

## Student Accommodations with Penn College NOW

Students and parents are often surprised to learn that the IEP or 504 plan does not necessarily follow a student to postsecondary education; accommodations can certainly be made based on the documentation of a student's disability, but the particular accommodations do not necessarily look like what the student received in high school.

Secondary	Post-secondary
Students' rights covered under IDEA	Students' rights covered under ADA and Section 504 of the Rehabilitation Act.
District responsible for providing evaluation	Student responsible for submitting documentation
Evaluation - children scale (i.e., WISC)	Evaluation - adult scale (i.e., WAIS-III or WAIS-IV)
District responsible for implementation of Individualized Education Plan	Student responsible to self-disclose disability and request accommodations
Individualized Education Plan (IEP) created by team approach	No individual plan. Educational plan created by student and Disability Services staff
District must prove plan is appropriate	Student responsible to notify Disability Services if there are problems
Curriculum can be fundamentally altered	Curriculum content cannot be altered
Parents actively involved	Parents have access to information only with student's consent

*\*From Pennsylvania College of Technology: Disability Services website (<https://www.pct.edu/campus-life/disability-services/transition-to-post-secondary-education>)*

For the purposes of Penn College NOW, secondary partners are responsible to provide reasonable accommodations to enrolled students with documented disabilities. **Reasonable accommodations** are made in order to level the playing field for qualified individuals with disabilities. As much as possible, accommodations are designed to minimize the functional limitations of an individual in a given task. These adjustments permit students with disabilities the opportunity to learn by removing barriers that *do not compromise academic standards*.

## Examples:

- Students who are deaf cannot hear class lectures. Provision of sign language interpreters as an accommodation gives students who are deaf access to the information discussed in the classroom. They are also provided with note-takers, even though the lectures are interpreted. This is because it is virtually impossible to follow a signed lecture and take notes simultaneously.
- Students with learning disabilities may be accommodated in a variety of ways, depending on the limitations of their particular type of learning disability.
- Students who are blind are accommodated by receiving printed materials in an alternate format or in Braille.
- Students with mobility limitations, such as wheelchair users, may request that classroom locations be moved if the classroom is not accessible on a ground floor or by an elevator.

In providing an accommodation, the College is not required to lower or effect substantial modifications to essential requirements. The College does not have to make modifications that would fundamentally alter the nature of a service, program, or activity or would result in undue financial or administrative burdens. Also, the College does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

In other words, *student accommodations cannot affect the course objectives and outcomes*; the course content and assignments cannot be altered. All students are expected to complete the same projects, exams, quizzes, etc. All students are graded on those items using the same standards (via rubric, exam answer key, etc.). All students are expected to maintain the pace of the course. Test content will not be modified, nor will the expectations/standards for graded items.

To be more specific, **presentation accommodations** (a test reader), **response accommodations** (dictating answers or using word processing software as opposed to writing), **timing accommodations** (extended time, not to exceed twice the original amount of time), and **setting accommodations** (testing in a different room or securing preferential seating) are typically acceptable. These are meant to be examples, not a definitive list; if there are specific questions about specific accommodations, please contact the Dual Enrollment Coordinator at 570-320-8003.

*Adapted from <https://www.pct.edu/campus-life/disability-services/handbook-for-parents-of-students-with-disabilities>*