Handbook for Students and Applicants with Disabilities

A publication of Palmer College of Chiropractic’s Office of Compliance
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The Trusted Leader in Chiropractic Education®
Dear Student,

Welcome to Palmer College of Chiropractic! We’re glad you've joined the Palmer community. In accordance with Section 504 of the Rehabilitation Act, The Americans with Disabilities Act and the ADA Amendments Act, Palmer is committed to providing reasonable accommodations to students with disabilities.

Creating an accessible environment is a collaborative process that involves the efforts of Student Disabilities Services, students, faculty and staff at Palmer. Students who utilize accommodations often share stories about their academic success and the positive impact of accommodations.

Please use the contents of this Handbook to assist you in learning more about your role in the accommodations process at Palmer. A Palmer employee is available to assist you on the Davenport Campus at (563) 884-5257, the Port Orange Campus at (386) 763-2783; and the San Jose Campus at (408) 944-6025. You may also find information on our web site at http://www.palmer.edu/students/academic-success-and-wellness/.

Please refer to the policy page on our website to view the complete institutional policy regarding Reasonable Accommodations/Academic Adjustments for Students and Applicants with Disabilities.

We look forward to working with you,

The Student Disability Services Team
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ABOUT DISABILITIES SERVICES
The Student Disability Support Center coordinates reasonable accommodations and/or academic adjustment for students with qualified disabilities in order to provide an accessible learning environment. Student Disability Services strives to provide equal access to qualified students with disabilities recognizing that the chiropractic profession will benefit from the skills and talents of persons with differing abilities.

Contact Us:
The following individuals serve as Disability Services Coordinators (DSC) for students:

DAVENPORT CAMPUS
Alex Margrave, D.C.
Senior Director of Student Academic Support
Also serving as Disabilities Services Coordinator
Student Academic Support
1000 Brady Street
Davenport, IA 52803
(563) 884-5257
margrave_a@palmer.edu

SAN JOSE CAMPUS
Michael Crump
Director of Student Services
Office of Student Services
90 E. Tasman Drive
San Jose, CA 95134
(408) 944-6122
michael.crump@palmer.edu

PORT ORANGE CAMPUS
Victor Hidalgo, M.S.
Academic Counselor
Also serving as Disabilities Services Coordinator
Office of Student Services
4777 City Center Parkway
Port Orange, FL 32129
(386) 763-2780
victor.hidalgo@palmer.edu

Our Mission
The mission of Disabilities Services is to promote effective self-advocacy and accessible academic learning for students with disabilities.
Disabilities Services values a positive student-centered approach to academic accommodations characterized by self-advocacy, student learning, and equal access.

Visit us online at:
www.palmer.edu
Testing Hours

Tests are scheduled at the regularly scheduled class times for the relevant course.

Accessible Parking

If you have a valid disabled state-issued hang tag or license plate, you may park in any available disabled space. In the event that no designated spaces are available, you may use any valid non-reserved, non-marked parking space close to your destination.

Location

DAVENPORT CAMPUS
Disabilities Services at the Davenport, Iowa, campus is located in West Hall, Suite 128, Room C. The closest parking location is on Main Street.

Office Hours are Monday-Friday 7:30 a.m. to 4 p.m. CST
WEST CAMPUS
Disabilities Services at the San Jose, Calif., campus is located in Student Services. The closest parking location is at the north entrance, which can be accessed via East Tasman Drive.

Office Hours are Monday-Friday 8 a.m. to 4:30 p.m. PST

1. Palmer College of Chiropractic, San Jose, Calif., campus
2. Baypointe Station, Light rail
FLORIDA CAMPUS
Disabilities Services at the Port Orange, Fla., campus is located in Building 1, Student Services Department, Suite 1103. The closest parking location is the south parking lot, which can be accessed via Dunlawton Avenue or City Center Parkway.

Office Hours are Monday-Friday 8 a.m. to 4:30 p.m. EST
CONFIDENTIALITY OF RECORDS

Confidentiality

Palmer respects the confidential nature of your disability-related information. Student records are protected by the Family Educational Rights and Privacy Act (FERPA). Access by Palmer personnel to disability-related information housed in Disabilities Services, is on a need-to-know basis and released only to College officials with a legitimate educational interest.

Instructors are regularly apprised of the confidential nature of disability-related information. Accommodation communication prepared by Disabilities Services staff will not list your specific diagnosis or medical details. Instead, the communication will list your approved academic accommodations.

RELEASE OF INFORMATION

If you would like Disabilities Services to be able to exchange and/or discuss your disability or accommodations with persons or agencies outside of the College (including your parents), you must complete a “Release of Information” form, available from one of the Disability Services Coordinators listed in the “Contact Us” section of this Handbook.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records.

FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.
ACCOMMODATIONS
The College makes reasonable accommodations for qualified students and/or applicants with disabilities on an individual basis. Individuals are provided reasonable and necessary academic adjustments and/or accommodations based upon specific information and assessment data documented by a qualified professional.

The College invites and encourages timely voluntary self-identification by students with disabilities. Students themselves must identify the need for academic adjustments and/or accommodations and give adequate notice of the need.

Reasonable academic adjustments and/or accommodations do not include measures that fundamentally alter the academic program and/or technical standards of the College, which place an undue financial burden on the College. The faculty member or instructor will be notified in advance by the Disability Services Coordinator when a student is to be provided an alternative examination site.

