



## **DISABILITY SUPPORT SERVICES FREQUENTLY ASKED QUESTIONS FOR INCOMING STUDENTS**

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 IEPs (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 (this list is not all-inclusive):

- Testing accommodations: extra time, reduced-distraction testing space, calculator, computer with spell check, reader, scribe, oral testing, extra breaks,
- Large print materials
- Copies of class notes
- Allowance to record lectures
- Alternative format textbooks
- Sign language interpreters
- Real time captioning/CART
- Captioned videos/films
- Preferential seating
- Allowance to leave class due to symptoms
- Assistive technology/software
- Accessible table/chairs/classroom

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).

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 (classrooms and other settings). 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 their 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 an exam reader for a student whose disability does not specifically impact reading ability).

What documentation of disability does IAIA require for the determination of college-level accommodations? If a student has a learning disability or intellectual impairment, IAIA will accept the student's psycho-educational test report or other assessment describing the condition and the student's functional limitations. If a student has any other type of disability (such as ADHD, emotional disability, health impairment) IAIA will accept a 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 and establish a history of accommodation. In all cases the student's personal experience of their condition will be considered a significant part of the documentation of the disability and that information will be obtained through direct interview with the student.

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. But again, absent this additional diagnostic information the student's personal experience of their condition will be used in conjunction with the IEP to determine functional limitations and eligibility for accommodations.

Will students' approved accommodations for college-level classes at IAIA always be different than their IEP accommodations? Not necessarily. In fact, many 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 and other placement tests offered at IAIA? 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 IAIA Disability Support Services office prior to scheduling/taking the tests.

With whom does the Disability Support 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 IAIA community. It is only used by Disability Support Services staff for determining appropriate accommodations.

Does disability documentation become part of students' permanent academic records at IAIA? No. Documentation of disability is only accessible by Disability Support Services staff, except by court order.

What happens to students' disability documentation after they've completed their IAIA academic career? Students' disability documentation remains on file in the IAIA Disability Support Services office for 7 years, after which time it is usually destroyed.

Do students have to submit disability documentation every school term in order to continue receiving accommodations? 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 IAIA Disability Support Services office.