

Ivy Tech Community College
Disability Support Services: Academic Accommodations
for DUAL CREDIT/DUAL ENROLLMENT Students
Frequently Asked Questions

This document outlines frequently asked questions (FAQ) as it pertains to disability support services for high school students who participate in dual credit and dual enrollment programming. Dual credit and dual enrollment models as referenced within this FAQ document are best outlined/defined in the [linked grid](#).

1. How do the responsibilities of working with students with disabilities in higher education differ from those in high schools?

The responsibilities towards students with disabilities in college are very different from those in high school. Colleges have different legal obligations than high schools and students have different responsibilities.

2. What is a reasonable accommodation?

A reasonable accommodation is one that reduces or removes the impact of a disability to provide equal access to the learning environment, decreasing an adverse effect resulting from an interaction between a person's disability and the environment or activity.

An accommodation is not reasonable when it:

- fundamentally alters the course or programs standards
- threatens personal or public safety
- creates an undue financial or administrative burden

Reasonable accommodations for qualified students must comply with the academic and technical standards required for participation in an educational program or service. According to Federal regulation, colleges and universities are not required to alter the purpose and nature of the program, course, and/or service as part of the reasonable accommodation process.

Reasonable accommodation does not negate requirements for successful completion of a program, course, service and/or activity or adherence to academic, accreditation, and behavior standards. Rather, reasonable accommodation allows access to full participation in a program.

Ivy Tech Community College adheres to federal civil rights laws including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). ADA has different regulations than IDEA for K-12 students. The purpose of these laws is to ensure equal access for people with disabilities and to protect these individuals against discrimination.

3. Who will provide support for a student if they are taking a Dual Credit or Dual Enrollment course through Ivy Tech?

When a student takes a dual credit course that is offered at the high school or career center, the high school or career center will work with the student and faculty member to ensure that college appropriate academic accommodations are in place. If needed, the high school will consult with the Disability Support Services office at Ivy Tech to ensure that the accommodations are appropriate for earning college credit.

When a student takes a dual enrollment course offered at an Ivy Tech campus, the student will need to work directly with the Ivy Tech Disability Support Services (DSS) office to request accommodations. This process can be initiated by completing the Ivy Tech DSS Intake Form at https://ivytech-accommodate.symlicity.com/public_accommodation/ and/or contacting the local DSS office directly <https://www.ivytech.edu/dss>.

4. Can a high school student use an Individualized Education Plan (IEP) or a 504 Plan to serve as documentation to receive college appropriate academic accommodations?

The IEP or 504 Plan is sufficient to establish the student as an individual with a disability who is eligible for services under the Americans with Disabilities Act (ADA), and students may submit medical or psychological evaluations if available. The College values the student's self-report about their needs and strengths.

5. Who qualifies for disability accommodations?

Federal disability law defines a person with a disability as an individual who has a physical or mental impairment that substantially limits one or more major life activities, including but not limited to performing manual tasks, seeing, hearing, walking, communicating, reading, learning, and concentrating.

6. What is a reasonable accommodation?

Accommodations are not the same as modifications. An accommodation is provided to eliminate a barrier to a program or service to enable an individual with a disability to perform on an equal basis. Extended time for test taking, conversion of documents to alternative formats, real-time captioning, making audio recordings of lectures, utilizing a notetaking service, or having distraction-reduced testing environment are examples of accommodations. This is not an exhaustive list. A modification would alter, reduce, or eliminate requirements for earning credit in a course. Colleges provide accommodations to qualified students but not modifications.

7. How does a student get accommodations at Ivy Tech?

The process of applying for accommodations happens separately from the college application process. It usually begins after the student has been accepted and has enrolled. In order to get accommodations in college, a student needs to register as a student with a disability. This happens with the Disability Support Services (DSS) Office, not during the admissions process. Ivy Tech provides accommodations on a case-by-case basis, based on submitted documentation.

8. What is the role of Disability Support Services (DSS) at Ivy Tech Community College?

The role of DSS is to advocate and provide for students with disabilities equally effective access and academic accommodations in the classroom, in our programming, and around campus. A student will have a dedicated contact person at the Disability Support Services Office at their local campus. That will continue for as long as the student seeks accommodations. This person doesn't function in the same way as a high school case manager.