EXAMPLES OF ACCOMMODATIONS PROVIDED
- A quiet, minimum-distraction environment for exams;
- Time and a half or double time on exams;
- A reader and scribe for exams;
- A private testing room;
- Assistive listening devices;
- Sign language interpreters;
- A text enlarger;
- Large monitors (19” and 21”) in classrooms and computer lab;
- Modification of College policies, practices and procedures as needed under extenuating circumstances.

EXAMPLES OF ACCOMMODATIONS NOT PROVIDED
- Reduced standards for academic performance;
- Exemptions to graduation requirements;
- Aids, devices or services of a personal nature;
- Personal care assistance (for example, assistance with pushing wheelchair or assistance with bathroom needs);
- Accommodations that fundamentally alter the essential nature of the program and or class;
- Personal Tutoring


**REQUESTING ACCOMMODATIONS**

Individuals may self-identify as having a disability at four different stages in the education process:

1. Prospective applicant for admission;
2. Actual applicant for admission
3. After acceptance as a student but prior to attending classes; or
4. While currently attending classes.

**Technical Standards Policy**

Palmer defines the purpose and practice of chiropractic through its Identity. Recognizing that the academic, clinical, social and personal preparation for the practice of chiropractic requires both mental and physical abilities, the College requires that all qualified students admitted to the Doctor of Chiropractic degree program must be able to perform the following essential functions with or without reasonable accommodation:

> Candidates must have sufficient use of sense of vision, hearing and somatic sensation necessary to perform the chiropractic and general physical examination, including the procedures of inspection, palpation, auscultation and the review of radiographs as taught in the curriculum.

> Candidates must have sufficient physical strength and coordination to stand alone and perform the common chiropractic examination and adjusting procedures as taught in the curriculum.

> Candidates must have sufficient physical strength and coordination of upper extremities necessary to apply chiropractic adjustments as taught in the curriculum.

The College seeks to accommodate students with disabilities on an individual basis supported by specific information and assessment data documented by appropriate licensed professionals. Individuals who self-identify their disabilities during any of the four stages referenced above shall be referred to the Disability Services Coordinator. The Coordinator will work in concert with the Disability Steering Committee whenever a question arises as to an individual’s ability to meet the requirements of the technical standards as described above.

During the accommodation request process, the College reserves the right to seek a second opinion. If a request for a second opinion is made, the College will identify a specialist in the field and bear the cost of the evaluation.
The Process

Requesting an Accommodation

1. WRITTEN REQUEST
A student or applicant must let Disabilities Services know that an accommodation is needed. The written request for Accommodations and Services form is available online at: http://www.palmer.edu/students/academic-success-and-wellness/. A completed request will not be processed until all required documentation is received.
2. INTERACTIVE DISCUSSION
After a request for accommodation has been made, you will be required to meet with a Disability Services Coordinator (DSC) to engage in an interactive discussion to determine what, if any, accommodation should be provided. This means that the individual requesting the accommodation and the DSC must communicate with each other about the request, the precise nature of the problem that is generating the request, how a disability is prompting a need for an accommodation, and alternative accommodations that may be effective in meeting an individual’s needs. This initial meeting may last up to one hour.

3. DOCUMENTATION
If the initial information you provide is insufficient to enable the DSC to determine whether you have a disability and/or that an accommodation is needed, the DSC will explain what additional information is needed. It is your responsibility to provide to the DSC any documentation requested by the DSC.

In determining whether you have a qualified disability, the DSC will be guided by principles set forth under Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, the ADA Amendments Act (ADAAA) and the National Board of Chiropractic Examiners Guidelines.

All documentation submitted is considered confidential. Disabilities Services will not return documentation. Please keep copies for your records.

4. SUBMISSION OF MATERIALS
The request form and documentation can be submitted to the relevant DSC listed in the “Contact Us” section of this Handbook by one of the following methods: 1) In person; 2) Fax; 3) Email; or 4) U.S. Mail.

5. THE REVIEW PROCESS
Disabilities Services will process requests and, where appropriate, provide accommodations in as short a period as reasonably possible. In particularly busy times, such as the start of a new term, this process may take longer. You will be notified by phone or email once the request and documentation have been reviewed. The College accommodates qualified students with disabilities on an individual basis.

6. CONCLUDING INTERVIEW
To finalize your accommodations, you will be required to meet with a DSC to discuss your approved accommodations, sign your Student Academic Accommodation Request (SAAR) form along with any additional paperwork, and learn about how to use your accommodations.

7. ONGOING RESPONSIBILITIES
Students are encouraged to meet with the Disability Services Coordinator at the beginning of each new term during which they plan to utilize their existing accommodation, and to submit a new SAAR form for that term and at any time if they: 1) require a modification to their accommodation; 2) are experiencing new or additional challenges or limitations; 3) are requesting additional accommodations; or 4) are experiencing challenges in the classroom, clinic or testing environment with the implementation of their accommodation.
GUIDELINES FOR ACCEPTABLE DOCUMENTATION

Criteria for Disability Reports

Under the ADAAA definition, a person with a disability is one with a physical, mental, emotional or chronic health impairment that substantially limits one or more major life activity such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. Major life activities also include bodily functions relating to the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproduction (this is not an exhaustive list).

