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Weekly Discussion

A fundamental alteration refers to a significant change that affects the privileges, benefits, or accommodations (Pavlik et al., 2019). To determine if a given request is a fundamental alteration of the curriculum requirements, courses, and programs are evaluated. Under courses, the purpose, required background knowledge, outcomes, learning process, and the instruction methods are determined. The instructor assesses these elements, and in case the requests made affect any of this, the requests are not granted. For example, the course's purpose would be to help students develop reliable communication skills.

A student could request a reading aid, and since the aim is on talking and not reading, the accommodation would be denied because it is a fundamental alteration. Programs are also evaluated to determine if the request is a fundamental alteration of the set requirements. In this case, skills and competencies to be applied after graduation and the requirements for licensing in the profession are identified. In case the benefits requested do not help the learner attain the two, the administration is allowed to decline it. These considerations are done to separate expectations and past actions from the objective and constitute the program.

A scenario where the defense of fundamental alteration may apply to an accommodation request is where the learner asks to do the assignments at home or use the open book because they are slower. According to the law, slow learners need to be given extra hours, especially during tests, and instructors need to provide fair tests to prevent discrimination (Pavlik et al., 2019). On the other hand, the programs' objective aims at ensuring the learners remember most of the concepts taught to apply in the real world. Permitting the student to always have an open book during tests would therefore go against the requirements. The fundamental alternation

defense could be applied in this case, as providing the accommodation harms the learner, as the program's needs are not met.

Reference

Pavlik, D. L., Melcher, B. Q., Agnew, D. M., Smith, D. A., & Marciante, K. (2019). The Americans With Disabilities Act, Reasonable Accommodations, and Medical Education. *The Journal of Physician Assistant Education*, 30(4), 214-218.

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