The Disability Support Services Officer at the College will work with the student to determine "reasonable" accommodations. They will develop an "accommodation letter" listing the accommodations a student is entitled to receive. The letter will be sent electronically to those faculty for a student's courses for that semester with whom they select to share it. The student also has access to this letter electronically. Even though the letter is sent electronically to faculty, the student will be asked to contact the instructor to discuss the accommodation. No matter how the letter is delivered, it will only say that the student has been approved for certain accommodations. It does not disclose the disability. This protects the student's privacy. If the student wants to share this information with the instructor that is acceptable but not necessary to receive academic accommodations.

9. What are the responsibilities of students with a disability?

A student must self-disclose their needs to the DSS office and provide documentation of their disability from a licensed provider in order to receive accommodations. Once the accommodations have been determined, the student should contact faculty to discuss the accommodation. Finally, if there are any issues or concerns with the accommodation being put in place effectively or there is a need for additional accommodations, the student should contact the DSS office to request additional support. The student must submit a request to renew approved accommodations and apply them to new classes each semester.

10. What is the role as a parent of a college student with a disability?

To preserve the integrity of the academic process and to ensure the opportunity of the student to earn College credit, parental involvement, as it relates to the College, mainly involves advising and encouraging the student from the sidelines. With the long-term best interest of the student in mind, we recommend that parents help their student develop self-advocacy skills, particularly to request accommodations, ask for assistance when needed, and report any access issues.

When a student is in a high school, parents are legally entitled to be part of the process. That changes in college. The law protects a college student's privacy. If a student wants to include their parent(s) in the accommodation process at the College, the student has the opportunity to name parents and other support persons in the Release of Information section of the accommodation request.

11. Can a student sign a waiver that will allow parents to speak with Disability Support Services?

Yes. A college student can sign a release giving staff permission to share information with parents. However, you should know that even if a student signs a release, staff generally only

communicates with parents in the presence of the student. Students are required to handle any matters related to the Disability Support Services Office, including requesting accommodations and reporting issues. The College does not work with the parents in place of the student.

12. Can a parent request an accommodation on behalf of a student?

All requests for accommodations must come directly from the student. Parents can support students by offering reminders, making checklists to include important points, and helping students log in to Accommodate to check status of requests.

13. What is a student's role as a college student with a disability?

It is the student's role to successfully transition into being an independent college student.

Responsibilities of students earning credit for courses at the College include:

- Independently completing course requirements for grades, assignment deadlines, and merit standards
- Maintaining appropriate relationships and communications with faculty and staff in the educational environment
- Engaging in support services and accessing resource programs at the College

We know that students with disabilities face the same challenges as others in addition to specific barriers related to their disability. However, their role remains to successfully transition into being an independent college student. It is the student's right and responsibility to engage with support services and programs available to them at the College.

14. If I am concerned about my student's well-being, can I express my concerns to the staff of Disability Support Services?

Yes, when appropriate. It is best to speak with your student first with any concerns you may have. You may report your concern, but we cannot take action without direct involvement of the student. The only exception to this is a life-threatening situation or one that could cause substantial harm to the student. We will respond appropriately to ensure your students' safety and well-being while still respecting their legal rights.

15. How can I help my student who is struggling in classes even with accommodations?

Ask your student if they are using all of their approved accommodations. Encourage them to go to Disability Support Services and ask for assistance. If accommodations need revising, the student is responsible for requesting any changes and providing documentation to substantiate those changes. Accommodations at the College are granted to ensure access to full participation in a course, program, or activity. Students are encouraged to use tutoring, coaching, and other support services to help them be successful.

16. If a student believes they have a disability will the College provide an evaluation?

Ivy Tech does not provide evaluations for learning disabilities or medical conditions. After high school, students may need to work with their doctor for a private evaluation if they want updated testing or if they suspect they may have an undiagnosed learning disability. However,

the student should contact the DSS office to explore various campus and community resources and programs that may exist for free or discounted testing and to determine exactly what type of documentation may be needed.

17. How do I contact the Disability Support Services (DSS) staff on a specific campus?

More information about DSS and the services and supports provided at Ivy Tech, including contact information by campus, can be found at <https://www.ivytech.edu/dss>.

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