

Accommodations for Students With Disabilities in Concurrent Classes

Concurrent Enrollment enables students to be enrolled in college and their high school simultaneously. Students can earn college credit on EICC's campuses, in their regular high school classroom setting, or through EICC's online platform, giving them a head start in college while saving time and money. For students with disabilities, there are some differences in disability law that students need to be aware of when taking concurrent classes either at their high school or a community college or university:

High school	College
▶ IDEA (Individuals with Disabilities Education Act) ▶ Section 504, Rehabilitation Act of 1973 ▶ Students have IEPs, which allow assignments to be modified so the student will be successful	▶ ADA (Americans with Disabilities Act) ▶ Section 504, Rehabilitation Act of 1973 ▶ Students do not have IEPs, but instead receive accommodations to ensure equal access to educational opportunities

What does this mean for students with disabilities?

- ▶ Students in concurrent classes must follow the laws applicable to the college since they are receiving college credit, whether or not the class is being taken at the high school or the college.
- ▶ Accommodations—not modifications—are allowed at the college level. Students will complete all assignments and tests just as the other students, but they will also receive appropriate college accommodations.
- ▶ If modifications are required for the student to succeed in the course, then concurrent enrollment is not an appropriate placement.

The following are some examples of the differences between modifications and accommodations:

Modifications based on IEPs (not allowed)	Accommodations based on ADA (allowed)
▶ Completing only 50% of questions on a test ▶ Having only choices A and B on a multiple choice test ▶ Unlimited time on exam ▶ Writing a 5-page paper instead of a 10-page paper ▶ Being allowed to turn in assignments late ▶ Being allowed to take tests multiple times to improve grade ▶ Study guides or note cards for tests	▶ Extended test time ▶ Testing in a reduced distraction area ▶ Use of text-to-speech software, such as Read & Write, to have test read aloud ▶ Accessible textbooks ▶ Copies of lecture notes from student or instructor (not to be used on tests)

Who is in charge of setting up accommodations?

For classes on any of the EICC campuses, meet with EICC Disability Resources to draft a letter of accommodation using information from IEP or 504 plan.

For classes at high schools, work with high school IEP lead instructor to set up accommodations according to college disability laws—you will not need to meet with EICC Disability Resources.

Continued on reverse...

Questions?

Contact the college nearest you:

Clinton
Community College
563-244-7000

Muscatine
Community College
563-288-6000

Scott
Community College
563-441-4000

Toll-free 1-888-336-3907
Email eiccinfo@eicc.edu
eicc.edu



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THE Community's College

High school	College
Differences in policies and procedures	
▶ The school is responsible for identifying students with disabilities ▶ The school must provide the assessment of disability, classify disability, and involve parents ▶ School staff will discuss academic progress with parents or legal guardians ▶ The school must develop an Individualized Educational Program ▶ The school must provide a free and appropriate education including modified program and appropriate related services ▶ The school must coordinate the provision of all services, monitor progress, and evaluate results	▶ The student must self-identify or disclose his/her disability ▶ The student must provide documentation of his/her disability to the designated office ▶ The student is considered an adult with privacy and confidentiality protections. Staff cannot talk with parents or legal guardians about the student's academic progress ▶ The student must request specific accommodations and provide supporting evidence through documentation ▶ The student must act as independent adults to activate and obtain accommodations and structure weekly schedules ▶ The college must provide reasonable accommodations for students who qualify
Differences in courses	
▶ Class attendance is mandatory and monitored carefully ▶ Teachers will usually approach students who are having academic difficulties ▶ Teachers remind students of assignment due dates ▶ Teachers will provide students with missed information when they are absent ▶ Teachers many times will provide extra credit assignments to help students raise their grades ▶ Make up tests are usually available ▶ Teachers present information to help the student understand the textbook	▶ Students are expected to follow the instructors attendance policy as stated in the syllabus ▶ Students are responsible to ask the instructor for help ▶ Students are responsible for keeping track of their projects, assignments, and tests dates ▶ Students must approach their instructors for information they missed when absent ▶ Extra credit assignments are not usually given ▶ Make up tests may not be an option ▶ Instructors may not follow the textbook, but lectures enhance the topic
Differences in parent's or legal guardian's role	
▶ Legal guidance is provided by IDEA ▶ Parents must ensure that their child attends school until the age of 16 ▶ Periodic progress reports are given to parents ▶ Teachers are free to approach parents without consent from student to discuss student's progress ▶ The parent is the student's legal guardian ▶ The parent is expected to advocate for the student	▶ No progress reports will be given to parents ▶ Without a release of information signed by the student, the teacher legally cannot include the parents in any part of the educational process ▶ In college, the student is considered to be his/her own legal guardian unless there is a court order to the contrary ▶ The student is expected to advocate on his/her own behalf

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