All disability reports must meet the following four qualifications to be considered for accommodations:

1. **The disability report must be provided by a qualified examiner.** The name, title, credentials (license number), and area(s) of specialization must be clearly stated in the documentation provided by the professional who conducted the evaluation. All written reports must be on the professional's letterhead, dated and signed by the evaluator.

   Examples of qualified examiners for individuals with learning disorders, attention deficit/hyperactivity disorder (ADD/ADHD), or psychological/psychiatric disorders include:

   - Clinical, educational, or school psychologists
   - Neuropsychologists
   - Psychiatrists
   - Learning disability specialists – for learning disorder diagnoses only
   - Medical doctors trained or experienced in the differential diagnosis of ADD/ADHD or mental disorders

   For individuals with a chronic health impairment, sensory and physical/orthopedic disabilities: The examinee’s diagnosis must be provided by licensed health care professionals trained or experienced in the diagnosis of the various conditions included in this category.

2. **The disability report must be current.** To establish the student’s current need for accommodation, we, following the guideline established by National Board of Chiropractic Examiners (NBCE), recommend submitting disability reports that have been completed within the last three years. Reports must reference the most current versions of clinical instruments available at the time of the application. For example, the WAIS III became an unacceptable clinical instrument in 2008 when the WAIS IV was released.

3. **The disability report must be comprehensive.** The disability report must include, regardless of the disability reported, objective evidence of the diagnosed disability’s effect on the individual’s ability to meet the Technical Standards of the College and clearly outline what functional limitations the individual
experiences in an academic environment. Depending on the diagnosed disability, different information and testing are required. See the section “Diagnosis Specific Criteria”.

4. The disability report must include recommendations that are justifiable, with a rationale for each recommendation stated. Each accommodation that is recommended in the disability evaluation report must be accompanied by a rationale, based on the test results and diagnosis, demonstrating that the requested accommodation is necessary and appropriate to address the functional limitations presented by the individual’s diagnosed disability. Whenever possible, accommodation requests must be supported by references to specific test results or clinical observation.

Diagnosis Specific Criteria

Depending on the diagnosed disability, different information and testing are required. Please see the guidelines below for specific criteria for each category of diagnosis.

Learning Disorders and Attention Deficit/ Hyperactivity Disorders.

A disability report for learning disorders and attention deficit/hyperactivity disorders (ADD/ADHD) must include:

- **A diagnostic interview**: A summary of background information and a history of the presenting problem. Medical, psychiatric, family, school and work histories should be included in the report when relevant.

- **Assessments of academic achievement and information processing**: A complete intellectual assessment, a comprehensive academic achievement battery, and an assessment of specific areas of information processing must be administered for a learning disorder diagnosis to be made. To establish the impact of ADD/ADHD on the individual and to determine which accommodations are appropriate, full psycho-educational and/or psychological batteries are strongly recommended as they are required by the National Board of Chiropractic Examiners.

Single sub-tests, screening, abbreviated scales (i.e., Wechsler Abbreviated Scale of Intelligence (WASI), or Wide Range Achievement Testing (WRAT) or checklists are insufficient for establishing either a diagnosis of learning disorder or ADD/ADHD and do not adequately support the need for accommodations by themselves. Grade equivalents are not considered acceptable unless accompanied by standard scores.
Psychological/Psychiatric Disorders

A disability report for psychological/psychiatric disorders must include:

> **A summary of relevant background:** This summary should include medical, psychological, academic, vocational, and family histories.

> **A summary of tests administered:** This summary should include descriptions and results of test administered.

> **A clearly stated diagnosis:** The diagnosis must include DSM V codes. A diagnosis that rules out alternative diagnoses or explanations for the identified deficiencies, failures, or problems must be provided. Single sub-tests or checklists are insufficient for establishing a diagnosis and do not adequately support the need for accommodations by themselves. The use of terms and phrases in the diagnostic statement such as “suggests the presence of,” “resembles,” and “may be indicative of” will not be accepted.

> **A discussion of the condition’s impact:** The report must clearly describe the effect of the mental disorder on the individual’s ability to function. The report must show evidence of substantial limitations to learning, concentration and/or other major life activities that would affect the individual’s ability to take a written or practical examination or participate in classroom and clinic rotation activities. Evidence of these limitations should show that they are significant enough to warrant the requested accommodation(s).

> **Appropriately normed achievement testing:** If academic deficiencies are cited in the report as evidence for the need for an accommodation, appropriately normed academic achievement testing should be conducted. To establish the impact of a mental disorder on the individual and to determine which accommodations are most appropriate, a full psycho-educational and/or psychological battery is required by the National Board of Chiropractic Examiners.

Sensory and Physical/Orthopedic Disorders

A disability report for sensory and physical/orthopedic disorders must include:

> **A discussion of the condition’s impact:** The report must clearly cite how the disabling condition affects the individual’s ability to function in the academic and/or clinical environment: Accommodations that are recommended in the documentation must be clearly linked to the examiner’s impressions of the individual. The disability report may be provided in the examiner’s letterhead, but must clearly identify both the limitations imposed on the examinee as well as the accommodations that are suggested.

