

PENN COLLEGE DUAL ENROLLMENT



STUDENT ACCOMMODATIONS

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 be made based on the documentation of a student's disability, but the postsecondary accommodations do not always look like what the student received in high school.

SECONDARY

POSTSECONDARY

Student's rights covered under IDEA

Student's 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 & Access Resources staff.

District must prove plan is appropriate

Student to notify Disability & Access Resources 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.

FOR THE PURPOSES OF PENN COLLEGE DUAL ENROLLMENT, secondary partners are responsible for providing reasonable accommodations to enrolled students with documented disabilities.

Reasonable accommodations are made to level the playing field for qualified individuals with disabilities. As much as possible, accommodations are designed to minimize an individual's functional limitations by removing barriers without compromising academic standards.

EXAMPLES:

- ◇ Sign language interpreters may be provided for deaf students. This provision gives deaf students access to the information discussed in the lab or classroom. They are also provided with notetakers, 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 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 make 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 examples, not a definitive list. If you have questions about accommodations, please call 570.320.8003.

Adapted from: www.pct.edu/student-life/disability-services/handbook-parents-students-disabilities