academic Affairs within two weeks after the conversation with the instructor. The Vice President of Academic Affairs will review the information available, deliberate, and render a decision in writing to the student with a copy to the instructor within 10 days of receipt of the appeal.

For the second category of appeals, students should appeal the grade in writing with the Vice President of Academic Affairs within 60 days after a grade is posted. The Vice President of Academic Affairs will review the information available, deliberate, and render a decision in writing to the student with a copy to the instructor within 15 days of receipt of the appeal. Students may appeal final grade course appeals decisions by the Vice President of Academic Affairs to the Judicial Committee.

If a student's appeal is approved, the appropriate change will be made to the student's official transcript by the college registrar within 30 days of notification. Grade appeals that are received after the 60-day deadline will not be considered.

Grade Changes

Grade Change forms are submitted directly to the Registrar's Office by the instructor who taught the course. A failing grade will not be changed to a passing grade without the signature of the Vice President of Academic Affairs. Grade changes must be submitted to the Registrar's Office within one semester of the student's initial enrollment in the course.

Academic Integrity

ICC expects its students to exhibit the highest level of academic integrity and maintains a "no tolerance" policy regarding behaviors that violate this expectation.

The following actions constitute violations of academic integrity:

- A student submits an assignment which is not his/her own work;
- A student copies or takes answers from another student or uses unauthorized materials during an exam;
- A student uses words or ideas which are not his/her own without including the original source of the material;
- A student submits a paper or other assignment in multiple classes without permission from the instructor(s);

- A student uses resources or assistance which are prohibited by an instructor to complete an exam or assignment;
- A student obtains a copy of an exam, answers to an assignment, or any other resource belonging to an ICC faculty or staff member without permission;
- A student knowingly assists another student in violating any part of the academic integrity policy; or
- A student who uses a demonstrably false excuse to delay testing and solicit a special make-up exam, thereby receiving unfair additional study time by lying and deception,

Instructors who determine that a student is in violation of the ICC academic integrity policy may impose any of the following sanctions:

- An instructor may require the student to submit a different assignment
- An instructor may assign a grade of “F” (zero) for the assignment
- An instructor may assign a grade of “F” for the course
- An instructor may assign a grade of “XF” for the course; a transcript notation will include that the student has failed the course for disciplinary reasons

In the case of extreme or repeated violations the Vice President of Academic Affairs will administratively withdraw the student from classes and make a notation of the infractions on the student’s transcript. Following this action, the Vice President for Student Affairs will expel the student from campus.

A student who has been penalized for violating academic integrity standards may appeal the penalty by submitting an appeal (see “Grade Appeals”) within 7 days of the date of the instructor’s action. Students may appeal academic integrity appeals decisions by the Vice President of Academic Affairs to the Judicial Committee. Cases involving suspension, expulsion or withdrawal from a course with an XF will be referred to the Vice President of Academic Affairs for final determination.

Students shall be responsible for their own academic success. The Student Grievance Procedure shall resolve any conflict not otherwise resolved by another specific complaint resolution process.

JUDICIAL CONDUCT COMMITTEE GRIEVANCE PROCEDURE

The Judicial Conduct Committee is responsible for hearing and considering alleged violations of Student Code of Conduct and Residence Life Rules (excluding Title IX situations) and appeals of academic integrity decisions. Cases are referred to the Judicial Committee by the Vice President of Student Affairs, Vice President of Academic Affairs, Director of Student Life and Residence Life Director.

In cases of alleged violations of the College’s Student Code of Conduct and Residence Life Rules, the role of the committee will be to hear cases and appeals and to make disciplinary decisions; cases involving suspension or expulsion will be referred to the Vice President of Student Affairs for final determination. In cases of alleged violations of the College’s Academic Integrity policies, the role of the committee will be to hear appeals from the Vice President of Academic Affairs and render a final decision on each individual case; cases involving suspension, expulsion, or withdrawal from a class with XF will be referred to the Vice President of Academic Affairs for final determination.

Submitting a Case and/or Appeal for Review by the Judicial Committee

ICC has implemented a system for electronic submission of grievances involving the College located on its website at <https://www.indycc.edu/student-life/student-complaints>. Students can use this electronic reporting system to 1) submit and/or appeal cases involving alleged violations of the Student Code of Conduct or Residence Life Rules or 2) appeal decisions regarding alleged violations of the College’s Academic Integrity policies to the judicial committee for review. Appeals to the judicial committee must be submitted within (4) four working days from the time they receive their decision or sanction letter (unless there is a special circumstance that would prevent this) and must satisfy all the requirements for appeals as detailed below.

Hearing Format

Hearings will be private (limited to Complainant(s), Respondent(s), incident witnesses, hearing advisers, members of the committee and legal representation for the College) and are not open to the public. The only exception to this is when the College has been notified by law enforcement officials that criminal charges relevant to the case pending before the Committee have been filed against Respondent(s). In these instances, Respondent(s) may have an attorney present solely for the purpose of protecting Respondent(s) against self-incrimination in a future court proceeding. The attorney may not serve in any other capacity during the hearing including speaking on behalf of Respondent(s) or questioning/addressing those present. No disciplinary action will be taken unless it is established by a preponderance of evidence upon the record considered as a whole that the accused student has committed the charged offense. This clause in no way limits the right of the College to have legal representation present at any hearing of the Judicial Committee.

Student Appeals

An appeal does not provide a second hearing of the case. The review of the appeal will be based on the existing record, new information provided, as well as, information provided by the conduct officer regarding the rationale for the decision. Deviation from the procedures in this code will not invalidate a proceeding or decision or be a basis for appeal except where such deviation has clearly resulted in significant prejudice to an accused student.

Grounds for Appeal

- The established procedures were not followed in a significant way and as a result, the factual findings, the sanction, or both, were not correct.
- The severity of the sanction imposed was not appropriate based on the nature of the violation or the circumstances. In cases in which an accused student has accepted responsibility, such appeals are limited to having the severity of the sanction reviewed.
- There is new information that would have been material to the outcome, had the information been presented at the conference or hearing. The new information must be included with the student's request for appeal. Also, the student must show that the new information was not known to the person appealing at the time of the original hearing.

Process

If a student files an appeal, she/he will be informed of the outcome when the appeal process has been completed. Students must file their appeals within (4) four working days from the time they receive their decision or sanction letter (unless there is a special circumstance that would prevent this). An appeal will only be considered if it includes both the student's criteria and rationale for the appeal and an attached copy of the sanction letter. It is the student's obligation to provide any and all materials she/he wishes to have considered at the time of appeal submission. Subsequent information and/or revisions to the appeal will not be accepted.

A student will file the appeal by delivering it to the Office of Vice President of Student Affairs (in cases involving student and/or residence life conduct) or the Office of Vice President of Academic Affairs (in cases involving academic integrity). In general, the filing of the appeal will result in a stay of the sanctions imposed on the appealing student, unless the welfare of an individual or the community is threatened. Students are encouraged to consult with all resources available to them prior to submitting the request for an appeal.

Appeals of decisions by the Judicial Committee regarding suspension or expulsion will be heard by the VPSA (in cases involving student and/or residence life conduct) and the VPAA (in cases involving academic integrity). Such appeals from a student must be made in writing within four (4) working days of receipt of the Judicial Committee decision or the opportunity to appeal is considered waived. The VPSA's and/or VPAA's decision will be considered final.

Order of Business for Disciplinary Hearings

Unless otherwise determined by the Chairperson of the Committee, the hearing will generally follow the order described below;

- A. Members of the Committee introduce themselves and ask all present to do the same.
- B. The Chairperson briefly reviews the hearing procedures as outlined here.
- C. The charges are read by the Committee Chairperson.
- D. The Complainant(s) will be the first to present testimony. At the conclusion of the Complainant(s)' testimony, the Complainant(s)' incident witnesses will each present testimony, with the Committee and Respondent(s) being permitted to ask questions.
- E. After the Complainant(s) have presented evidence to the Committee, the Respondent(s) will be given the opportunity to present personal testimony and the testimony of any incident witnesses' as described above. Following this testimony, the Committee and the Complainant(s) will be permitted to question the Respondent(s) and any incident witnesses appearing on behalf of Respondent(s).
- F. Character witnesses are not permitted at any disciplinary hearing.
- G. When all parties have presented their evidence, the Committee may ask further questions of any party and/or recall witnesses for further questioning. The Committee may call brief recesses at any time to discuss the proceedings and may ask further questions upon return from any such recesses.
- H. The Chairperson may also call witnesses, including expert witnesses from the College staff, to aid the Committee in its consideration of the case.
- I. When the Committee's questions have concluded, the Chairperson should inform the Complainant(s) and Respondent(s) that a written decision will be provided to them. The hearing will then be adjourned. The members of the Committee will meet in executive session to deliberate and render a decision.

Basis for Findings: Standard of Evidence

The standard or basis for findings refers to the criterion or measure of proof that is used to assess if a student is responsible for violating College policy.

The basis for findings used during any College judicial proceeding is a preponderance of the evidence. A finding, by a preponderance of the evidence, that a student violated College policy means that the Committee found that the evidence presented led to more than a 50% likelihood that a student is in violation of a regulation or standard. An easier way to think about this may be to consider the question, "Is it more likely than not that, based on the evidence and testimony presented to the Committee, the student violated the regulation or standard?" If the answer is "Yes," the Committee has achieved a preponderance of evidence. The College uses a preponderance of the evidence as a standard of evidence for student disciplinary hearings because it is the basis for findings that is the most conducive to the academic setting and the educational process found in disciplinary hearings.

Decisions

The Chairperson of the Committee will file a report to the Vice President of Student Affairs, Vice President of Academic Affairs, or Director of Residence Life of each case heard before the Judicial Committee that pertains to their department. These reports are to include a concise statement of charges, the plea, the decision of the Committee, the evidence considered and the reasons for the final action taken, if any. Findings and an explanation of decisions resulting from hearings will be rendered in writing within four (4) working days. The Judicial Committee may issue sanctions ranging from disciplinary warning to suspension and expulsion.

GENERAL STUDENT GRIEVANCE PROCEDURE

Purpose

An Independence Community College student may appeal any instance of misapplication of College policy, procedure, or practice, which adversely affects him/her. Under this process, the student may not appeal the following:

1. The receipt of a grade;
2. The receipt of academic sanctions;

3. The receipt of sanctions relating to student behavior; or
4. Established College policies or procedures themselves.

The College Student Appeal Procedure provides the student due process in the resolution of appeals. Where a specific College process is provided for resolution of a complaint it must be used.

Procedures

Students must follow the following procedures:

1. Step One:
 - A student who alleges that he/she has been adversely affected by the misapplication of College policy, procedure, or practice shall first meet informally with the person applying the policy, procedure, or practice to discuss the situation in an attempt to reach an informal resolution.
2. Step Two:
 - If this informal conference does not resolve the situation, the student may file a written grievance within five working days of the informal conference to the department head of the College official who allegedly misapplied the College policy, procedure, or practice. The student will submit his/her grievance and additional written documentation or other evidence electronically through the College's complaints system. A copy of the submission will be sent to the employee's supervisor and the Vice President overseeing the department involved in the grievance.
 - The student and department head of the College shall meet within five class days after receipt of the grievance materials.
 - The department head of the College shall provide the student a written decision within five class days following the meeting, with a copy of the written decision going to the employee's supervisor and the Vice President overseeing the department involved in the grievance.
3. Step Three:
 - If the initial formal decision is adverse to the student, he/she may appeal the decision to the Vice President overseeing the department involved in the grievance within five working days thereafter by submitting his/her appeal electronically through the College's complaint system.
 - The Vice President overseeing the department involved in the grievance will be provided copies of all previously considered materials and forms from the student and written materials from the employee on which the earlier decision was based.
 - The Vice President overseeing the department involved in the grievance will review all supporting materials submitted as well as any other relevant materials and will meet with the student and the employee (individually or together, at the discretion of the Vice President overseeing the department involved in the grievance) within five working days thereafter to further discuss and clarify the question at issue.
 - The Vice President overseeing the department involved in the grievance will render a written decision to the student and the employee within five additional working days.
 - The decision on appeal at this level is final.

Additional Information

- The decision shall be final if the student fails to employ the steps and time periods of the Student Grievance Appeal Procedure.
- If a College official fails to follow the procedure, the student will be allowed an additional opportunity to file a grievance at the next step.

