



Howard College Accessibility Services

DUAL CREDIT STUDENT STUDENTS FREQUENTLY ASKED QUESTIONS

Do different disability laws apply to high school students than to college students?

Yes, the reauthorized Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act (Section 504) apply to high school students, while the Americans with Disabilities Act (ADA), the ADA Amendments Act (ADAAA), and Section 504 apply to students in higher education. Neither IDEA nor IEP's (mandated by IDEA) are applicable as students transition to college. Even Section 504 has many different provisions for colleges than are in place for K-12 schools. K-12 schools are legally required to guarantee all students successfully obtain a Free Appropriate Public Education (success), while higher education schools are only legally required to provide students with the opportunity to perform to the best of their abilities (access).

What types of accommodations are considered reasonable and appropriate for college level courses?

Some examples of appropriate college level accommodations are:

- Testing accommodations: extra time (generally 1.5 or 2x), less distractions, calculator, computer with spell check, reader, scribe, oral testing, food/drinks during testing, extra breaks, no Scantrons
- Large print materials
- Copies of class notes
- Allowance to tape record lectures
- Alternative format textbooks
- Sign language interpreters
- Real time captioning/CART
- Captioned videos/films
- Preferential seating
- Allowances for lip reading
- Allowance to leave class due to symptoms
- Assistive technology/software

- Accessible table/chairs/classroom
- Flexibility with coursework deadlines, at the discretion of the instructor

What types of accommodations are not considered reasonable and appropriate for college level courses?

Any accommodation that fundamentally alters the essential components of a course or field of study is not considered reasonable nor appropriate. This includes waiving requirements that are considered essential to a course or program (such as a math course for an Accounting major), or substantially modifying tests or homework assignments (such as reducing the number of answer choices on a test or the number of required homework problems). Additionally, any accommodation that is for personal use or study (such as individual tutoring) is not provided unless that service is also available to the general population of students.

How are classroom accommodations determined at the college level?

Accommodations are determined by looking at a student's specific functional limitations (symptoms) and the ways those limitations affect the student in the educational environment (classroom). Appropriate accommodations are those that effectively reduce the impact of the student's functional limitations on academic performance, and provide the student with an opportunity to perform to the best of his/her ability. Conversely, if an accommodation is not "logically" related to a student's specific functional limitations, then that accommodation would not be considered appropriate (such as a reader for a student whose disability does not specifically impact reading ability).

What documentation of disability does VSCC require for the determination of college-level accommodations?

If a student has a learning disability or intellectual impairment, VSCC requests the student's most recent, complete psycho-educational test report. If a student has any other type of disability (such as ADHD, emotional disability, health impairment) VSCC will accept either a most recent, complete psycho-educational test report or a diagnostic narrative from the student's specialist. A diagnostic narrative is a detailed letter that describes the student's disability and the symptoms that may require accommodation. An IEP or other school plan (504) may also be submitted to substantiate the use of specific accommodations, but generally will not suffice as a student's primary documentation of disability.

What if a student's psycho-educational testing is older than 3-5 years old, which is the

accepted time frame required by some universities and colleges?

Howard College is more concerned with the quality of the information provided in the test report than with the age of the testing. If testing is older than 5 years but is complete and provides good detail about the ways a disability impacts a student's academic performance, that testing is more useful in determining appropriate accommodations than testing that is only a year old but is incomplete with little detail about the impact the disability has on the student.

Why doesn't Howard College consider most IEP's to be appropriate documentation for determining college-level accommodations?

Generally, IEP's alone don't provide enough specific information about a student's functional limitations and the impact those limitations have on the student's academic performance, which is necessary information for determining the most appropriate accommodations for a student's individual circumstances.

Are there any situations for which an IEP would be accepted as the appropriate, primary documentation for determining college-level accommodations?

Definitely! Some school corporations include a detailed description of the different ways a disability affects a student in the classroom and all test results from past psycho-educational testing in the body of the IEP. This additional information in an IEP is often sufficient for determining appropriate college level accommodations for a student.

Will students' approved accommodations for college-level classes at Howard College always be different than their IEP accommodations?

Not necessarily. In fact, the majority of students' college level accommodations are the same ones included in their IEP's or 504 Plans. The only exceptions are accommodations that would fundamentally alter the essential components of a course or field of study, such as modified tests or homework assignments, or those accommodations that are not "logically" related to the specific functional limitations of a student's disability (as described above).

Are students able to request accommodations for the Accuplacer tests?

Yes. However, please keep in mind that the Accuplacer tests are not timed and a virtual calculator is included in the testing program. Therefore, it is not necessary for students to obtain approval for those types of accommodations. If other types of accommodations are requested for testing, those accommodations must be approved in advance by submitting appropriate documentation to Howard College Disability Services

office prior to scheduling/taking the tests.

With whom does the Disability Services office share students' disability documentation?

Disability documentation is both *FERPA* (educational) and *HIPAA* (health) protected information and, as such, is not shared with anyone, even within the Howard College community. It is only used by Disability Services staff for determining appropriate accommodations.

Does disability documentation become part of students' permanent academic records at Howard College?

No! Documentation of disability is only accessible by Disability Services staff, except by court order.

What happens to students' disability documentation after they've completed their Howard College dual credit classes?

Students' disability documentation remains on file in the Howard College Disability Services office for 7 years, after which time it is usually destroyed.

If students with disabilities want to take a dual credit course for Howard College credit, why must they apply for separate accommodations, when they are already covered by an Individual Education Plan (IEP) at the high school?

Again, IEP's are not applicable at the college level. Also, Howard College expects all students who enroll in courses for Howard College credit to complete all the same academic requirements for those courses, either with or without accommodation. It is not acceptable for a high school student with a disability to be provided with accommodations that are not considered appropriate for college students with disabilities enrolled in the same course, and to receive the same college credit for the course. Howard College strives to preserve the academic integrity of all courses and programs of study due to accreditation standards and licensure requirements.

If students are only allowed college-level accommodations for courses they take for dual credit with Howard College, are they still allowed IEP accommodations for the rest of their high school courses?

Absolutely! College level accommodations only apply to those courses taken to receive college credit with Howard College.

What if a student or parent insists on the provision of IEP accommodations for courses

taken for dual credit with Howard College?

Students or their advocates have the right to expect provision of IEP accommodations for those courses taken for high school level credit, but not for courses taken for credit at an outside institution of higher education. Again, this is due to differences in laws that govern each type of institution. If students (or their parents) insist on provision of IEP accommodations, they may choose to still take the course but they will not receive VSCC college credit for that particular course. This choice is up to the student or the parent.

Do high school students have to submit disability documentation every school term in order to continue receiving accommodations for the classes they take for dual credit with Howard College in later terms?

No, disability documentation only needs to be submitted one time, unless a student wants to be considered for different accommodations than were originally approved by the Howard College Disability Services office.

Will the same accommodations students are approved to receive for classes they take for Howard College credit in high school be provided if they decide to attend Howard College after graduation from high school?

Generally speaking, yes. Please understand that different classes and modes of lesson delivery may require different kinds of accommodations. Not every class will have the same accommodations. But once students are approved by Howard College Disability Services for college level accommodations, they will continue to be offered accommodations if they decide to later attend Howard College as an admitted college student.