

Accommodations in Post- Secondary Education

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McLennan Community College recognizes that each student is unique, with individual strengths, goals and reasons for attending college.

Accommodations and Disability Services collaborate with students, faculty and staff to create usable, inclusive and sustainable learning environments.

At MCC students have the opportunity to choose from classes designed to transfer to four-year universities, career training that will get them into the workforce or a direct path to a bachelor's degree from a state university at McLennan, or even attend courses as non-degree seeking students.

- There is also a Continuing Education department with innovative, quality lifelong learning opportunities.



Qualified Students and Accommodations in Post-Secondary Education:

Qualified students with disabilities can request reasonable accommodations for their college courses.

What is a qualified student with disabilities?

- 504/ADA defines a qualifying student with a disability as one who has a physical or mental impairment which substantially limits one or more major life activities and has a record of such impairment or are regarded as having an impairment.
- At the postsecondary level, OCR interprets a "qualified student with disability" to refer to a student with a disability "who meets the academic and technical standards requisite for admission or participation in the institution's educational program or activity."
- Student Accommodations are provided to ensure equal access to educational opportunities and campus life activities for qualified students with documented physical, health or learning needs.

What are Accommodations in Higher Education?

There are differences in the application and consideration of accommodations in secondary and post-secondary education.

- Students **must self-identify and initiate** the request for accommodations, and **participate in the interactive process** in Higher Education.
- At the post-secondary level, reasonable accommodations are evaluated and determined based **on equal access needs**, not for success.
 - Certain modifications to curriculum or environments that may be provided at the secondary level for student success, may not be deemed as appropriate within college curriculum or classrooms.

How are Accommodations Determined in Post-Secondary Education?

- Reasonable accommodations are determined using methods of triangulation in an interactive process.
- **The Interactive process considers individuality and circumstances to determine necessary and reasonable accommodations on a case-by-case basis for equal access.**
- The triangulation process includes review of documentation and disability, interactive student process and self-report of experiences, needs, barriers, and access, understanding of curriculum requirements and direct consultations with faculty and program representatives as needed, consideration of ADA/504 and OCR and Case Law to guide standards, and consultation with national practices through AHEAD and related organization resources when needed.

Questions considered when evaluating for necessary and reasonable accommodations?

- Is there a disability?
- Is there a barrier?
 - Is it connected to the known disability?
 - Is it an arbitrary, environmental barrier that you can impact with an accommodation?
 - Internal barriers (e.g. time management), executive dysfunction, and rationally purposeful barriers (e.g. prereqs) are not usually impacted by accommodations.
 - Understanding the barrier is where the bulk of evaluating takes place.
- Will the accommodation requested effectively remove the barrier identified?
 - If no, are there other accommodations to consider that are effective and reasonable?
 - Or if the accommodation is excessive, is there one that is more balanced to meet access need?

What are possible accommodations in Higher Education?

Accommodations are not based on a formula or menu list. There is an interactive process for a reason.

There are common, uncommon, new, and “that has not been deemed an appropriate accommodation in higher education for equal **access**” examples we can talk about.

Common Accommodation Examples:

- 50% added time to time limited exams or quizzes when speed is not a factor
- Reduced distraction testing
- Environment
- The use of reader technology on exams
- Use of assistive technology in the classroom
- Note taking assistance by supplemental material
- Ability to take short breaks during class and exams
- Sign Language Interpreters

Less Common Accommodation Examples:

- Extensions on assignments
- Memory aids on exams
- Private testing environment
- Scribes

Limits of accommodations in Higher Education

From Sec. 504:

(2) Auxiliary aids may include taped texts, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions. ***Recipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.***

The college is the “Recipient”

- This means, personal attendants, individual teaching assistants, and personal devices are a student’s responsibility

Examples of accommodations that would not be seen as effectively or reasonably addressing a barrier for a student to have equal opportunity and access, while maintaining the objectives and standards for a course or program would be things like:

- Modifications to exams by reducing the multiple choice answers
- Removing short answer or fill in the blank questions
- Waiving an entire requirement without an equal alternative
- Blanket extensions on assignments
- Pre-Chunking assignments for a student

Student Expectations and Responsibilities?

Students are expected to be the experts of themselves, monitor their own motivation, work, and needs.

- Self-regulate their learning
 - Know their learning style strengths and weaknesses, and learn tools and supports for them
 - Manage their own time to meet deadlines
 - Strategies for approaching larger assignments, breaking them up in more manageable steps if needed
 - Engage with support staff or resources early to address help needed
 - Do their own work
- Self-Advocacy:
 - Communicate when they have questions or don't understand a subject or what is being asked of them. Students can communicate with a professor when appropriate during class, ask questions after class, meet with instructors during office hours, and email questions
 - Communicate to the professor if there is an issue with their accommodations or they need clarification
 - Communicate to Accommodations (Disability Services) if they need clarification, to review needs for updating accommodations or considering alternatives, or help addressing an issue with a professor or any access related issue
 - Students are responsible for initiating engagement with support services available to them such as: Disability Service Accommodations, Success Coaches, Academic Support and Tutoring, and other campus resources like Counseling Services, apply for TRIO, Career Services and more

How you can support your student?

- You are welcome to help them with the process and support their voice if that is their request
- Practice email etiquette for contacting staff or instructors
- Encourage them to communicate their needs- We don't know they need us unless they tell us
- Encourage them to connect with supportive resources
 - Connecting with Success Coaches is encouraged if they need support in learning how to navigate college, the online learning platform, and support with the learning styles, time-management, and goal setting
 - If they struggle in a certain academic area, MCC has free tutoring
- Help them with a time-management plan
- Do a campus visit and tour and attend the New Student Orientation in the Summer with them

Note: It is a student's choice to add their parents or guardians to their FERPA or Proxy Consent and Permissions at any post-secondary institution they attend.

For more information about Accommodations and Disability Services at
MCC
you may use the QR code or go to www.mclennan.edu/disability