RETALIATION

It is a violation of College policy to retaliate against any person making a complaint or against any person cooperating in the investigation of (including testifying as a witness to) any allegation of misconduct. For these purposes, “retaliation” includes intimidation, threats, harassment and other adverse action threatened or taken against any such complainant or third party. Retaliation should be reported promptly to the Compliance Officer and/or the Vice President of Student Affairs and may result in disciplinary action independent of the sanction or interim measures imposed in response to the misconduct allegations.

SEXUAL MISCONDUCT & TITLE IX VIOLATIONS

ICC is committed to fostering a community that promotes prompt reporting of all types of sexual misconduct and timely and fair resolution of sexual misconduct complaints. It is a violation of this Policy for anyone acting knowingly and recklessly either to make a false complaint or to provide false information regarding a complaint of sexual misconduct.

Every reasonable effort will be made to protect the confidentiality of the parties during an investigation. After an investigation, any person who is found to have violated this policy or retaliated against another will be subject to discipline, up to and including expulsion from ICC and/or termination of employment, to help ensure that such actions are not repeated.

Information regarding sexual misconduct grievance procedures can be found on pages 30-37 of this handbook.

Duty to Report:

Any person taking courses at the College, attending College programs, using College facilities, working at or for the College, or participating in College-sponsored activities may file a complaint of sexual misconduct or Title IX violation against members of the College community including any employees (faculty and staff), students, affiliates, volunteers, vendors, contractors or guests of the College to the College Title IX Coordinator. **In addition, all College employees are required to report incidents of sexual misconduct, including sexual harassment and sexual violence to the ICC Title IX Coordinator.** If you have any questions or concerns about sexual misconduct, or if you wish to file a complaint of sexual misconduct, students are strongly encouraged to immediately contact:

Jessica Morgan-Tate
Title IX Coordinator & Compliance Officer
Academic Building - Room 117
1057 West College Avenue
Independence, KS 67301
(620) 332-5672
www.indycc.edu

ICC has implemented a system for electronic submission of complaints and concerns, including any and all complaints relating to sexual misconduct and Title IX violations. All stakeholders, including students, employees, community members and volunteers, are actively encouraged to report misconduct to the College through ICC’s electronic reporting system located on its website at <https://www.indycc.edu/student-life/student-complaints>.

Sexual Misconduct

ICC is committed to maintaining a positive and safe learning and working environment. ICC students and employees are responsible for assuring that ICC maintains an environment for study and work free from sexual misconduct or related retaliation and all members of the ICC community are expected to conduct themselves in a manner that does not infringe upon the rights of others. ICC prohibits sexual misconduct, specifically including rape, acquaintance rape, sexual assault, intimate partner violence, sexual harassment and stalking, and related retaliation of any nature against or by any student or employee.

Sexual misconduct violates the dignity of individuals, impedes the realization of ICC's educational goals, is unlawful and will not be tolerated. Specifically, sexual misconduct is a form of illegal discrimination in violation of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and the Kansas Acts Against Discrimination and could lead to criminal prosecution.

ICC's Sexual Misconduct Definitions:

Sexual misconduct is a broad term encompassing non-consensual or unwelcome sexual advances, requests for sexual favors and any other verbal or physical conduct of a sexual or gender-based nature, whether intentional or unintentional, where:

- An individual's submission to or rejection of the conduct is made, either explicitly or implicitly, a term or condition of employment or of status in a course, program or activity, or is used as a basis for an employment or academic decision; or
- The conduct is sufficiently severe, persistent or pervasive such that it has the purpose or effect of unreasonably interfering with an individual's work performance, academic performance or educational experience, or of creating an intimidating, hostile, humiliating or offensive working or educational environment.

It is not possible to list all circumstances that might constitute sexual misconduct. In general, sexual misconduct encompasses any sexually related conduct which causes others discomfort, embarrassment or humiliation, and any harassing conduct, sexually related or otherwise, directed toward an individual because of that individual's sex. Such conduct is subject to ICC policy whenever it occurs in a context related to the employment or academic environments, or if it is imposed upon an individual by virtue of an employment or academic relationship.

A determination of whether conduct constitutes sexual misconduct is dependent upon the totality of the circumstances, including the pervasiveness or severity of the conduct. The following examples of conduct may constitute sexual misconduct:

- Unwelcome sexual advances—whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct or gossip regarding one's sex life;
- Commenting on an individual's body, commenting about an individual's sexual activity, deficiencies or prowess;
- Displaying sexually suggestive objects, pictures or cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures or suggestive or insulting comments;
- Inquiries into one's sexual experiences; or
- Discussion of one's sexual activities.

In order to constitute sexual misconduct, conduct must be unwelcome or non-consensual. Conduct is unwelcome when the other person does not solicit or invite it and regards it as undesirable or offensive. Consent requires a willingness or agreement to engage in the conduct, with full knowledge of the facts and circumstances and the necessary mental capacity. The fact that a person may accept the conduct does not mean that he/she welcomes or consents to it.

Consent is defined as "informed, freely and affirmatively communicated willingness to participate in sexual activity that is expressed by clear and unambiguous words or actions." Clear and unambiguous words or actions are those that are freely and actively given by informed individuals that a reasonable person in the circumstances would believe communicate a willingness to participate in a mutually agreed upon sexual activity. The following factors will be considered when determining consent:

- A lack of protest, the absence of resistance and silence do not indicate consent.
- The existence of a present or past dating or romantic relationship does not imply consent to future sexual activity.

- Consent must be present throughout the sexual activity and may be initially given, but withdrawn at any time. When consent is withdrawn all sexual activity must stop. Likewise, where there is confusion about the state of consent, sexual activity must stop until both parties consent again.
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
- It is the responsibility of each person who wishes to engage in sexual activity to obtain consent. Consent is not obtained where:
 - There is physical force, threats, intimidation or coercion.
 - There is incapacitation due to the influence of drugs or alcohol.
 - There is the inability to communicate because of a physical or mental condition.
 - An individual is asleep, unconscious or involuntarily physically restrained.
 - An individual is unable to understand the nature or extent of the sexual situation because of mental or physical incapacitation or impairment.
- One party is not of legal age to give consent pursuant to Kansas state law ([K.S.A. 21-5503](#)).

Sexual Assault

Sexual assault is any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent. For purposes of the *Clery Act* this includes rape, fondling, incest and statutory rape.

If you are sexually assaulted:

- Get to a safe place for your protection.
- Get medical attention immediately. The primary purpose of medical examination is to check for physical injury and/or the presence of sexually transmitted diseases as a result of the assault. The secondary purpose of the medical examination is to aid in police investigations and/or legal proceedings.
- Don't bathe or douche. Bathing or douching might be the first thing you want to do; however, this would literally be washing away valuable evidence. As such, you should wait until after you have a medical examination.
- Save your clothing. It is all right to change clothes but save what you were wearing. Place each item of clothing in a separate paper bag and save for the police. Your clothing could be used as evidence for future prosecution.
- Whether to file a police report is your decision and you do not have to make it immediately. However, if you decide to file a report, it would be advantageous to your case to do so as soon as possible. A representative of the College can accompany you if you decide to make a police report.
- Make contact your local victim support resources. If you are a victim of a sexual assault, it is important to secure medical attention and counseling and health support services for support even if you decide not to contact the police.

Talk to a professional counselor to get the emotional help that you need due to the trauma. Many sexual assault cases go unreported because the victim fears retaliation or possible humiliation if word gets around that he/she has been the victim of sexual assault. Victims tend to feel guilty as though they did something to bring the situation upon themselves and often keep the incident to themselves or to share some of the incident with a close friend. While this might be helpful initially, we encourage you to talk to a knowledgeable counselor about your reactions to being victimized. The services that are provided both on and off campus are available to all victims of violent acts and are designed to assist in overcoming the trauma of the attack.

Intimate Partner, Domestic and Dating Violence

Intimate partner, dating and domestic violence is controlling, abusive and aggressive behavior that occurs in romantic and/or familial/domestic relationships. It can include verbal, emotional, physical or sexual abuse in any combination. You may be experiencing intimate partner, domestic or dating violence if your romantic/domestic partner or family member:

- Shows abusive, controlling or aggressive behavior;

- Displays verbal, emotional, physical, or sexual abuse;
- Monitors your activities and demands explanations for your whereabouts;
- Shows extreme jealousy and controls your relationships with others;
- Belittles you by criticizing you while alone or in front of others;
- Controls the relationship by making decisions for you;
- Shows disrespect by not listening or displays lack of interest when you talk;
- Physically threatens or hurts you;
- Does not let you hang out with friends;
- Tells you what to wear;
- Needs to be with you all the time; or
- Checks your phone or Facebook.

Tips for Ending an Abusive Intimate Partner Relationship:

- Create a safety plan, like where you can go if you are in danger.
- Make sure you have a working cell phone handy in case you need to call for help.
- Create a secret code with people you trust. That way, if you are with your partner, you can get help without having to say you need help.
- Try to avoid walking or riding alone.
- Be smart about technology. Don't share your passwords. Don't post your schedule on Facebook, and keep your settings private.

Stalking

Approximately 3.4 million people in the United States are victims of stalking each year. The primary targets are young adults between the ages of 18-24 years old. Most victims know their stalker. About one in four victims experience some form of cyberstalking. Stalking creates uncertainty, instills fear, and can completely disrupt lives.

Stalking may involve one or more of the following:

- Repeated undesired contact such as phone calls, emails, letters, showing up unexpectedly, etc.;
- Following or lying in wait for the individual;
- Making threats to the individual or their family;
- Any harassing or threatening behavior used to contact, track or place fear in the individual; and/or
- Cyber stalking includes threatening behavior to create unwanted advances using the Internet and other forms of online and computer communications. Some forms of cyber stalking can include harassment using threatening or obscene emails, live chat, texting, hacking or monitoring a victim's computer and online activity.

A stalker can be someone you know well or not at all. Most stalkers have dated or been involved with the people they stalk. Most stalking cases involve men stalking women, but men do stalk men, women do stalk women and women do stalk men. Intimate partner stalkers frequently approach their targets, and their behaviors escalate quickly.

Almost one-third of stalkers have engaged in stalking before. Two-thirds of stalkers pursue their victims at least once per week, many daily, using more than one method. Seventy-eight percent of stalkers use more than one means of approach. Weapons are used to harm or threaten victims in one out of five cases.

If you have experienced any of the following unwanted or harassing contacts on more than one occasion during the past year that made you feel annoyed, fearful, anxious or concerned, you may be a victim of stalking:

- Receiving unwanted phone calls;
- Receiving unsolicited or unwanted letters or emails;

- Having a sense of being followed more than once by someone;
- Having someone show up at places without a legitimate reason or waiting for you;
- Receiving unwanted items, presents or flowers;
- Having your property vandalized or damaged;
- Receiving threats directed at you or someone close to you; or
- Discovering information or rumors about yourself posted on the Internet or in a public place or spread by word of mouth.

Victim Counseling and Health Services Options

In addition to the services offered by ICC’s Title IX Department, victims of sexual misconduct can receive counseling and health services through these local agencies:

Community Health Center of SE Kansas

Coffeyville Location:

801 West 8th

Coffeyville, KS 67337

(620) 251-4300

Independence Location:

3751 West Main Street

Independence, KS 67301

(620) 577-2131

(same building as Four County Mental Health)

<http://chcsek.org/>

Four County Mental Health Center

3751 West Main Street

Independence, KS 67301

(800) 499-1748

www.fourcounty.com

Labette Health/Independence Healthcare Ctr.

510 North Peter Pan Road

Independence, KS 67301

(620) 332-2000

<https://www.labettehealth.com/clinics/independence-healthcare-center/>

Safehouse Crisis Center, Inc.

Domestic violence, sexual assault and stalking crisis support services

(620) 251-0632

(888) 320-7218 (hotline)

<https://www.safehousecrisiscenter.org>

The Get Inclusive program is ICC’s prevention and education efforts to help stop relationship violence in support of Title IX, the Violence Against Women Reauthorization Act, the SAVE Act and Clery.