> **A history of the disorder:** The report must include the date of onset and how the injury/illness occurred.
An assessment of the disorder: The assessment must include the part of the body affected, supporting data, and the estimated date of release if applicable. Additionally, if an auxiliary aid or intermediary is needed the individual must demonstrate that use of the aid or intermediary does not provide cognitive support or technical knowledge, substitutes for essential clinical and/or chiropractic skills or supplements clinical and ethical judgment.

Assessments of academic achievement and information processing: Where there is a brain injury, the documentation must include a full psycho-educational battery of tests to show the extent of the loss. (See the section “Learning Disorders and ADD/ADHD.”).

**Chronic Health Impairment**

A disability report for chronic health impairment must include:

> **A discussion of the condition’s impact:** The report must clearly describe the effect of the chronic health impairment on the individual’s ability to function. The report must show evidence of substantial limitations to learning, concentration and/or other major life activities that would affect the individual’s ability to take a written or practical examination or participate in classroom and clinic rotation activities. Evidence of these limitations should show that they are significant enough to warrant the requested accommodation(s).

> **A history of the disorder:** The report must include the date of onset and how the injury/illness occurred.

> **An assessment of the disorder:** The assessment must include the part of the body or system affected, supporting data, and the estimated date of release if applicable. Additionally, if an auxiliary aid or intermediary is needed the individual must demonstrate that use of the aid or intermediary does not provide cognitive support or technical knowledge, substitutes for essential clinical and/or chiropractic skills or supplements clinical and ethical judgment.

*Adapted from (2010) National Board of Chiropractic Examiners (NBCE) Test Accommodations*

**IMPORTANT INFORMATION**

> Accommodations are not retroactive. Even if you aren’t sure you’ll need accommodations, it’s better to have them in place than to find yourself in need halfway through the academic term.

> You can request accommodations at any point during the academic term. However, it takes time to process a request and establish accommodations. Do not wait until a big test is days away.

> Accommodations are decided on a case-by-case basis, using the interactive process and documentation submitted with your request. The College will make the final determination as to whether appropriate and reasonable accommodations are warranted and can be provided.
> While the College strives to accommodate students, reasonable accommodations do not include measures which fundamentally alter the academic program and/or technical standards of the College which place an undue financial burden on the College.

> Your approved accommodations may differ from those you may have used during high school or at a previous college. An individualized education program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you, however this is generally not considered sufficient documentation.

> Students typically are not required to resubmit documentation every academic term to maintain their active accommodations status.

> To the extent feasible, the College shall provide or assist students with disabilities in accessing educational auxiliary aids designed to enable them to participate fully in the academic program and may do so by contacting existing resources such as state and community agencies, private charitable organizations, and individual volunteers. However, the College does not provide aids, devices or services of a personal nature.

> If you experience problems with your accommodations, contact your DSC as soon as possible.

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**Expectations for Students**

Disabilities Services is here to support you in your academic endeavors. It is your job as a student to manage your academic and personal responsibilities including the following steps:

> Pay attention to deadlines and procedures related to accommodations and exams.
> Use your accommodations.
> Practice self-advocacy. Be prepared to explain how your disability affects your ability to participate in class and what adaptations and accommodations you will need to be successful.
> Read and become familiar with your student handbook, catalog and other official College publications including the website.
> Be aware of financial aid requirements— for how many hours of aid do you qualify? What GPA do you have to earn to keep your scholarships?
> Find a time to visit each of your faculty members during the academic term. When you have problems or concerns related to coursework, don’t hesitate to contact them during office hours.
REQUESTS FOR TEMPORARY MODIFICATIONS

Pregnancy

Pregnant students reserve the right to not disclose their condition to the College. In accordance with Title IX, Pregnant and nursing individuals are provided reasonable and necessary academic adjustments and/or accommodations based upon specific information and assessment data documented by a qualified professional and are encouraged to participate in our interactive process.

Students themselves must identify the need for academic adjustments and/or accommodations and give adequate notice of the need.

The Student Disability Services Coordinator will work with the pregnant individual, their faculty member and Associate Dean to determine what adjustments or modifications are reasonable and necessary to meet the needs of the pregnant or nursing student. If the pregnant individual’s health care provider has placed limits on their participation a medical release form will be required to return the student to full participation in classroom, clinic and other activities at the College.

Students are encouraged to carefully review the Student Attendance Policy Statement and direct any questions to Student Administrative Services.

Acute Illness, Injury or Temporary Limitations following a Surgical Procedure

When a student experiences an illness, injury or undergoes a surgical procedure that will limit their full participation in classroom and clinic activities for more than two days they are referred to Student Disability Services or the appropriate Associate Dean and are encouraged to participate in our interactive process. Students are provided reasonable and necessary academic adjustments and/or accommodations based upon specific information and assessment data documented by a qualified professional.

Students themselves must identify the need for academic adjustments and/or accommodations and give adequate notice of the need.

The Student Disability Services Coordinator will work with the individual, their faculty member and the appropriate Associate Dean to determine what adjustments or modifications are reasonable and necessary to meet the needs of the individual. If the individual’s health care provider has placed limits on their participation a medical release form will be required to return the student to full participation in classroom, clinic and other activities at the College.

