



PALMER
College of Chiropractic

The Trusted Leader in Chiropractic Education[®]

Handbook for Students and Applicants with Disabilities

A publication of Palmer College of Chiropractic's Office of Compliance Last Revised: August 2021



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) 884-5898, the Port Orange Campus at (386) 763-2780; and the San Jose Campus at (408) 944-6122. 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**

*Students on the Davenport, Iowa campus access support services through the Student Academic Support Center. Students at the Port Orange, Florida campus and the San Jose, California campus access academic support service programs through the Office of Student Services.

Table of Contents

Contents

Table of Contents	3
About Disability Services	6
OUR MISSION:.....	6
Contact Us:.....	6
MAIN CAMPUS.....	6
WEST CAMPUS	6
FLORIDA CAMPUS.....	6
Notice of Nondiscrimination	7
Expectations for Students	8
Testing	9
Accessible Parking	9
Location	10
MAIN CAMPUS.....	10
WEST CAMPUS	11
FLORIDA CAMPUS.....	11
Confidentiality of Student Records	12
CONFIDENTIALITY	12
The Family Educational Rights and Privacy Act (FERPA)	12
Accommodations	13
Requesting Accommodations.....	13
Examples of Accommodations Provided	13
Examples of Accommodations Not Provided	13
Technical Standards Policy.....	14

Technical Standards for Admission to, Continuation in, and Graduation from The Doctor of Chiropractic Program	14
The Process to Request an Accommodation.....	16
Accommodation Request.....	16
Interactive Discussion	16
Submission of Documentation.....	17
Documentation Review	17
Concluding Interview	17
Guidelines for Acceptable Documentation	18
Documentation Format.....	18
Learning Disabilities.....	18
ADHD, Chronic Health/Physical, Sensory (Visual and Hearing) and Psychological Disabilities	18
Elements of All Documentation	19
Comprehensive.....	19
High Quality.....	19
Timely.....	19
Provide a Clear Rationale	20
Disability Specific Requirements.....	20
Specific Learning Disorders	20
Attention Deficit Hyperactivity Disorder	21
Chronic Health Conditions/Physical Disabilities.....	22
Visual Disabilities	22
Hearing Disabilities.....	23
Psychological Disabilities.....	23
Important Information	25
Assistance and Service Animals on Campus	25
Assistance Animals.....	26
Service Animals.....	26
Limited Inquires.....	26

Assistance and Service Animals In College-Owned Housing.....	26
Conflicting Disabilities.....	26
REQUESTS FOR TEMPORARY MODIFICATIONS.....	27
Pregnancy.....	27
Acute Illness, Injury or Temporary Limitations following a Surgical Procedure.....	27
Student Attendance Policy Statement	28
Procedure	28
Excused or Exempted Absences	28
Extended Absences.....	28
Definitions	28
Excused Absence	28
Exempted Absence.....	28
Assessing Your Needs for Clinic Accommodations	29
Accommodation Standards and Request Process	30
Appeal of Accommodation Determination Decision.....	31
Documenting Accommodations	31
State and National Board Exams	31
Academically Dismissed Students.....	31
Student Academic Support Services.....	32
Career Opportunities	32
Compliance Inquiries	32
Inquiries regarding state law concerning disabilities may be directed to:	33
Grievances	34
Reservation of Rights	34
STUDENT ACCOMMODATION REQUEST FORM.....	35

ABOUT DISABILITY SERVICES

OUR MISSION:

Student Academic Support Centers (SASC) and Student Services aim to provide an environment where all students can enhance their academic skills and abilities to achieve success during their course of study at Palmer College of Chiropractic. We provide supportive services such as peer tutoring, learning skills instruction, academic advising, and referrals for personal counseling. We value integrity, honesty, creativity, and respect our relationships with each other, our students, the campus community, and the surrounding community.

Contact Us:

The following individuals serve as Student Disability Coordinators.