SEXUAL MISCONDUCT GRIEVANCE PROCEDURES

Grievance Electronic Submission Form

ICC has implemented a system for electronic submission of complaints and concerns, including any and all complaints and/or grievances relating to sexual misconduct and/or Title IX violations. All stakeholders, including students, employees, community members and volunteers, are actively encouraged to submit grievances to the College through ICC’s electronic reporting system located on its website at <https://www.indycc.edu/student-life/student-complaints>.

Jurisdiction

Personal Jurisdiction

Any person may file a sexual misconduct complaint involving a “College student” under these complaint procedures. A “College student” means any student who is registered or enrolled at the College at the time of alleged sexual misconduct (including sexual misconduct that is alleged to have occurred during any academic recess, provided that there is an expectation of such student’s continued enrollment at the College). With respect to a complaint that does not involve an individual that meets the criteria of a College student, the College reserves the right to determine, in its sole discretion, whether the conduct described in the complaint constitutes a sufficient risk to the College community to warrant processing the complaint.

Geographic Jurisdiction

These Complaint Procedures apply to any allegation of sexual misconduct against a College student, regardless of where the alleged sexual misconduct occurred. Although there is no geographical limitation to invoking these complaint procedures, sexual misconduct that is alleged to have occurred a significant distance from the College may be more difficult to investigate. In addition, with respect to any complaint by a person who is not a member of the College community which relates to conduct occurring other than on College-owned or leased property, at any College sanctioned function, at the permanent or temporary local residence of a College student, faculty member, employee or visitor, or elsewhere in Montgomery County, Kansas (“Non-College Conduct”), the College reserves the right to determine, in its sole discretion, whether the conduct described in the complaint constitutes a sufficient risk to the College community to warrant processing the complaint.

These grievance procedures will apply in conjunction with the faculty specific grievance procedures as detailed in the College’s negotiated agreement with faculty except as prohibited by law.

Timing of Complaints and Availability of Procedures

If there is personal jurisdiction over the accused, there is no time limit within which to invoke these complaint procedures. Nevertheless, students are encouraged to report alleged sexual misconduct immediately in order to maximize the College’s ability to obtain evidence, and conduct a thorough, impartial and reliable investigation. Failure to promptly report alleged sexual misconduct may result in the loss of relevant evidence and witness testimony and may impair the College’s ability to enforce these complaint procedures.

Where the accused is a degree candidate, it is the responsibility of the complainant to consult with the Title IX Coordinator concerning the accused student’s intended date of graduation and to file a complaint in a timely manner where personal jurisdiction over the accused student would otherwise be lost. The conferral of a degree may be deferred until proper resolution of any sexual misconduct charges can occur.

Retaliation

It is a violation of College policy to retaliate against any person making a complaint or against any person cooperating in the investigation of (including testifying as a witness to) any allegation of sexual misconduct. For these purposes, “retaliation” includes intimidation, threats, harassment and other adverse action threatened or taken against any such complainant, respondent or third party. Retaliation should be reported promptly to the Title IX Coordinator and may result in disciplinary action independent of the sanction or interim measures imposed in response to the sexual misconduct allegations.

Other Related Misconduct

The Title IX Coordinator, Investigator(s) and Hearing Committee are empowered to review allegations of, and to impose sanctions for, sexual misconduct *and* any violations of the ICC Student Code of Conduct (“Code of Conduct”) directly related to the alleged sexual misconduct. Such related misconduct may include, without limitation, violations of the rules of privacy as articulated herein, violations of Vice President of Student Affairs and/or Title IX Coordinator directive(s) and for violations of other Code of Conduct provisions that occurred in the course of the alleged sexual misconduct. It is not the practice of the College to pursue disciplinary action against a complainant, respondent or witness for his/her improper use of alcohol or drugs (e.g., underage drinking) which is revealed as a result of the sexual misconduct complaint, provided that such student is acting in good faith as a complainant or witness to the events of the alleged sexual misconduct.

College students who meet with investigators, the Vice President of Student Affairs (and his/her designee) and/or the Title IX Coordinator, whether as parties to the proceedings or as witnesses, are expected to provide truthful testimony in accordance with the College’s policies and procedures.

Effect of Criminal Proceedings

Because sexual misconduct may constitute both a violation of College policy and criminal activity, the College encourages students to report alleged sexual misconduct promptly to local law enforcement agencies. Criminal investigations may be useful in the gathering of relevant evidence, particularly forensic evidence. Because the standards for finding a violation of criminal law are different from the standards for finding a violation of College policy, criminal investigations or reports are not determinative of whether sexual misconduct, for purposes of these complaint procedures, has occurred. Conduct may constitute sexual misconduct under the College's policy and these complaint procedures even if law enforcement agencies lack sufficient evidence of a crime and therefore decline to prosecute.

The filing of a complaint of sexual misconduct under these complaint procedures is independent of any criminal investigation or proceeding, and (except that the College's investigation may be delayed temporarily while the criminal investigators are gathering evidence) the College will not wait for the conclusion of any criminal investigation or proceedings to commence its own investigation and take interim measures to protect the complainant, respondent and the College community. Nothing in these procedures is intended to limit the authority of ICC to take appropriate disciplinary action against any individual who violates College rules or policies, whether or not the conduct constitutes sexual misconduct under the law.

The Disciplinary Process

Initial Meeting with Complainant

Upon receipt of notice of any allegation of sexual misconduct, the Title IX Coordinator will schedule an individual intake meeting with the complainant in order to: 1) provide the complainant a general understanding of College policy and sexual misconduct complaint procedures; 2) identify forms of support or immediate interventions available to the complainant; and 3) address at a high level how the allegation of sexual misconduct could potentially be addressed at both the College level and as a criminal matter with local law enforcement. The intake meeting may also involve a discussion of any accommodations that may be appropriate concerning the complainant's academic and/or College employment arrangements.

At the initial intake meeting with the complainant, the Title IX Coordinator will: 1) determine whether there is reasonable cause to believe that College policy has been violated and if so, 2) determine how, and whether, the complainant wishes to proceed with a formal investigation into the allegations against the accused.

If the complainant wishes to proceed with a formal investigation, the Title IX Coordinator will promptly prepare and forward a formal complaint setting forth the name of the accused and the date, location and nature of the alleged sexual misconduct to a Title IX Investigator, selected by the Title IX Coordinator, for investigation. The Title IX Coordinator will also select a trained Title IX Hearing Committee to review the investigative report prepared by the Title IX Investigator and hear testimony by the parties and any witnesses.

If the complainant does not wish to proceed with a formal investigation and/or requests that his/her complaint remain confidential, **Title IX nevertheless requires the College to investigate and take reasonable action in response to the complainant's information.** The Title IX Coordinator may conduct a preliminary investigation into the alleged sexual misconduct and may weigh the complainant's request(s) against the following factors: 1) the seriousness of the alleged sexual misconduct; 2) whether there have been other complaints of sexual misconduct against the accused; and 3) the accused's right to receive information about the allegations if the information is maintained by the College as an "education record" under FERPA. The Title IX Coordinator will inform the complainant if at any time the Title IX Coordinator determines that the College cannot ensure confidentiality. Even if the College does not take disciplinary action against the accused because the complainant insists on confidentiality or that the complaint not be investigated, the Title IX Coordinator reserves the authority to undertake an appropriate inquiry, issue a "no-contact" order and take other reasonably necessary measures.

Initial Meeting with Respondent

Upon the initiation of a formal investigation into an allegation of sexual misconduct, the Title IX Coordinator will provide the respondent with a written notice of claims and schedule an initial meeting with the accused/respondent in order to 1) provide the accused/respondent with a general understanding of College policy and sexual misconduct complaint procedures; 2) identify forms of support or immediate interventions available to the respondent; and 3) address at a high level how the allegation of sexual misconduct could potentially be addressed at both the College level and as a criminal matter with local law enforcement.

Interim Measures/Directive(s)

In *all* complaints of alleged sexual misconduct, *regardless of whether the College initiates a formal investigation*, the College will undertake an appropriate inquiry and take such prompt and effective action as is reasonably practicable under the circumstances to support and protect the rights and well-being of the complainant and the respondent, including taking appropriate interim steps before the final outcome of an investigation. Accordingly, at or after the initial meetings with the parties, the Title IX Coordinator may take protective action that he/she deems appropriate concerning the interaction of the parties pending the outcome of the investigation, including without limitation: 1) imposing a “no contact” order directive requiring the parties refrain from having contact with one another, directly or through proxies, whether in person or via electronic means, pending the investigation; and 2) directing appropriate College officials to alter the students’ academic and/or College employment arrangements. When taking steps to separate the parties, the Title IX Coordinator will seek to minimize unnecessary or unreasonable burdens on either party. Violation(s) of the Title IX Coordinator’s directive and/or protective actions will constitute “related misconduct” and will be subject to additional disciplinary action under this policy.

RESOLUTION PROCESS

ICC’s resolution process involves a fact-finding inquiry by trained individuals designated by the Title IX Coordinator to conduct investigations and hearings of alleged sexual misconduct, which includes summarizing information learned from those involved, collecting related documents and submitting summary findings to the Title IX Hearing Committee that are likely to be helpful in determining whether behavior is in violation of ICC’s sexual misconduct policy.

Formal Resolution Process

Investigation

Under the formal resolution process, the Title IX Coordinator will prepare and assign the complaint to a trained Title IX Investigator to conduct an investigation. The investigator is a neutral fact-finder, who, during the course of the investigation, typically conducts interviews with each complainant, respondent and third-party witness (including expert witnesses, where applicable); visits and takes photographs at relevant sites; and, where applicable, coordinates with law enforcement agencies to collect and preserve relevant documentation and other evidence. The completed investigative report includes, among other things, summaries of interviews with each complainant, respondent and third-party witness; summaries of interviews with expert witnesses, where applicable; photographs of the relevant site(s) and related logs; other photographic, hard-copy, electronic and forensic evidence; and a detailed written analysis of the events in question. A typical Investigation will be completed within sixty (60) days, if not sooner.

Interim Recommendations

During the Investigation process, the Investigator may, where the alleged sexual misconduct is sufficiently serious, in his/her reasonable discretion, cause a disciplinary hold to be placed on the accused student’s academic record pending final resolution of the complaint. An accused student whose transcripts are subject to a hold may appeal that decision to the Vice President of Student Affairs, whose decision will be final.

Complainant Requests Informal Resolution: Accused Student Elects to Accept Responsibility

After reviewing the Investigative Report, the complainant may decide to elect informal resolution instead of formal resolution, by making such request to the Title IX Coordinator prior to the final determination. At any

time prior to the final determination, the respondent may elect to acknowledge his/her actions and take responsibility for the alleged sexual misconduct. In such cases, the Vice President of Student Affairs will propose a resolution to the complaint and a sanction. If both the complainant and the respondent agree in writing to such proposed sanction, the complaint is resolved without final review and determination by the Title IX Hearing Committee and without any further rights of appeal by either party. If either the complainant or the respondent objects to such proposed sanction, a review by the Vice President of Student Affairs and a final determination will be issued for the exclusive purpose of determining a sanction.

Investigation Procedures

1. Submissions

The parties will provide the Title IX Investigator with a list of witnesses they propose to be interviewed, list of relevant documents to be obtained and a description of any other information they believe to be relevant to the investigation on or before a date set by the investigator. Evidence of the complainant's past sexual history will not be considered unless it is relevant to the complaint. The investigator will provide each party with a copy of the list of witnesses to be contacted. Witnesses contacted by the investigator who are unwilling to participate in an interview may instead submit a written statement to the investigator, prior to the date set for submission of the investigative report to the Title IX Coordinator.

2. Investigation

During the ongoing investigation, and prior to the issuance of the final outcome letter by the Title IX Hearing Committee, each party may submit written statements to the investigator or Title IX Coordinator with any documentation deemed relevant. If prior to the issuance of the final outcome letter, the Title IX Coordinator, Title IX Investigator or Title IX Hearing Committee determine that unresolved issues exist that would be clarified by the submission of additional information, a request for such additional information be submitted to the parties. The respondent has the option not to provide a written statement; however, the exercise of that option will not preclude the investigation from proceeding and a final determination of the complaint being made by the Title IX Hearing Committee and/or the Vice President of Student Affairs.

3. Third Parties

Third parties may assist each party in the investigation process, including preparing and submitting statements on behalf of a party, but may not participate verbally in any interview or meeting, unless they are witnesses in the investigation.