Students are encouraged to carefully review the Student Attendance Policy Statement and direct any questions to Student Administrative Services.
STUDENT ATTENDANCE POLICY STATEMENT

Palmer College of Chiropractic recognizes short-term excused absences for jury duty, military duty, pregnancy-related conditions and childbirth and exempted absences for mandatory religious obligations, unavoidable events and College supported activities approved by the Dean of Academic Affairs.

Procedure

EXCUSED OR EXEMPTED ABSENCES

Students must report all excused or exempted absences to the Office of the Registrar. The Registrar’s office may require supporting documentation from the student.

Students called for jury duty and/or short term military duty will submit official notification of service to the Office of the Registrar in advance of the absence. The Office of the Registrar will notify faculty of the absence. Notification of service will be maintained in the student’s file. It is the responsibility of the returning student to contact the course instructor, who will provide the appropriate make up assignments for the days missed. Absences outside of documented qualifying events will not be excused.

Absences for pregnancy-related conditions or childbirth are excused when the student’s licensed health care provider deems the absence medically necessary. Students will provide supporting documentation to the Office of the Registrar, who will communicate the excused absence to the course instructors. Requests for adjustments or modifications are managed through the Student Disability Services Coordinator.

Students experiencing absences due to mandatory religious obligations, unavoidable events and College supported activities approved by the Dean of Academic Affairs must contact the Office of the Registrar prior to the absence when the absence is foreseeable.

A list of College supported activities approved by the Dean of Academic Affairs is maintained by the Office of the Registrar.

EXTENDED ABSENCES

Extended absences that do not allow the student to meet the course requirements may prompt the College to issue an administrative withdrawal. Students on extended excused absences will be given a reasonable amount of time to make up the work he/she missed or be allowed to re-enter the program at the point where they left.

Definitions

Excused Absence

• The absence is not counted as a missed day of class or a “cut” or aggregated toward penalty.
• The student is afforded non-punitive, full credit makeup examinations and quizzes.
• The student is responsible for course material covered during the absence.

Exempted Absence

• The absence is counted as a missed day of class or a “cut” and is aggregated toward penalty
• The student is afforded non-punitive, full credit makeup examinations and quizzes.
• The student is responsible for course material covered during the absence.
ASSISTANCE AND SERVICE ANIMALS ON CAMPUS

In compliance with the law, Palmer College of Chiropractic (College) generally allows individuals with disabilities to bring service animals on College premises for work or tasks related to disabilities. As such, The Animals on College Premises policy (Policy) establishes and enforces responsibilities, rules, exclusions, accommodation processes and/or procedures necessary to fully comply with the requirements of the Americans with Disabilities Act (ADA), ADA Amendments Act of 2008 (ADAAA), Sections 503 and 504 of the Rehabilitation Act of 1973, as amended, the Fair Housing Act, and all other relevant laws and regulations.

ASSISTANCE ANIMALS

Assistance or support animals are any species of animal providing emotional support, wellbeing, or comfort that eases one or more identified symptoms or effects of a disability. Support animals may also be referenced as “comfort” or “therapy” animals.

Support animals are not considered service animals. Support animals are not allowed to accompany persons with disabilities in areas of the College where service animals are permitted:

1. Except where permitted in College owned or leased housing (Davenport, IA, campus only).
2. Except where permitted by law.

SERVICE ANIMALS

A service animal is an animal individually trained to do work or perform tasks for a person with a disability, and the work is directly related to the individual's disability. An animal fitting this description is considered a service animal under the ADA regardless of whether the animal is trained under a certified society, or is licensed by state or local government.

Service animals include, but are not limited to, dogs and miniature horses. Miniature horses generally range in height from 24 to 34 inches measured to the shoulders and generally weigh between 70 and 100 pounds.

Students with qualified disabilities who want to request an accommodation to be accompanied on campus by their service animal are encouraged to engage in the interactive accommodation request process outlined in this Handbook.

LIMITED INQUIRES

In an effort to promote the safety and well-being of students and employees and to protect College property, authorized College officials and/or Campus Security may, with reasonable cause, request valid evidence of identification from any individual found on College premises. When it is not obvious what service an animal provides, only two question may be asked:

1. Is the animal a service animal required due to a disability?
2. What work or task has the animal been trained to perform?
ASSISTANCE AND SERVICE ANIMALS IN COLLEGE-OWNED HOUSING

As defined in the Fair Housing Act, Iowa Civil Rights Act and Americans with Disabilities Act, an assistance or service animal belonging to a student may occupy a unit in College-owned housing, provided such assistance/service animal has been approved on a case-by-case basis under the Handbook for Students and Applicants with Disabilities.

Before a service and/or support animal can reside in College owned or leased housing with a person with a disability, a notification must be submitted to the Coordinator for Student Disability Services (preferably at least 30 days prior to the desired date of occupancy).

An assistance/service animal is not a pet and is not subject to a Pet Fee or Pet Agreement.

CONFLICTING DISABILITIES

Individuals with disabilities that may be impacted by the presence of animals on College premises should communicate with their Student Disability Coordinator. Individuals with conflicting disabilities will be asked to provide documentation that identifies a disability and the need for an accommodation and/or academic adjustment. The appropriate point of contact will facilitate a process to resolve the conflict that considers the disability-related needs/accommodations and/or academic adjustments of all persons involved.
ASSESSING YOUR NEEDS FOR CLINIC ACCOMMODATIONS

The beginning of your clinical experience is an exciting time in your journey as a student at Palmer College. You are being given the opportunity to further develop your critical thinking and clinical evaluation skills while drawing upon all the knowledge you have gained in the early phases of the curriculum. Throughout your clinical education you will be working with one or more clinician mentors. Additionally, you will be given the opportunity to complete community outreach rotations and participate in Clinic Capstone programs including a preceptorship. You will be introduced to our Electronic Health Records system and will learn to navigate several different processes and procedures each with their own timeline, deadlines and requirements.