MAIN CAMPUS

Holly Fischer
Director of Student Academic Support
Also serving as Student Disability Coordinator
1000 Brady Street
Davenport, IA 52803
(563) 884-5247
holly.fischer@palmer.edu

WEST CAMPUS

Michael Crump, M.Ed.
Director of Student Services
Also serving as Student Disability Coordinator
Office of Student Academic Affairs
90 E. Tasman Drive
San Jose, CA 95134
(408) 944-6122
michael.crump@palmer.edu

FLORIDA CAMPUS

Victor Hidalgo, M.S.
Academic Counselor
Also serving as Student Disability Coordinator
Office of Student Services
4777 City Center Parkway
Port Orange, FL 32129
(386)-763-2781
victor.hidalgo@palmer.edu

Disabilities Services promotes 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:

<http://www.palmer.edu/students/academic-success/academic-support-centers/>

NOTICE OF NONDISCRIMINATION

The College is committed to establishing and maintaining a work and education environment free of any form of discrimination or harassment and does not tolerate discrimination or harassment in employment, admissions or in educational practices, programs, services or activities of or by its employees, students, patients or anyone associated with or conducting business with the College.

Reporting Discrimination or Harassment

For more information or to report discrimination or harassment refer to the College's [Equal Opportunity Policy](#), [Notice of Nondiscrimination](#), or [Report a Complaint](#) which may be accessed on the College's website at <https://www.palmer.edu/about-us/office-of-compliance/report-a-complaint/>.

Reporting Sex Discrimination, Sexual Harassment, Sexual Violence or Any Other Sexual Misconduct

The College's nondiscrimination practices in employment, admissions or in educational practices, programs, services or activities include conduct prohibited by Title IX of the Education Amendments of 1972. For more information or to file a complaint contact the College's [Title IX Coordinator or deputies](#) or refer to [Report Sexual Misconduct](#) which may be accessed on the College's website at <https://www.palmer.edu/about-us/office-of-compliance/report-a-sexual-misconduct/>. Information regarding [sexual misconduct awareness, prevention and response](#) may be accessed online at <https://www.palmer.edu/about-us/office-of-compliance/sexual-misconduct-prevention-and-response/>.

EXPECTATIONS FOR STUDENTS

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

- Alert your Disability Coordinator as soon as you experience a change in your documented condition, require adjustments to your accommodations, or require additional accommodations.
- Regularly check and respond to email communications from faculty, staff, and administrators.
- 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 adjustments and/or accommodations you will need to be successful.
- Read and comply with your student handbook, catalog and other official College publications and notices placed on official College bulletin boards including its Brightspace portal, digital monitors, the Palmer app and/or its website.
- Be aware of financial aid requirements— for example know how many hours of aid for which you qualify. Know what GPA you must earn to keep your scholarships and any other requirements.
- Find a time to visit each of your instructors during the academic term. When you have problems or concerns related to coursework, be proactive and contact them during office hours.

TESTING

Assessments (quizzes and examinations) are scheduled at the regularly scheduled class times for the relevant course. Your accommodations will dictate the environment where you complete your exams. Each campus has a Testing Center with a limited number of private testing spaces. A limited number of standing desks are available for accommodated student testing.

Student Disability Services maintains the Testing Centers as low-latex environments. Pencils and latex-free erasers are provided for student testing. Facial tissues and ear plugs are also provided. Depending on the nature of the exam and at the direction of the course instructor, simple calculators may be available for testing.

All practical examinations will be administered in the classroom or lab environment and not in the Testing Center. Due to scheduling constraints and the availability of the Anatomy Lab, accommodated anatomy lab practical exams are typically scheduled by the course instructor at a time and on a day when all accommodated students are available to test. This day may fall before or after your regularly scheduled lab day and time.

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 no designated spaces are available, you may use any valid non-reserved, non-marked parking space close to your destination.

Designated parking spaces are available to pregnant students. In the event a designated space is not available, pregnant students may request a temporary accessible parking pass from Campus Safety and Security.

Students with temporary mobility restrictions may also request a temporary accessible parking pass from Campus Safety and Security.