4. College's Counsel

The investigators and Title IX Coordinator may seek advice from the College's legal counsel throughout the investigation process on questions of law and procedure; however, factual determinations are the domain of the investigator and Title IX Coordinator.

5. Standard of Proof

The Colleges adopts a "preponderance of the evidence" standard for purposes of evaluating evidence gathered in for the purpose of making factual findings and determinations concerning whether a violation of this policy has occurred. A preponderance of the evidence means that the information shows that it is "more likely than not" that the accused violated the College's policy. In the context of a review of the investigators' investigative report and determination by the Title IX Hearing Committee, the respondent will be found to be responsible for the alleged sexual misconduct if the Title IX Hearing Committee concludes that such sexual misconduct more likely than not occurred based upon careful review of all information presented. In making a determination, the Title IX Hearing Committee shall carefully consider all of the evidence presented and follow the procedures stated in these complaint procedures.

6. Investigation Report to Parties Prior to Title IX Hearing Proceedings

Prior to submitting the investigative report to the Title IX Hearing Committee, the Title IX Coordinator will distribute, concurrently to both parties, a proposed draft of the investigative report prepared by the Title IX

Investigator and/or the Title IX Coordinator during the Title IX investigation. Both parties will have five (5) business days within which to prepare a written response to the information included in the proposed draft of the investigative report. The Title IX Coordinator, with input from the Title IX Investigator, will determine whether the submissions of either party require revision of the investigative report. In addition, the written response and any supporting documentation provided by either party will be included as an appendix to the final investigative report submitted to the Title IX Hearing Committee prior to the commencement of the hearing proceedings.

7. Sanctions

The Title IX Hearing Committee will consider suspending or expelling any student found responsible for sexual misconduct; however, the Title IX Hearing Committee may impose any sanction that it finds to be fair and proportionate to the violation, including a “no contact” order, alteration of the parties’ academic or employment arrangements at ICC, warning, disciplinary hold, community service/work hours, counseling, fines, restriction of access to College property and/or College sponsored activities, loss of scholarship, probation, suspension and/or expulsion. In determining an appropriate sanction, the Title IX Hearing Committee may consider any record of past violations of the Student Code of Conduct, as well as the nature and severity of such past violation(s). The Title IX Hearing Committee will also consider whether the sanction will: a) bring an end to the violation in question, b) reasonably prevent a recurrence of a similar violation and (c) remedy the effects of the violation on the complainant and the College community. The sanction decision will be made by the Hearing Committee and any sanction imposed will be explained or supported in the written final outcome letter submitted to the parties by the Title IX Coordinator.

8. Appeals

Either party may petition to appeal the Title IX Hearing Committee’s final determination based on one of the following three grounds:

1. Failure of ICC to follow its own policies as they relate to the investigation and adjudication of the alleged sexual misconduct and/or student code of conduct violations;
2. The discovery of new information which would materially alter the decision of the hearing panel; or
3. Concerns regarding whether the severity of the punishment is proportionate to the alleged sexual misconduct.

In such instances, the appealing party must notify the Title IX Coordinator in writing within five (5) business days of the date on which the Title IX Coordinator delivers the final outcome letter to the parties. The notice of appeal must describe in detail the grounds upon which the appeal is based. The Title IX Coordinator will accept such appeal request, will put the non-appealing party on notice, thereby allowing the non-appealing party to submit a response directly related to the appeal notice within five (5) business days of receipt of the notice of appeal and will review the notice of appeal and any additional documentation with respect to the procedural appeal prior to submitting the appeal to the Vice President of Student Affairs for approval.

If the Vice President of Student Affairs determines that the appellant has grounds upon which to appeal the Title IX Hearing Committee’s decision, then the Vice President of Student Affairs will put the parties on notice of such determination. Depending upon the grounds for which the appeal is allowed, the Vice President of Student Affairs will 1) allow for the questioned procedure to be carried out appropriately (which may include allowing for additional witness statements and/or documentation in certain circumstances), 2) review the new information presented by the appellant (and appellee as appropriate), 3) consider whether the severity of the punishment is proportionate to the alleged sexual misconduct and/or 4) review the entire set of documents created and collected in the investigation and the Title IX Hearing Committee’s final outcome letter before making a determination regarding the original complaint of sexual misconduct.

The Vice President of Student Affairs will make a final ruling/determination with respect to the original complaint of sexual misconduct within thirty calendar (30) days of the date of the appeal. Decisions by the Vice President of Student Affairs are final and not subject to appeal by either party. In the event a conflict of interest exists that

would prevent the Vice President of Student Affairs from making the final ruling/determination on appeal, the final ruling/determination will be made by the President or his/her designee.

9. Effective Date of Sanction

Sanctions imposed by the Title IX Hearing Committee are not effective until the resolution of any timely appeal of the decision. However, if advisable to protect the welfare of the parties or the College community, the Title IX Hearing Committee may determine that any probation, suspension or expulsion be effective immediately and continue in effect until such time as the Title IX Coordinator may otherwise determine. The Title IX Coordinator may suspend the final determination pending exhaustion of any appeals by the parties or may allow the parties to attend classes or to engage in other activity on a supervised or monitored basis or may make such other modifications to the determination as may be advisable in the sole discretion of the Title IX Coordinator. The Title IX Coordinator's decision may not be appealed.

10. Privacy of the Hearing Process; Final Outcome Letter.

In order to comply with FERPA and Title IX and to provide an orderly process for the submission and consideration of relevant information without undue intimidation or pressure, documents prepared and/or submitted during investigation testimony or other information, may not be disclosed outside of the investigation process, except as may be required or authorized by law.

In addition to complying with Title IX and FERPA, the College is required to comply with the federal Clery Act. Under the Clery Act, both the complainant and the respondent must be informed of the hearing outcome, and the College may not impose any limitations on the re-disclosure of this information. Accordingly, following the closure of the investigation process, the Title IX Coordinator will issue a "Final Outcome Letter," *concurrently to both* the complainant and respondent. The final outcome letter will set forth, as required by the Clery Act, the name of the respondent; the violation(s) of College policy for which the respondent was found responsible, if any; any essential findings supporting the Title IX Hearing Committee's decision on the issue of responsibility; and the sanction imposed, if any. College policy neither encourages nor discourages the further disclosure of the final outcome letter by any party. The College acknowledges that sharing the final outcome letter with others, including family, friends, legal counsel, mental health professionals and sexual assault advocates or victims, may be a critically important part of an individual's healing process.

INFORMAL RESOLUTION

A complainant who wishes to file a formal complaint with the Title IX Coordinator but who does not wish to pursue formal resolution may request a less formal proceeding. Although less formal than the formal resolution process, informal resolution is an appropriate resolution process; it is not mediation. The respondent is expected to attend the informal resolution proceeding but is not required to participate.

Purpose of Informal Resolution

Informal resolution provides an opportunity for the complainant to confront the respondent, in the presence of, and facilitated by, a presiding officer and to communicate his/her feelings and perceptions regarding the incident, the impact of the incident and his/her wishes and expectations regarding protection in the future. The respondent will have an opportunity to respond.

Third Parties and Presiding Officer

The complainant and respondent each may bring a third party to the informal resolution; however, third parties may not participate verbally in the meeting. The Title IX Coordinator will preside over the informal resolution and may elect to be assisted by another member of the investigation team and/or the Vice President of Academic Affairs.

Informal Resolution Where Accused Student Acknowledges Responsibility

If, during the course of the informal resolution, a respondent elects to acknowledge his/her actions and take responsibility for the alleged sexual misconduct, the informal resolution will be concluded and the Vice President

of Student Affairs will propose a sanction. If both the parties agree to such proposed sanction, the complaint will be resolved without any further rights of appeal by either party. If either the complainant or the respondent objects to such proposed sanction, the Vice President of Student Affairs shall make a determination of an appropriate sanction. For purposes of this sanction determination, all of the other provisions of these complaint procedures relating to the imposition of a sanction for sexual misconduct shall apply including, for example, the provisions governing the effective date of the sanction.

Privacy of Informal Resolution

In order to promote honest, direct communication, information disclosed during informal resolution will remain private while the informal resolution is pending, except where disclosure may be required by law or authorized in connection with duties on behalf of the College.

Informal Resolution Where Accused Student Contests Responsibility

If the respondent contests the complaint of alleged sexual misconduct, the Vice President of Student Affairs may nevertheless impose a protective order agreed upon by the parties, or (with or without such agreement) based on information derived from the informal resolution proceedings, taken together with any other relevant information known to the College at the time of the informal resolution.

Election of Formal Resolution

The College, the complainant or the respondent may, at any time prior to the conclusion of the informal resolution, elect to end such proceedings and initiate formal resolution instead. In such cases, statements or disclosures made by the parties in the course of the informal resolution may be considered in the subsequent formal resolution.

Conflicts of Interest

In the event that a conflict of interest exists with regards to the handling of an allegation of sexual misconduct by the Title IX Department, the Title IX Coordinator reserves the right to exclude the conflicted individual from the resolution of the allegation of sexual misconduct.

This Handbook may be subject to change without out prior notices. The college reserves the right to change, modify, or alter this Student Handbook. When reasonably possible, the college will attempt to communicate changes to students in writing.

APPENDIX A

STAFF DIRECTORY

CAMPUS DIRECTORY
INDEPENDENCE COMMUNITY COLLEGE
1057 West College Avenue, Independence, KS 67353
(620) 331-4100 OR (800) 842-6063
www.indycc.edu

Academic Office Fax	620-331-6821
Accounts Payable	620-332-5416
Administration Fax	620-331-5344
Admissions Office	620-332-5400
Adult Education/GED	620-332-5630
Advising	620-332-5457
Allied Health	620-332-5636
Athletic Fax	620-331-0153
Bookstore	620-332-5440
Business Office	620-332-5416
Cafeteria - Great Western Dining	620-332-5455
Cosmetology	620-332-5403
Director of Online Education	620-332-5640
Emergency Medical Education	620-332-5635
Financial Aid	620-332-5647
Fine Arts	620-332-5460
Fine Arts Fax	620-332-5422
Housing	620-331-9022
Human Resources	620-331-8332
Inge Office	620-332-5606
Institutional Research	620-332-5490/5492
Library	620-332-5419
Library Fax	620-332-5468
Marketing	620-331-8342
Recruiting	620-332-5487
Registrar	620-332-5605
Residence Hall Coordinator	620-332-5430
Safety Personnel	620-331-8332
Student Life Coordinator	620-331-8558
Student Support Services	620-332-5580
Student Union Fax	620-332-5423
Tutoring Center Coordinator	620-331-0946
Upward Bound	620-332-5457
Veterinary Technology	620-332-5439
Vice President of Academic Affairs	620-332-5651
Vice President of Student Affairs and Athletics	620-332-5480

ICC values communications from its stakeholders and as such has implemented a system for electronic submission of complaints, concerns and compliments. All stakeholders, including students, employees, community members and volunteers, are actively encouraged to submit questions, comments and concerns to the College through its electronic reporting system located on the ICC website at <https://www.indycc.edu/student-life/student-complaints>.

APPENDIX B

STUDENT RELATED BOARD POLICY

BOARD POLICIES

****ALL STUDENTS ARE RESPONSIBLE FOR READING AND UNDERSTANDING THE FOLLOWING POLICIES AS THEY PERTAIN TO ICC STAFF AND STUDENTS****

Code: PSL – 714

SUBJECT: Possession, Use, or Distribution of Weapons, Alcohol, or Illegal Drugs

Adopted: February 16, 1999

Revised: July 18, 2013

Independence Community College does not permit possession, use, or distribution of weapons, alcohol, or illegal drugs anywhere on property owned or leased by the College, except as permitted by PSL-716. The use of tobacco products or incense shall not be permitted in any campus buildings. The Board reserves the right to exempt certain provisions of this policy and grants the President of the College the authority to make exemptions for specific functions held on campus.

Code: STU – 801

SUBJECT: Possession, Use, or Distribution of Weapons, Alcohol, or Illegal Drugs

Adopted: August 11, 1999

Revised: July 18, 2013

Independence Community College does not permit possession, use, or distribution of weapons, alcohol, or illegal drugs anywhere on property owned or leased by the College, except as permitted by STU-806. The use of tobacco products or incense shall not be permitted in any campus buildings. The Board reserves the right to exempt certain provisions of this policy and grants the President of the College the authority to make exemptions for specific functions held in campus facilities.