Successful completion of your clinic courses hinge on your ability to:

> Effectively manage your time;
> Communicate with staff, patients, peers and clinician mentors in a timely and professional manner;
> Meet hourly shift requirements and rotation/observation requirements;
> Select and perform the most appropriate physical exam and neuromusculoskeletal exams in a timely and professional manner;
> Submit complete and accurate records in a timely manner; and
> Participate in assessment activities (OSCE exams, global evaluations, QEs, etc.).

The role of the Student Disability Services Coordinator is to assist qualified students with disabilities in navigating through the clinic system by providing reasonable academic adjustments as required by law. We invite any student who has previously received academic accommodations to meet with the Disabilities Coordinator to discuss what kinds of accommodations may be necessary to best facilitate their clinical education and experience. For example, if you currently receive additional time on written or practical examinations you may need additional time to complete written records or the initial patient intake and examination.

If you have not previously received accommodations at Palmer College and you anticipate that you will require a reasonable academic adjustment to perform the academic and technical standards requisite to participation in your clinic courses, we strongly encourage you to contact the Disabilities Coordinator to discuss your needs and to make a formal request for accommodations. For information about requesting academic or clinic accommodations due to pregnancy, a temporary illness, injury or condition please review the Pregnancy and Temporary Conditions statement on page 18 of this Handbook.
Thank you for contacting the Student Disability Support Services Center. Students seeking permanent or temporary disability accommodations must complete this form and submit proper documentation of their disability. Documentation guidelines are available online at http://www.palmer.edu/AcademicCounseling. Students are also required to meet with the Disabilities Coordinator prior to or as early in the trimester/quarter as possible to review eligibility for accommodations.

Date completed:
☐ This form was completed by the student.
☐ This form was completed by someone other than the student.

Name of person completing this form:
Relationship to the student:

**STUDENT INFORMATION**

<table>
<thead>
<tr>
<th>Full Name:</th>
<th>Last Name:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>First Name:</td>
</tr>
<tr>
<td></td>
<td>Middle Name:</td>
</tr>
<tr>
<td>Matriculation #:</td>
<td></td>
</tr>
<tr>
<td>Mailing Address:</td>
<td>Address:</td>
</tr>
<tr>
<td></td>
<td>City: State:</td>
</tr>
<tr>
<td></td>
<td>Zip Code:</td>
</tr>
<tr>
<td>Phone Contact Information:</td>
<td>Cell:</td>
</tr>
<tr>
<td></td>
<td>Home:</td>
</tr>
<tr>
<td></td>
<td>Work:</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td>Preferred Email Address:</td>
<td></td>
</tr>
</tbody>
</table>

In order to anticipate appropriate disability-related permanent or temporary academic accommodations, please complete the following sections.

1) Think about how your condition impacted you in the past? Consider how it might impact you within the following circumstances (check all that apply):

<table>
<thead>
<tr>
<th>Classes:</th>
<th>lectures, laboratory practicals, technique set-ups/practicals, participation as a patient, clinic performance requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments:</td>
<td>reading, writing, calculating, keyboarding, library/research work, web-based criteria</td>
</tr>
<tr>
<td>Related Activities:</td>
<td>clinical and clinic abroad placements, practicums, internships</td>
</tr>
<tr>
<td>Communication:</td>
<td>speaking, listening, using phones, using e-mail</td>
</tr>
<tr>
<td>Evaluation:</td>
<td>tests, papers, oral reports, group presentations/projects, practicals</td>
</tr>
<tr>
<td>Time Constraints:</td>
<td>timed tests, college deadlines, assignment due dates</td>
</tr>
<tr>
<td>Attendance:</td>
<td>class, required activities out of class, clinic observation or shift requirements</td>
</tr>
<tr>
<td>Campus:</td>
<td>mobility, orientation/navigation, transportation</td>
</tr>
<tr>
<td>Extra-Curricular:</td>
<td>club participation, campus events, participation in sporting or athletic activities</td>
</tr>
</tbody>
</table>
2) Keeping the previously listed situations in mind, describe all current disability-related functional limitation(s) of your condition and how you think they might impact your participation in the academic and/or extra-curricular programs here at Palmer College of Chiropractic:

__________________________________________________________________________________

__________________________________________________________________________________

a) Please list your specific functional limitations and identify the severity of each by circling the number that best applies. (1=Very Mild to 3=Very Severe):

<table>
<thead>
<tr>
<th>SPECIFIC FUNCTIONAL LIMITATIONS</th>
<th>MILD</th>
<th>MODERATE</th>
<th>SEVERE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

b) Please list your specific functional limitations and identify the frequency of each by checking in the corresponding box that best applies.