Code: PSL - 716

SUBJECT: Concealed Carry

Adopted: July 18, 2013

In accordance with Section 2(a) of the 2013 Senate Substitute for House Bill No. 2052, the carrying of a concealed handgun as authorized by the Personal and Family Protection Act is not prohibited on property owned or leased by the College.

Code: PSL – 712a

SUBJECT: Harassment

Adopted: May 12, 2009

Harassment of anyone, or by anyone, associated with Independence Community College is prohibited. This policy applies to all administrators, staff, and faculty of the College while on campus or in any way associated with the College off campus. The College will, the best it is able, take steps to ensure the elimination of any form of harassment through (depending upon the nature of the claim) disciplinary actions, sanctions or referral to law enforcement for prosecution.

Harassment can be generally defined as consistent, persistent or unwelcome behaviors, comments (written or spoken) or physical contact that in any way promotes an environment of violence, hostility, degradation, exploitation, intimidation, or fear.

The types of harassment prohibited include, but are not limited to: bullying (this includes cyber bullying), sexual harassment, racial harassment, age based harassment, country of origin harassment, belief harassment, veteran status based harassment, hazing, stalking, mobbing, and abuse.

Code: STU – 805

SUBJECT: Harassment

Adopted: May 12, 2009

Harassment of anyone, or by anyone, associated with Independence Community College is prohibited.

This policy applies to all students of the College while on campus or in any way associated with the College off campus. The College will, the best it is able, take steps to ensure the elimination of any form of harassment through (depending upon the nature of the claim) disciplinary actions, sanctions or referral to law enforcement for prosecution.

Harassment can be generally defined as consistent, persistent or unwelcome behaviors, comments (written or spoken) or physical contact that in any way promotes an environment of violence, hostility, degradation, exploitation, intimidation, or fear.

The types of harassment prohibited include, but are not limited to: bullying (including cyber bullying), sexual harassment, racial harassment, age based harassment, country of origin harassment, belief harassment, veteran status based harassment, hazing, stalking, mobbing, and abuse.

Code: **STU – 806**

SUBJECT: Concealed Carry

Adopted: July 18, 2013

In accordance with Section 2(a) of the 2013 Senate Substitute for House Bill No. 2052, the carrying of a concealed handgun as authorized by the Personal and Family Protection Act is not prohibited on property owned or leased by the College.

Code: **TRU – 914**

SUBJECT: Harassment

Adopted: May 12, 2009

Harassment of anyone, or by anyone, associated with Independence Community College is prohibited.

This policy applies to all students, administrators, staff, faculty, visitors, guests, vendors and volunteers of the College while on campus or in any way associated with the College off campus. The College will, the best it is able, take steps to ensure the elimination of any form of harassment through (depending upon the nature of the claim) disciplinary actions, sanctions or referral to law enforcement for prosecution.

Harassment can be generally defined as consistent, persistent or unwelcome behaviors, comments (written or spoken) or physical contact that in any way promotes an environment of violence, hostility, degradation, exploitation, intimidation, or fear.

The types of harassment prohibited include, but are not limited to: bullying (including cyber bullying), sexual harassment, racial harassment, age based harassment, country of origin harassment, belief harassment, veteran status based harassment, hazing, stalking, mobbing, and abuse.

APPENDIX C

ACADEMIC ACCOMMODATIONS HANDBOOK

Independence Community College

Accessibility Policy and Procedures Manual

Office of Accessibility

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Guidelines for Accommodations

This guide is meant to serve as an informational source and reference regarding services available at Independence Community College for students with disabilities. It is an individual's choice whether to self-identify, as well as if and when to use accommodations.

- 1 This guide is to be used as a reference.
- 2 The services listed are the ones commonly provided, but individual needs are also considered.
- 3 If service requests are not listed, please talk with the person responsible for coordinating services.
- 4 It is the student's responsibility to self-identify, provide appropriate documentation, and each semester request services in a timely manner.

Students with disabilities should complete an Academic Accommodations request at www.indycc.edu/learning/accessibility or complete a paper request with the Associate Dean for Tutoring and Accessibility. If the Associate Dean needs clarification to process a request an intake interview will be conducted. During this meeting, discussion will focus on how the disability affects the student and what accommodations will be needed. Early contact is encouraged as it can take weeks (or months in the case of recorded textbooks and Assistive Technology) for accommodations to be arranged.

Students will be required to furnish appropriate documentation of their disability. The documentation must follow the guidelines as outlined in this handbook. Documentation must state current functioning and include justification for the requested academic accommodation.

The Associate Dean and the Accommodations Committee will determine if the documentation is adequate to both establish the existence of a qualifying disability and to support the requested accommodations.

Students must request accommodations each semester and requests should be made as **far in advance as possible**. Students should make the request prior to the start date of the scheduled class for each semester.

Students must notify the Associate Dean for Tutoring and Accessibility Services of any schedule changes.

What Disabilities Qualify for Accommodations?

The following is a list of **some** of the qualifying disabilities to receive accommodations:

- Acquired Brain Injury
- Attention Deficit Disorder
- Health or Medical Disability
- Hearing Disability
- Learning Disability
- Mental/Emotional Disability
- Physical Disability
- Speech Disability
- Visual Disability

Accommodations & Services Provided

Types of accommodations may include, but are not limited to:

- Notification of instructors concerning needed accommodations
- Notetaker, Scribe or recorded lecture
- Course exam accommodations
- Recorded textbooks / materials
- Sign Language Interpreters
- Large print materials
- Braille materials
- Library accommodations
- Assistive technology

Accommodations & Services NOT Provided

ICC does not provide:

- Reduced standards for academic performance.
- Exemptions to graduation requirements, although course substitutions may be allowed in extreme circumstances.
- Personal care assistance (for example, assistance in pushing a wheelchair or assistance with bathroom needs.)
- Accommodations that fundamentally alter the essential nature of the program and /or class.

Other Accommodations

Students requesting additional services should contact the Associate Dean for Tutoring and Accessibility Services. Additional services will be considered on a case-by-case basis. Factors affecting the additional services will be dependent upon disability, documented need, and the compliance requirements of the Americans with Disabilities Act and Section 504 of the 1973 Rehabilitation Act.

Equipment/Aids/Assistive Technology

Independence Community College provides equipment and aids to students on a case-by-case basis dependent on disability, documented need and the compliance requirements of the Americans with Disabilities Act and the section 504 of the 1973 Rehabilitation Act. Examples of equipment/aids/assistive technology that may be available include:

- JAWS
- Pearl Vision
- Microphone
- Audio Enhancing Stethoscope
- Pen Recorder

Notetaking

Students must provide disability documentation to the Accessibility Office supporting the need for note-taking accommodations using the request form found on the Accessibility web page. Once this accommodation has been approved, the Associate Dean will contact the instructor to recruit a volunteer notetaker in the class.

If class notes or PowerPoint slides are available on-line from the instructor, note taking may not be indicated.

Notes will be provided to students within 48 hours.

Typically students are required to attend class in order to receive notes.

Recorded Lecture

Students must provide disability documentation to the Accessibility Office supporting the need to record classroom lectures using the request form found on the Accessibility web page. Students receiving approval to record classroom instruction can do so for personal academic use only.

Service Animals

Students planning to use a service animal on campus should complete the Accommodation Request Form found on the Independence Community College Accessibility web page. Service Animals are animals that are individually trained to perform tasks for people with disabilities such as guiding people who are blind, alerting people who are deaf, pulling wheelchairs, alerting and protecting a person who is having a seizure, or performing other special tasks. Service Animals are working animals, not pets. Service Animals may be allowed to accompany a student on campus, in classrooms, and in ICC Housing. Requirements for Service Animals:

- Vaccination: Service Animals must be immunized against diseases common to that type of animal. All vaccinations must be current. Dogs must wear a rabies vaccination tag.
- Animals must be leashed at all times, unless the owner/keeper's disability makes this impossible.
- Animals must be controlled by the owner/keeper at all times. The care and supervision of a service animal is solely the responsibility of the owner/keeper.
- The owner/keeper of a services animal is responsible for cleaning up after the animal.

For more information about emotional support animals in ICC housing, please contact Indy Villas at (620) 331-8332.

Removal/Prohibition of a Service Animal

A Service Animal may be excluded from an Independence Community College facility or program if the animal's behavior or presence poses a direct threat to the health or safety of others. For example, a Service Animal that displays vicious behavior towards people may be excluded. Service Animals may also be excluded in areas where the presence of a Service Animal fundamentally alters the nature of a program or activity or is disruptive. Examples may include, but are not limited to, research labs, areas requiring protective clothing, and food preparation areas. Animals not covered under the ADA Service Animal definition can be asked to leave an ICC facility or program. Questions related to the use of service animals on campus should be directed to the Associate Dean for Tutoring and Accessibility. Students will adhere to the Service Animal Guidelines and Agreement. This agreement will be reviewed and signed by the student after the accommodation has been approved and prior to the support animal entering student housing. Any appeal and/or grievance related to accommodations should follow the ICC Accommodation Grievance Procedures. Copies of this procedure can be viewed on the web or obtained from the Associate Dean.

Short Term Accommodations

Short term accommodations are available for students suffering from concussions, broken arms, etc. Independence Community College recognizes the need to accommodate students in the classroom when these situations arise. ICC will follow the same process used for semester accommodations, including requiring documentation. A special "Concussion Zone" chart has been developed for use in short term accommodations necessary due to m-TBI (concussion.) See Appendix D and E.

Pregnant and Parenting Students

Under Title IX regulations, an institution that receives federal funding “shall not discriminate against any student or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student’s pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.” According to the DOE, appropriate treatment of a pregnant student includes granting the student leave “for so long a period of time as is deemed medically necessary by the student’s physician,” and then effectively reinstating the student to the same status as was held when the leave began.

Independence Community College will treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery from pregnancy, and related medical conditions in the same manner and under the same policies as any other temporary disability. As with all temporary disabilities, the Office of Accessibility may request a physician’s note or other documentation. The Office of Accessibility, in consultation with the Title IX Coordinator, has the authority to determine that an accommodation is reasonable, necessary and appropriate.

For the purpose of this policy, reasonable accommodations are changes in the academic environment or typical operations which enable pregnant students or students with pregnancy-related medical conditions to continue to pursue their education and to enjoy the equal benefits of ICC. The ICC need not provide an accommodation if the accommodation would cause the undue hardship.

An accommodation will be deemed to cause undue hardship if it would:

- Fundamentally alter the nature of the course and/or program;
- Pose a safety risk to the individual seeking the accommodation or to others; or
- Create an undue administrative or financial burden.

Determination of fundamental requirements and essential elements of a program and/or course are reviewed, as necessary, by the program director and/or division chairs and the Associate Dean for Tutoring and Accessibility

Reasonable accommodations may include, but are not limited to:

- Extending deadlines and/or allowing the student to make up tests, quizzes, papers, presentations, or assignments missed for pregnancy-related absences;
- Offering remote learning options;
- Excusing medically-necessary absences (this must be granted, irrespective of classroom attendance requirements set by a faculty member or department);
- Providing accommodations requested by a pregnant student to protect the health and safety of the student and/or the pregnancy (such as allowing the student to maintain a safe distance from hazardous substances);
- Making modifications to the physical environment (such as accessible seating);
- Providing mobility or other ergonomic and assistive supports typically provided by the Office of Accessibility;
- Granting leave per ICC’s pregnancy medical leave policy (when applicable) or implementing incomplete grades for classes that will be resumed at a future date; or

- Allowing breastfeeding students reasonable time and space to pump breast milk in a location that is private, clean, and reasonably accessible. Bathroom stalls do not satisfy this requirement.

Lactation facilities are clearly designated and are available to students, employees and guests of ICC. For more information regarding locations and use of lactation facilities, please contact the Office of Accessibility or the Title IX Coordinator.

Pregnancy Medical Leave

A pregnant student may be eligible for a medical leave if prescribed by the student's physician. In that situation, the pregnant student must provide a physician's note or documentation regarding the need for medical leave to the Associate Dean for Tutoring and Accessibility, who will approve, coordinate, and implement an appropriate accommodation plan for the student. To the extent possible and pursuant to normal operating procedures of the ICC, the College will take reasonable steps to return pregnant students to the same position of academic progress as they were in when they took medical leave.