<table>
<thead>
<tr>
<th>SPECIFIC FUNCTIONAL LIMITATIONS</th>
<th>ONCE A YEAR</th>
<th>ONCE A MONTH</th>
<th>ONCE A WEEK</th>
<th>DAILY</th>
<th>OTHER (PLEASE EXPLAIN)</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
3) Answer the following questions regarding disability related, prescribed treatments, medications and assistive devices.

   a) Describe disability-related treatments you currently receive and their usefulness:

   __________________________________________________________
   __________________________________________________________

   b) Describe disability-related medications you currently use and their usefulness:

   __________________________________________________________
   __________________________________________________________

   c) Describe disability-related assistive devices you currently use and their usefulness:

   __________________________________________________________
   __________________________________________________________

4) Answer the following questions regarding the stability of the disability over time.

   a) Describe the amount of change in the functional impact(s) of your condition(s) over time:

   __________________________________________________________
   __________________________________________________________

   b) Describe the variability of your condition and possible flair-ups or episodes (if applicable):

   __________________________________________________________
## ACCOMMODATION REQUEST INFORMATION

Identify the types of accommodations/academic adjustments previously received and those you are currently requesting in the chart below.

<table>
<thead>
<tr>
<th>PERMANENT ACCOMMODATIONS</th>
<th>PREVIOUSLY RECEIVED</th>
<th>REQUESTING AT PALMER COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TESTING and EVALUATIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Additional Test Time:</td>
<td>□ Time and a Half</td>
<td>□ Time and a Half</td>
</tr>
<tr>
<td></td>
<td>□ Double Time</td>
<td>□ Double Time</td>
</tr>
<tr>
<td></td>
<td>□ Other (Please Specify Below)</td>
<td>□ Other (Please Specify Below)</td>
</tr>
<tr>
<td>□ Quiet/Minimally Distracting Environment:</td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>□ Alternative Test Format:</td>
<td>□ Audio □ Braille □ Electronic □ Large Print</td>
<td>□ Audio □ Braille □ Electronic □ Large Print</td>
</tr>
<tr>
<td>□ Computer or Adaptive Technology Tests:</td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>□ Scribe:</td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>□ Reader:</td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>□ Other Test Accommodations:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CLASSROOM</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Adaptive Technology:</td>
<td>□ Screen Reader □ Magnifier □ ALD/FM System □ Speech Recognition Software □ Other (Please Specify Below)</td>
<td>□ Screen Reader □ Magnifier □ ALD/FM System □ Speech Recognition Software □ Other (Please Specify Below)</td>
</tr>
<tr>
<td>□ Captioning:</td>
<td>□ CART □ C-Print □ CC/Captioned Media</td>
<td>□ CART □ C-Print □ CC/Captioned Media</td>
</tr>
<tr>
<td>□ Textbooks/Print Materials in Alternative Format:</td>
<td>□ Audio □ Braille □ Electronic □ Large Print</td>
<td>□ Audio □ Braille □ Electronic □ Large Print</td>
</tr>
<tr>
<td>□ Class Note Taker:</td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>□ Tape Recorded Lectures:</td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>□ Sign Language Interpreting:</td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>□ Modified Classroom Seating/Furniture:</td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>□ Other Classroom Accommodations:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CHIROPRACTIC SCIENCE/TECHNIQUE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ 3-Person In-class Working Group:</td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>□ Surrogate Patient:</td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
</tr>
</tbody>
</table>

This form was adapted from the North Iowa Area Community College “Disability Services Intake Questionnaire”, and the “Disability Services Intake Questionnaire” developed by Rhonda H. Rapp (2013) and UW-Madison “Student Accommodations Request Form”
**APPEAL OF ACCOMMODATION DETERMINATION DECISION**

If the Disability Services Coordinator and/or the student disagree as to whether or not any particular academic adjustment and/or accommodation is to be reasonably provided by the College, such disagreement shall be submitted to the Disability Steering Panel for Students and Applicants with Disabilities for resolution. The Disability Steering Panel for Students and Applicants with Disabilities may, in making their decision, consult with the Disability Services Coordinator, administrators, other appropriate College officials and professional consultants to the College.

In resolving the disagreement, the Disability Steering Panel for Students and Applicants with Disabilities shall have access to review the student’s confidential file and documentation in order to make its decision.

The decision of the Disability Steering Panel for Students and Applicants with Disabilities shall be final.

**DOCUMENTING ACCOMMODATIONS**

**State and National Board Exams**

If you have a documented disability, you may request test accommodations from the National Board of Chiropractic Examiners for all four parts of National Board Exams. The College will assist students in documenting academic adjustments or accommodations received during their chiropractic education as an aid in requesting accommodations for State and National Board Examinations.

**Academically Dismissed Students**

A student with a disability who is academically dismissed from the College may request from the Disability Services Coordinator a summary report regarding their disability to submit with their appeal.

The appeal may be supplemented by a report from the Disability Services Coordinator provided in a summary, chronological form, any available information regarding the nature of the disability; the extent to which it affects the student’s ability to participate or perform in the academic program; the academic adjustment(s) requested by the student; those granted, if any; and any other information contained in the student’s file relevant to the appeal.

In such event, the Student Academic Standing Committee may request to meet with the Disability Services Coordinator to answer questions and where appropriate, review the necessary actual records of the student maintained by the Disability Services Coordinator.