In situations such as clinical rotations, performances, labs, and group work, ICC will work with the student to devise an alternative path to completion, if possible. In progressive curricular and/or cohort-model programs, medically necessary leaves are sufficient cause to permit the student to shift course order, substitute similar courses, or join a subsequent cohort when returning from leave.

As with disability accommodations, information about pregnant students' requests for accommodations will be shared with faculty and staff only to the extent necessary to provide the reasonable accommodation. Faculty and staff will consider all information associated with such requests as private and will not disclose this information unless necessary.

Administrative responsibility for these accommodations lies with the Associate Dean for Tutoring and Accessibility who, in cooperation with the Title IX Coordinator, will maintain all appropriate documentation related to accommodations. No artificial deadlines or time limitations will be imposed on requests for accommodations, but the ICC is limited in its ability to impact or implement accommodations retroactively.

The Associate Dean for Tutoring and Accessibility, in consultation with the Title IX Coordinator, will coordinate the development and implementation of reasonable and appropriate accommodations. Students are encouraged to work with their faculty members and ICC support systems to devise a plan for how to best address the conditions as pregnancy progresses, anticipate the need for leaves, minimize the academic impact of their absence, and get back on track as efficiently and comfortably as possible. The student's academic requirements will be adjusted, and deadlines postponed as appropriate, in collaboration with the Accessibility Office, the Title IX Office, and the relevant academic department(s).

Students are advised to consult with the appropriate departments concerning how a medical leave for parenting students may affect financial aid, employment, non-immigrant status, or other concerns.

II. Harassment and Retaliation

Harassment of anyone, or by anyone, associated with Independence Community College is prohibited.

This policy applies to members of the Board of Trustees, all students, administrators, staff, faculty, visitors, guests, vendors, and volunteers of the College while on campus or in any way associated with the College off

campus. The College will, to the best it is able, take steps to ensure the elimination of any form of harassment through (depending upon the nature of the claim) disciplinary actions, sanctions or referral to law enforcement for prosecution.

Harassment can be generally defined as consistent, persistent or unwelcome behaviors, comments (written or spoken) or physical contact that in any way promotes an environment of violence, hostility, degradation, exploitation, intimidation, or fear.

The types of harassment prohibited include, but are not limited to: bullying, sexual harassment, racial harassment, age-based harassment, country of origin harassment, belief-based harassment, Veteran status-based harassment, disability-based harassment, tenure-based harassment, hazing, stalking, mobbing, and abuse.

Title IX and Pregnancy

Title IX requires faculty and administrators to treat pregnancy, childbirth, and related medical conditions in the same manner and under the same policies as any other temporary disability.

Pregnant students must be provided the same accommodations and support services available to other students with similar medical needs.

If you have a concern regarding your status as a pregnant or parenting student at ICC, please contact the Title IX Coordinator or the Office of Accessibility.

Definition of Pregnancy Discrimination

Pregnancy discrimination includes treating an individual affected by pregnancy or a pregnancy-related condition less favorably than similar individuals not so affected. It may also occur through a failure to provide legally mandated leave or accommodations.

Attendance

Absences due to documented pregnancy, childbirth, or related medical conditions must be excused and cannot be treated or penalized like unexcused absences. A pregnant student may be eligible for a medical leave if prescribed by the student's physician. In that situation, the pregnant student must provide a physician's note or documentation regarding the need for medical leave to the Associate Dean for Tutoring and Accessibility, who will approve, coordinate, and implement an appropriate accommodation plan for the student.

To the extent possible and pursuant to normal operating procedures of the College, ICC will take reasonable steps to return pregnant students to the same position of academic progress as they were in when they took medical leave.

After returning from an excused absence or medical leave, faculty must allow a reasonable amount of time to make up missed assignments and tests. The makeup assignments and tests must be reasonably equivalent to those missed but need not be identical. If a faculty member provides specific "points" or other advantages to students based on class attendance, you must be given the opportunity to earn back the credit from classes missed due to pregnancy.

While faculty may have a strict attendance policy, the ICC is bound by federal civil rights law. Title IX requires that the ICC ensure all faculty and staff comply with the law and do not discriminate against pregnant and parenting students. An individual faculty member's policy is not okay if it breaks the law. Please contact the Title IX Coordinator if you have questions about your faculty member's attendance policy as it relates to your pregnancy or parental responsibilities.

Special Academic Services

Title IX requires ICC to provide pregnant students with any special services provided to students with any other type of temporary disabilities. Please contact the Associate Dean for Tutoring and Accessibility.

Internships, Apprenticeships, Off-Campus Programs

Your program must allow you to continue participating in off-campus programs. If your program provides opportunities to "work in the field," you cannot be excluded based on your pregnancy. Faculty cannot require a doctor's note for continued participation unless faculty requires one for all students who have a medical condition that requires treatment by a doctor. If a faculty member asks for a note, the faculty member cannot second-guess your doctor's decision.

Title IX requires ICC to prevent and address sex-based harassment, including harassment based on pregnancy. If you experience this sort of treatment, you should immediately contact the ICC Compliance Officer. The law prohibits anyone from retaliating against you for filing a complaint or raising a concern.

Concurrent/Dual Enrollment Accommodations

High school students that enroll in ICC NOW courses are eligible for academic accommodations under the same standards and using the same process as any ICC student. The requirements and process for applying for academic accommodations are outlined in ICC's accessibility handbook available at on ICC's website at www.indycc.edu/learning/accessibility.

Academic accommodations provided to ICC NOW students as a condition of a high school IEP are subject to review by ICC's Office of Accessibility to ensure that academic accommodations provided by the high school do not fundamentally alter the nature of ICC NOW coursework. ICC NOW liaisons are required to report all academic accommodations provided to students as part of an ICC NOW course to ICC's Office of Accessibility to ensure that the academic accommodations provided are appropriate for the course.

Limited English Proficiency

Independence Community College will take reasonable steps to ensure that persons with Limited English Proficiency (LEP) have meaningful access and an equal opportunity to participate in our services, activities, programs and other benefits.

Language assistance will be provided through the use of competent bilingual staff, contracts or formal arrangements with local organizations providing interpretation or translation services, or technology and telephonic interpretation services.

Independence Community College will conduct a regular review of the language access needs of our student population, as well as update and monitor the implementation of this policy and these procedures, as necessary.

PROCEDURES:

1. IDENTIFYING LEP PERSONS AND THEIR LANGUAGE

Independence Community College will promptly identify the language and communication needs of the LEP person. If necessary, staff will use a language identification card (or “I speak cards,” available online at www.lep.gov) or posters to determine the language.

2. OBTAINING A QUALIFIED INTERPRETER

The Associate Dean for Tutoring and Accessibility is responsible for:

- Maintaining an accurate and current list showing the name, language, phone number and hours of availability of bilingual staff
- Contacting the appropriate bilingual staff member to interpret, if an interpreter is needed, or if an employee who speaks the needed language is available and is qualified to interpret;
- Obtaining an outside interpreter if a bilingual staff or staff interpreter is not available or does not speak the needed language.
- Sharing software or translation websites with staff in the instance a qualified interpreter is unavailable.

3. PROVIDING WRITTEN TRANSLATIONS

When translation of vital documents is needed, each department will submit documents for translation into frequently-encountered languages to the Associate Dean for Tutoring and Accessibility. Original documents being submitted for translation will be in final, approved form with updated and accurate information.

ICC will provide translation of other written materials, if needed, as well as written notice of the availability of translation, free of charge, for LEP individuals and will set benchmarks for translation of vital documents into additional languages over time.

4. MONITORING LANGUAGE NEEDS AND IMPLEMENTATION

On an ongoing basis, ICC will assess changes in demographics, types of services or other needs that may require reevaluation of this policy and its procedures. In addition, ICC will regularly assess the efficacy of these procedures, including but not limited to mechanisms for securing interpreter services, equipment used for the delivery of language assistance, complaints filed by LEP persons, feedback from students and community organizations, etc. Currently, ICC is committed to translating vital documents into Spanish.

Auxiliary Aids

Independence Community College will take appropriate steps to ensure that persons with disabilities, including persons who are deaf, hard of hearing, or blind, or who have other sensory or manual impairments,

have an equal opportunity to participate in our services, activities, programs and other benefits offered by ICC.

All staff will be provided written notice of this policy and procedure, and staff that may have direct contact with individuals with disabilities will be trained in effective communication techniques, including the effective use of interpreters.

Procedures for identification and assessment of need:

ICC provides notice of the availability of, and procedure for, requesting auxiliary aids and services through notices in our brochures, handbooks, letters, print, radio and television advertisements, etc. and through posted notices. When an individual self-identifies as a person with a disability that affects his or her ability to communicate or to access or manipulate written materials or requests an auxiliary aid or service, the Accessibility Office will consult with the individual to determine what aids or services are necessary to provide effective communication for a particular situation.

Provision of Auxiliary Aids and Services:

ICC shall provide the following services or aids to achieve effective communication with persons with disabilities:

1. For Persons Who are Deaf/Hard of Hearing
 - a. For persons who are deaf/hard of hearing and who use sign language as their primary means of communication, the Associate Dean for Tutoring and Accessibility is responsible for providing effective interpretation or arranging for a qualified interpreter when needed. In the event that an interpreter is needed, the Associate Dean for Tutoring and Accessibility is responsible for obtaining an outside interpreter if a qualified interpreter on staff is not available.
 - b. Communicating by Telephone with Persons Who Are Deaf or Hard of Hearing - ICC utilizes relay services for external telephone with TTY users. We accept and make calls through a relay service. The state relay service number is 1-800-766-3777.
2. For Persons Who are Blind or Who Have Low Vision
 - a. Staff will communicate information contained in written materials by reading out loud and explaining these forms to persons who are blind or who have low vision; using qualified readers; reformatting into large print; taping or recording of print materials not available in alternate format; or other effective methods that help make visually delivered materials available to individuals who are blind or who have low vision.
 - b. Staff are available to assist persons who are blind or who have low vision in filling out forms and in otherwise providing information in a written format.
3. For Persons with Speech Impairments
 - a. To ensure effective communication with persons with speech impairments, staff will contact Associate Dean for Tutoring and Accessibility who is responsible to provide aids and services, including writing materials and computers, in a timely manner.
4. For Persons with Manual Impairments

- a. Staff will assist those who have difficulty in manipulating print materials by holding the materials and turning pages as needed, or by providing one or more of the following: note-takers; computer-aided transcription services; speaker phones; or other effective methods that help to ensure effective communication by individuals with manual impairments.
- b. For these and other auxiliary aids and services, staff will contact *Associate Dean for Tutoring and Accessibility 620-332-5457* who is responsible to provide the aids and services in a timely manner.

Additional Resources

Independence Community College is home to the federally funded TRIO Student Support Services. Student Support Services (SSS) serves low-income students, first generation college students and students with documented disabilities. Please contact 620.332.5423 for more information. Applications are available in the Tutoring Center.

DREAM (Disability. Rights. Education. Activism. Mentoring) is an online community for college students with disabilities. DREAM offers confidential help finding resources for questions or problems related to disability and college, a bi-annual conference, weekly email, monthly mentoring sessions and care packages. For more information contact DREAM@ahead.org (DreamCollegeDisability.org)

Tutoring

Tutoring is not a required accommodation under either the ADA or Section 504 of the 1973 Rehabilitation Act. ICC does offer many tutoring programs to its students. Students with disabilities are guaranteed equal access to all Independence Community College tutoring programs for which they are eligible.

Equal Opportunity/Non-Discrimination Statement

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment and all unions or professional organizations holding negotiated agreements or professional agreements with the institution are hereby notified that this institution does not discriminate on the basis of race, religion, color, national origin, sex, age, tenure, disability or any other factors that cannot be lawfully considered in its programs and activities as required by all applicable laws and regulations, in admission or access to, or treatment or employment in its programs and activities. Any person having inquiries concerning Independence Community College's compliance with the regulations implementing Title VI, Title IX and Americans with Disability Act of 1990 is directed to contact the coordinators who have been designated to coordinate the educational institution's efforts to comply with the regulations implementing these laws.