Appeals of the decisions of the Student Academic Standing Committee must be made in writing to the Vice Chancellor for Academics who is entitled to review all documentation submitted or available to the Student Academic Standing Committee, as described in this chapter.
**APPROVED ACCOMMODATIONS**

The process to request accommodations, guidelines that govern approval and any approved accommodations at Palmer College of Chiropractic may differ from your high school or previous college.

| Applicable Laws & Standards                                                                 | >  ADA                                                                 |
|                                                                                             | >  Section 504 of the Rehabilitation Act of 1973                       |
|                                                                                             | >  Section 503 of the Rehabilitation Act of 1973, as amended           |

| Standards                                                                                   | >  Council on Chiropractic Education (CCE)                              |
|                                                                                             | >  Palmer College Technical Standards                                  |
|                                                                                             | >  National Board of Chiropractic Examiners (NBCE)                      |

| Documentation                                                                               | >  Student undergoes evaluations at own expense                         |

| Student Role                                                                                | >  Student self-identifies                                              |
|                                                                                             | >  Primary responsibility for enacting accommodations belongs to the student |

| Parental Role                                                                               | >  Parent does not have access to records unless student signs a release form |
|                                                                                             | >  Student self-advocates                                              |

| Accommodations                                                                             | >  Do not include measures that fundamentally alter the academic program, technical standards and/or pace of course(s) |
STUDENT ACADEMIC SUPPORT SERVICES

Refer to the Student Handbook or contact Student Academic Support Centers for information about any available academic support services.

CAREER OPPORTUNITIES

The Center for Business Development will aid all graduating students and graduates, with or without disabilities, in developing career opportunities.

GRIEVANCES

Students who perceive the comments, gestures or actions of another person associated with the College to be discriminatory or harassing as defined in this handbook; other applicable published Palmer policies, rules or regulations; or applicable law have a responsibility to report such comments, gestures or actions to the Section 504/ADA Compliance Coordinator (“Compliance Coordinator”)

DAVENPORT CAMPUS
Earlye Adams Julien, PHR, M.S. Ed.
Senior Director for Compliance and Organizational Development
Also Serving as Compliance Coordinator
1000 Brady Street
Davenport, IA 52803
(563) 884-5476
earlye.julien@palmer.edu

Lori Larsen
Lead Adjudication Coordinator
Also Serving as Compliance Coordinator Designee
1000 Brady Street
Davenport, IA 52803
(563) 884-5246
lori.larsen@palmer.edu

SAN JOSE CAMPUS
Michael Crump, M.S. Ed.
Director of Student Services
Also Serving as Compliance Coordinator
90 E. Tasman Drive
San Jose, CA 95134
(408) 944-6122
michael.crump@palmer.edu

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Director of Student Services
Also Serving as Compliance Coordinator
90 E. Tasman Drive
San Jose, CA 95134
(408) 944-6122
michael.crump@palmer.edu

PORT ORANGE CAMPUS
Cheryl Shaw
Human Resources Manager
Also Serving as Compliance Coordinator Designee
4777 City Center Parkway
Port Orange, FL 32129-4153
(386) 763-2665
cheryl.shaw@palmer.edu
COMPLIANCE INQUIRIES

Inquiries regarding federal laws and regulations concerning the College’s compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and Section 503 of the Rehabilitation Act of 1973, as amended, may be directed:

REGIONAL OFFICE FOR IOWA
Office for Civil Rights
U.S. Department of Health & Human Services
601 East 12th Street - Room 353
Kansas City, MO 64106
Phone: (800) 368-1019
Fax: (816) 426-3686
TDD: (800) 537-7697

REGIONAL OFFICE FOR CALIFORNIA
Office for Civil Rights
U.S. Department of Health and Human Services
90 7th Street, Suite 4-100
San Francisco, CA 94103
Phone: (800) 368-1019
Fax: (415) 437-8329
TDD: (800) 537-7697

REGIONAL OFFICE FOR FLORIDA
Office for Civil Rights
U.S. Department of Health and Human Services
Sam Nunn Atlanta Federal Center, Suite 16T70
61 Forsyth Street, S.W.
Atlanta, GA 30303-8909
Phone: (800) 368-1019
Fax: (404) 562-7881
TDD (800) 537-7697
INQUIRIES REGARDING STATE LAW CONCERNING DISABILITIES MAY BE DIRECTED TO:

IOWA CIVIL RIGHTS COMMISSION
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-1004
Phone: (515) 281-4121
Toll Free: (800) 457-4416
Fax: (515) 242-5840

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING
2014 T Street, Suite 210
Sacramento, CA 95814
Phone: (916) 227-2873
Fax: (916) 227-2870
TDD: (916) 227-2895

FLORIDA COMMISSION ON HUMAN RELATIONS
2009 Apalachee Parkway
Suite 100
Tallahassee, Florida 32301
http://fchr.state.fl.us

RESERVATION OF RIGHTS
Palmer College of Chiropractic reserves the right, without notice, to modify this handbook at any time, should it be in the interest of the College, or of the student, to do so. The College also reserves the same right as to any other material in this handbook. It is the responsibility of the student to read the handbook and inquire as to whether any change in this handbook has been made.

Please refer to the Palmer College of Chiropractic website, www.palmer.edu for the most current information.

The format of this handbook was adapted from University South Florida, Students with Disabilities Handbook (2011).