ADA/Equal Access

Independence Community College is complying with the Americans with Disabilities Act, and is committed to equal and reasonable access to facilities and programs for all employees, students and visitors. Those with ADA concerns or who need special accommodations should contact Jessica Morgan-Tate, Independence Community College 1057 W. College Ave Independence, KS 67301 620.332.5672 jmorgantate@indycc.edu or Taylor Crawshaw, 620.332.5457, tcrawshaw@indycc.edu

Rights and Responsibilities

Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 continue to provide direction and guidance to the College, as it reaches new levels of access in all areas. As such, both the College and student have rights and responsibilities stated as follows.

Institutional Rights and Responsibilities:

Independence Community College has the right and responsibility to:

1. Maintain the academic standards of the college;
2. Request qualifying disability documentation in order to verify eligibility for disability accommodations, academic adjustments and/or auxiliary aids;
3. Discuss student's eligibility with diagnosing professionals given signed consent;
4. Select from among equally effective and appropriate accommodations, adjustments, and/or auxiliary aids in consultation with the student;
5. Deny requests for accommodations, academic adjustments and/or auxiliary aids when disability documentation does not identify a specific disability, fails to verify the need for the requested services or is not provided in a timely manner; and
6. Deny requests for accommodations, adjustment and/or auxiliary aids that are inappropriate or unreasonable based on disability documentation including any that:
 - a. Pose a direct threat to the health and safety of others
 - b. Constitute a substantial change or alteration of an essential course element/program standard,
or
 - c. Pose undue financial or administrative burden on the college.

Student Rights and Responsibilities:

Every qualified student with a disability has the right to:

1. Equal access to educational and co-curricular programs, services, activities and facilities available through ICC;
2. Reasonable and effective accommodations, academic adjustments and/or auxiliary aids as determined on a case-by-case basis;
3. Maintain confidentiality regarding disability information including the right to choose to whom the disclosure of disability is made except as required by law; and
4. Receive information in reasonably accessible formats (i.e., if the request meets request deadlines to ensure availability).

Every student with a disability has the responsibility to:

1. Meet qualifications including essential technical, academic and institutional standards;
2. Identify as an individual with a disability and request accommodations in a timely manner;
3. Provide documentation from an appropriate professional source verifying the nature of the disability, functional limitations and the rationale for specific accommodations being recommended; and
4. Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments and/or auxiliary aids as outlined.

Confidentiality

The Accessibility Office is committed to ensuring that confidentiality is protected. Therefore, the accommodations office will not disclose any relationship with our office nor information contained in the student-client file that is considered part of your educational record and is protected from disclosure under the Family Education Rights and Privacy Act (FERPA). ICC will adhere to the following guidelines regarding confidentiality:

1. Identifying information:

- A. The Accommodations Office will not release any identifying information about students to any person unless it is necessary to provide access at ICC or with your written consent, which only allows release of information from educational records.
- B. When a student has not given formal written consent, ICC will only discuss related general information, policies and procedures.

2. Disability-related information

- A. Disability-related information includes documentation, correspondence, file notes and accommodation records.
- B. Access to disability-related information is shared only on a need-to-know basis and to ensure appropriate access to education and facilities.
- C. At the student's request or in response to an inquiry, disability-related information will be shared with ICC faculty and staff to ensure appropriate access and accommodation.

3. E-mail communication

- A. No e-mail message is secure and confidential. Your screen name, identification, computer designation or other personal information is transmitted with e-mail and could be intercepted by others.
- B. To facilitate confidentiality, the Accommodations Office is willing to conduct all business by U.S. mail, phone and in person.
- C. Independence Community College have in place appropriate physical, electronic and managerial procedures to safeguard and help prevent unauthorized access to e-mail; however, we cannot guarantee that e-mail communications are secure and confidential.

Accepted Forms of Documentation

Independence Community College prefers to accept tertiary documentation for documentation purposes. This may include but is not limited to: **educational or medical records, reports and assessments created by health care providers, school psychologists, teachers, or the educational system.** This information is inclusive of documents that reflect education and accommodation history, such as Individual Education Program (IEP), Summary of Performance (SOP), and teacher observations. External documentation will vary in its relevance and value depending on the original context, credentials of the evaluator, the level of detail provided, and the comprehensiveness of the narrative. However, all forms of documentation are meaningful and will be reviewed and considered as requested.

ICC prefers documentation dated within the last 3 years. However, documentation may be accepted so long as it is current and relevant.

Guidelines for Documentation of a Learning Disability

Students requesting accommodations based on a learning disability at Independence Community College are asked to submit documentation to determine eligibility in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). A diagnosis of a learning disability does not necessarily qualify a student for academic accommodations under the law.

To establish that a student is covered under Section 504 and the ADA, the documentation must indicate that the disability substantially limits some major life activity, including learning.

Therefore, the documentation submitted must meet the five criteria listed below. This will ensure that the documentation is complete and supports the request for accommodations. ICC will determine eligibility and appropriate services, case by case, based on the quality, documentation and completeness of the documentation submitted. The following requirements provide students, schools, and professional diagnosticians with a common understanding of the components of documentation that are necessary to validate the existence of a learning disability, the impact on the individual's educational performance, and the need for academic accommodations.

These guidelines follow the guidelines adapted by the National Association of Higher Education and Disability (AHEAD) and the Kansas affiliate of AHEAD (KanAHEAD).

Any costs associated with the provision of documentation is the sole responsibility of the student.

1. A Qualified Professional Must Conduct the Evaluation

The assessment must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neuropsychologist, educational diagnostician, or student clinicians who is being supervised by a qualified professional) who has had direct experience with adolescents and adults with learning disabilities.

2. Documentation Must be Current

Reasonable accommodations are based on the **current** impact of the disability on academic performance. In most cases this means that a diagnostic evaluation should be age appropriate and relevant to the students learning environment, and show the students **current** level of functioning. If a documentation does not address

the individual's current level of functioning, the student will be required to obtain an evaluation. ICC Prefers documentation dated within the last three years.

3. Documentation Must Include a Specific Diagnosis

The report must include a clear and direct statement that a learning disability does or does not exist including a rule out of alternative explanations of learning problems. Terms such as "learning difficulty," "appears," "suggests," or "probable" do not support a conclusive diagnosis.

4. Documentation Must be Comprehensive

The documentation must include a summary containing relevant historical information, instructional interventions, related services, and age of initial diagnosis.

The documentation must also include objective data regarding aptitude, achievement and information processing. Test scores (*standard scores, per-centiles, and grade equivalents*) must be included in the documentation.

5. Recommendations for Accommodations

A diagnostic report may include specific recommendations for accommodation(s). A prior history of an accommodation, without a demonstration of a current need, does not in and of itself warrant the provision of a like accommodation. Each accommodation recommended by an evaluator should include a rationale. The evaluation should support the recommendations with specific test results or clinical observations. If an accommodation (s) is not clearly identified in the diagnostic report, ICC will seek clarification and, if necessary, more information, and will make the final determination as to whether appropriate and reasonable accommodations are warranted and can be provided. ICC reserves the right to request reassessment when questions regarding previous assessment or previous service provision arise.

Examples of Typical Measures Used in Adult Assessment of Learning Disabilities (This is not intended to be a complete list, but rather serve as a guide for clinicians)

Aptitude

- A. *Wechsler Adult Intelligence Scale-3rd Edition (WAIS-III)*
- B. *Wechsler Adult Intelligence Scale-Revised (WAIS-R)*
- C. *Stanford Binet Intelligence Scale-4th and 5th Edition (SB IV, V)*
- D. *Woodcock-Johnson Psycho educational Battery-3rd Edition: Tests of Cognitive Ability*
- E. *Woodcock-Johnson Psycho educational Battery– Revised: Tests of Cognitive Ability*
- F. *Kaufman Adolescent and Adult Intelligence Test*

Achievement

- A. *Wechsler Individual Achievement Tests II (WIAT II)*
- B. *Wechsler Individual Achievement Tests (WIAT)*
- C. *Woodcock-Johnson Psycho educational Battery-3rd Edition: Tests of Achievement (WJ-III)*
- D. *Woodcock-Johnson Psycho educational Battery-Revised: Tests of Achievement (WJ-R)*

E. Stanford Test of Academics Skills (TASK)

F. Scholastic Abilities Test for Adults (SATA)

Note: Screening tools such as the **Wide Range Achievement Test (WRAT-III)** are not considered comprehensive measures of achievement and must be accompanied by a comprehensive measure such as one of those listed above. All instruments selected to measure these areas must be age appropriate.

Information Processing

A. Subtests of the WAIS-R or WAIS-II

B. Subtests of the Woodcock-Johnson Psycho educational Battery: Tests of Cognitive Ability

C. Wechsler Memory Scales-Revised or 3rd Edition

Additional Documentation

Independence Community College uses the following guide during the intake interview and as a tool when determining the accommodation request approval. It has been included in the manual in its entirety for reference purposes.

Disability Resource Professional's Guide to Exploring and Determining Access Standing Committee on Professional Development

Many disability resource professionals have used AHEAD's 2012 Documentation Guidance to assist them in modifying their documentation practices to be more responsive to the broader definition of disability put forward in the ADA as amended. However, since AHEAD recommends a flexible process rather than providing a standard list of documentation characteristics, implementing the Guidance can be challenging. The intentionally fluid and individual approach described requires professional judgment and the ability to listen, question, trust, reflect and analyze.

The following seven steps are offered as a guide for maximizing the wealth of information that can be discovered during conversations with students, processing it, and determining whether it is adequate to respond to a student's request for accommodation. Depending on the student's experiences and fluency and the disability professional's knowledge and observations, there may be no or limited need for external documentation following a complete student interview.

7 Step Guidance on Utilizing the Student Conversation as an Effective Resource

1. Listen to the student's story (or read if an email conversation).

A. Based on conversation, determine...

- Why has the student contacted the office in the first place?
- What barriers to access has the student described?
- What is the student requesting?

B. Questions to assist in developing the story and in learning about the barriers present:

- What brought you here today?
- What environments create barriers/challenges for you? What barriers/challenges in the classroom or otherwise are you experiencing currently?
- How does X experience impact you?
- What type of classroom environment do you prefer?
- What solutions have worked in the past?
- What solutions might work in this situation based on your assessment?
- How is X class designed? How are you graded?
- What kind of exams or assessments work well for you?
- What is it about Y test (class, paper, etc.) that meant you didn't need accommodations for it?
- What types of assignments do you enjoy? What types of assignments challenge you?
- What is your experience when reading (focus, comprehension, etc.)?
- How is the housing experience going?
- What accommodations did you use in high school?
- When a student does not indicate a specific condition or impairment in conversation or in answer to the above questions, you may need to explore more specifically to understand whether the situation is related to an underlying disability. While that exploration will likely result from questions that flow naturally from the conversation, the following may be helpful:
 - "I understand the barrier /challenge you've described, but wonder if you can tell me more about why you think X situation may be a problem for you but not for other students?"
 - "You've described the barrier clearly but have not mentioned a disability/impairment/underlying condition. Can you tell me more about that?"

2. Initial professional observations

- Does a disability-related barrier exist?
- Is there a clear connection between the barrier and the student's condition?
- What makes sense based on your conversation with the student?
- Did the student provide any external documentation that is helpful? Is it consistent with the student's report and your observations?
- Is anything not adding up for you at the moment? Start to recognize any gaps in your understanding of the situation.
- Are there factors the student may not have mentioned that could have an impact on the situation, such as the impact of pain or medication?
- Are there any red flags cycling through your internal filter?
- Do your concerns have to do with determining access or are you thinking about creating a success plan for the student? Keep in mind that accommodations are about access.

3. Any known environmental barriers, considerations, or fundamental components in play?

- What is the role of the environment in creating and/or maintaining the barrier?
 - Is it immediately obvious that accommodations could create access based on the information provided?
 - Is the requested accommodation clearly related to the student's disability but inappropriate in the context (such as a request for note-card on exams that test primarily measure recall)? Accommodations that undermine academic integrity are not reasonable regardless of a clear connection to the disability.
 - Consider what might warrant additional consultation with others on campus.
 - Is the requested accommodation likely to effectively remove the barrier for the student in that environment?
4. Any gaps between what the student requests, details in the environment and what you believe would create access?
- Put the story, initial observations, and environmental variables together.
 - Can any adjustments in the environment be made, such as seeing if the professor would modify the course to remove the barrier without accommodations?
 - Based on all information gathered, determine where reasonable accommodations can clearly create access (extended time on tests, computer for essay exams, note-takers, etc.) when environmental changes are not feasible.
 - Does the student specifically seek something that does not make sense to you based on the information gathered? This is the gap that needs to be addressed...
 - Are there other questions that you can ask to get to this information?
 - Do you need to let the student know you need time to consider the request?
 - Can you talk to others on campus about the situation, including getting more information from faculty, housing, etc.?
 - Would a review of the student's academic transcript provide any beneficial information?
 - Could you experiment with certain accommodations (a modified response to intervention process) to see what impact it has on the barriers?
5. Your judgment and assessment matter!
- Trust your instincts and common sense abilities.
 - Trust the student.
 - How have similar situations been handled on your campus? What (good and bad) can be learned from past experiences?
 - Do you not trust your ability to make a decision? If so, what is missing for you to have that trust?
 - Is there anything you fear about making a decision in this case?
 - Your judgment and assessment can be documented to support decisions made.
6. Use 3rd party documentation to fill gaps in understanding.
- Before requesting additional 3rd party documentation, ask yourself how it will assist in your decision-making.
 - Will it really be a difference-maker in the end?
 - What will it address that you cannot address within your office or in consultation with others on campus?
 - Why would you feel more confident making the decision with this additional information than without it?
 - Request documentation that specifically fills in gaps that cannot be filled otherwise...gaps must be about access only, not treatment or success plans.

- The requested information should clarify the connection between the condition and the environmental barrier for which accommodations are requested.

7. Student or disability office consults with course and department as necessary.

- What next steps does the student need to take?
- Does the disability office need to get involved with access outcomes in some way?
- Might the accommodation result in a fundamental alteration requiring that you consult with faculty, housing, etc. before making a decision?
- Keep the conversations going as necessary, including as changes evolve either with the person or within the environment.
- Identify the appropriate path of action based on the situation at hand.

Access: The Core Mission of the Disability Office

While the student interview is an important step in considering accommodations, disability professionals should always approach these conversations with a clear understanding that the goal of all accommodations is to create access. This requires a fundamental understanding of the two terms: “access” and “accommodation.”

Definition of Access -- An equitable opportunity to full participation resulting from either:

An environment that is designed (proactively) to work for a majority of people; OR

Effective, reasonable modifications to policies, practices, procedures and other environmental barriers (reactive) that result in access.

Using Accommodations as a Path to Access

Reasonable accommodations, such as the ones typically discussed in our field and communicated to faculty through “letters” of accommodation, are retrofits to inaccessibly designed environments put in place on an individual basis to create access. They are not the only course of action.

Access can be achieved through accommodations or when:

An environment is proactively designed from the outset (such as all course videos including captions);

Creative alternatives outside the norm are identified (such as when a professor agrees to facilitate access by giving a student a paper version of a test when all other students take the test online);

The values, behaviors, beliefs, attitudes and/or level of awareness of others are shifted.

Disability professionals often need to facilitate creative solutions to the barriers that exist by learning about and analyzing environmental variables and working proactively to reframe notions of access for faculty and other campus personnel. While some accommodations may not be reasonable because they would fundamentally alter the nature of an academic experience, design modifications and shifts in attitudes can provide access while also removing stigma from students with disabilities and creating an improved experience for all.

Contributors

Adam Meyer, University of Central Florida

Melanie Thornton, University of Arkansas

Carol Funckes, University of Arizona

Grievance Procedure

If an individual feels he/she has been denied equal access to a program or activity because of a disability, the ICC Accessibility Grievance Procedure should be followed as outlined below.

The first step is to obtain and complete a Grievance Report form (Appendix F) or submit a grievance to the Associate Dean for Tutoring and Accessibility through ICC's Office of Accessibility's electronic reporting system located on ICC's website at <https://www.indycc.edu/learning/accessibility/index>.

After reviewing the grievance, the Associate Dean will conduct an investigation ... attempt to resolve the matter informally among the parties involved.

If an informal resolution cannot be worked out, the complainant may file a written grievance within five working days of the informal conference to the Vice President of Academic Affairs. The complainant will submit his/her grievance and additional written documentation or other evidence electronically through the College's electronic reporting system at <https://www.indycc.edu/learning/accessibility/index>.

The complainant and Vice President of Academic Affairs shall meet within five class days after receipt of the grievance materials. The Vice President of Academic Affairs shall provide the complainant with a written decision within five class days following the meeting, with a copy of the written decision going to the Associate Dean for Tutoring and Accessibility.

If the initial formal decision is adverse to the student, he/she may appeal the decision to the President of the College within five working days thereafter by submitting his/her appeal electronically through the College's electronic reporting system at <https://www.indycc.edu/learning/accessibility/index>.

The President will be provided copies of all previously considered materials and forms from the complainant and written materials from the Vice President of Academic Affairs on which the earlier decision was based. The President will review all supporting materials submitted as well as any other relevant materials and will meet with the complainant and the Vice President of Academic Affairs (individually or together, at the discretion of the President) within five working days thereafter to further discuss and clarify the question at issue.

The President will render a written decision to the complainant and the Vice President of Academic Affairs within five additional working days. The decision on appeal at this level is final.

Additional Information

- The decision shall be final if the complainant fails to employ the steps and time periods of the Accessibility Grievance Procedure.
- If a College official fails to follow the procedure, the complainant will be allowed an additional opportunity to file a grievance at the next step.

Requesting Accommodations Process and Procedures

1. Student completes intake interview and/or completes **Accommodation Request Form** online or in person with required documentation. See **Appendix A**.
2. Case file created in Maxient.
3. Accommodations Committee reviews request and documentation. Committee approves/denies request and signs **Academic Accommodation Approval Form. Appendix B**.
4. Vice President for Academic Affairs reviews and signs paperwork.
5. Student is notified of accommodation approval/denial by email through Maxient.
6. **Academic Adjustment Form** is created for individual courses and emailed to instructors using Maxient. Appendix C.
7. Instructor and student discuss accommodations to determine a plan for execution.
8. Instructor returns signed form to Associate Dean for Tutoring and Accessibility Services.
9. All documentation is kept in Maxient.

Appendix A. Accommodation Request Form

Form is also available online



Academic Accommodation Request

Semester _____ Year _____

Student's Name _____ ID# _____

Phone Number: _____

Accommodations:

What educational accommodations are you requesting this semester?

By signing this document, I acknowledge that I have read and understand the information contained within.

I am requesting the above accommodations for the current semester.

I understand I must complete a new request form each semester.

I understand that I must provide recent documentation by a qualified professional in the area of assessment or in the medical field to the Office of Academic Advising before services will be considered.

I understand that the Academic Accommodation request will be reviewed by the committee and consideration will be given on a case by case basis.

I understand that by signing the Academic Accommodation request form, I am giving the Associate Dean for Tutoring and Accessibility permission to contact my instructors and/or Tutoring Center personnel regarding my disability and need for academic accommodations.

If I have requested a note taker or interpreter, I give the Office of Tutoring and Accessibility the permission to give my name and phone number to the individual selected.

I understand that it is my responsibility to personally deliver a copy of the Academic Adjustment form to my instructors, discuss it with each instructor, obtain their signature, and return the signed copy to the Office of Tutoring and Accessibility, in order to finalize accommodations for each course.

Student Signature

Date

Appendix B. Academic Accommodation Approval



Academic Accommodation Approval

Semester _____ Year _____

Student's Name: _____ ID# _____

The student listed on this form has provided recent documentation from a qualified professional in the area of assessment or the medical field which supports evidence of a disability covered under ADA or the Rehabilitation Act Section 504.

The information in the documentation supports the following disability and/or functional limitations:

The following academic accommodations/adjustments are recommended by the committee in order to provide reasonable access to programs and services.

Committee Signatures:

_____	_____
_____	_____
_____	_____

Committee Vote: _____

Chief Academic Officer/Dean of Instruction Date

Tutoring Center Coordinator Date

Appendix C. Academic Adjustment Form



ACADEMIC ADJUSTMENT

Semester: Year:

To:

From: Associate Dean for Tutoring and Accessibility

Re:

Course:

The student identified on this form has provided Independence Community College with documentation supporting the need for accommodations or academic adjustments to help offset the functional limitations of a disability. As required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, ICC has an obligation to make accommodations available.

If a student with a disability is unable to perform certain academic tasks in the traditional manner, alternative methods can usually be found to enable his or her full participation in classroom activities and on evaluations. Such academic accommodations are provided below in the spirit of equalizing opportunity rather than lowering standards or waiving requirements. *Please meet with the student individually to discuss specific course requirements, identify areas that may be affected, develop a plan of action, and work out logistics for providing the accommodations listed below.*

Please return the original copy of this form to Taylor Crawshaw with completed signatures. It is suggested that you make a copy of this academic adjustment and retain it for your files.

If you have any concerns about these accommodations compromising an essential requirement of your course, please contact Taylor Crawshaw to discuss these concerns and work out alternatives.

Thank you for your assistance.

Instructor

Date

Student

Date

Appendix. D

Form is also available online



Short Term Academic Accommodation Request

Time Period:

Student's Name _____ ID# _____

Phone Number: _____

Accommodations:

What educational accommodations are your requesting this semester?

By signing this document, I acknowledge that I have read and understand the information contained within.

- I am requesting the above short term accommodations
- I understand these accommodations are temporary and will be reviewed on a weekly basis
- I understand that I must provide recent documentation by a qualified professional in the area of assessment or in the medical field to the Office of Accessibility before services will be considered.
- I understand that the Academic Accommodation request will be reviewed by the committee and consideration will be given on a case by case basis.
- I understand that by signing the Academic Accommodation request form, I am giving the Associate Dean for Tutoring and Accessibility permission to contact my instructors and/or Tutoring Center personnel regarding my disability and need for academic accommodations.
- If I have requested a note taker or interpreter, I give the Office of Tutoring and Accessibility the permission to give my name and phone number to the individual selected.

Student Signature

Date

Appendix E.

Concussion Return to Learn Plan Zoning Criteria			
Zone	Definition	Instructional Modifications	Definition
RED	*No classes	*Not attending classes	This student has suffered a concussion and should be resting both cognitively and physically in their room. This student has been instructed to avoid all academic work to avoid increasing symptoms. Through daily clinical evaluations, an update will be provided for when this student can return to class. The student will work with their instructors via their Navigator upon return to develop a plan for gradual completion of assignments as the student progresses.
ORANGE	*Limited academic day *Limited class attendance	*Student class attendance is limited *Clear desk, auditory only *Limited classwork/testing *Utilizing professor notes *Peer note-taking *Student may benefit from periodic breaks in active classroom participation *Minimal reading	This student has suffered a concussion and may need to limit the amount of time in particular classes. They will most likely not have completed some assignments. This student may benefit from significant instructional modifications. The student should develop and maintain a schedule for completing assignments. Please be observant of any changes in the student's behavior upon return to class and please report these changes to Taylor Crawshaw. In addition, please communicate with the student and Navigator about their progress so that they can feel comfortable with the return to academics and comfortable sharing information about their recovery with you.

YELLOW	<ul style="list-style-type: none"> *Full academic day *Limited participation with possible cognitive breaks 	<ul style="list-style-type: none"> *Class participation as tolerated *Clear desk, or desktop only (no screens) *Limited classwork *Student may benefit from periodic breaks in active classroom participation, while actively listening *Emphasis on formative vs. summative assessments *Develop and maintain a schedule for completing assignments 	<p>This student will be attempting to complete all classes, but may need to limit time attending specific classes that exacerbate their concussion symptoms. Depending on the class content, time of day and method of instruction, this student may benefit from instructional modifications. Please continue communicating with the student and Navigator regarding assignments, class participation and overall recovery.</p>
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BLUE	*Full class attendance with instructional modifications	*Student attends full class *Instructional modifications determined by professor based on this individual student's needs and course content *Increasing participation in classwork/testing, including summative assessments *Actively completing missed assignments	This student should be attending and participating in all classes with minimal instructional modifications. Any instructional modifications may be utilized to reduce any residual concussion symptoms and foster the most appropriate learning environment during the final stages of concussion recovery. Please alert an athletic trainer if the student is not able to maintain classroom attendance due to concussion symptoms.
GREEN	*Full class without instructional modifications	*Student attends full class without instructional modifications	The student should be attending all classes, physically and mentally with no instructional modifications.