LOCATION

MAIN CAMPUS

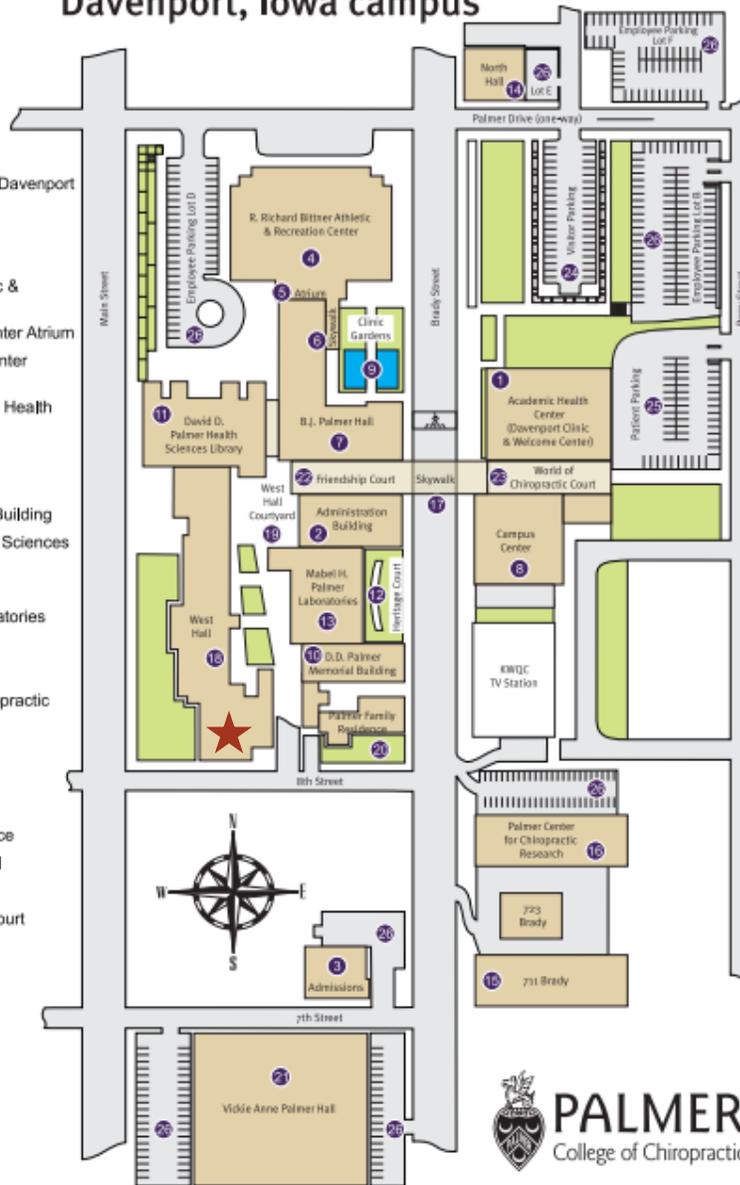
Disabilities Services at the Davenport, Iowa, campus is in West Hall, Suite 128, Room E. The closest parking location is on Main Street.

Office Hours are Monday-Friday 7:30 a.m. to 4:00 p.m. CST

Palmer College of Chiropractic Davenport, Iowa campus

LEGEND

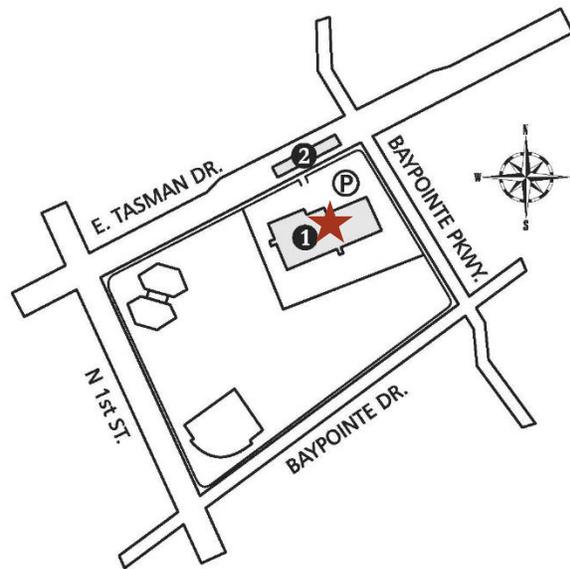
1. Academic Health Center/Davenport Clinic/Welcome Center
 2. Administration Building
 3. Admissions
 4. R. Richard Bittner Athletic & Recreation Center
 5. Athletic & Recreation Center Atrium
 6. Athletic & Recreation Center Skywalk
 7. B.J. Palmer Hall/Campus Health Center
 8. Campus Center
 9. Clinic Gardens
 10. D.D. Palmer Memorial Building
 11. David D. Palmer Health Sciences Library
 12. Heritage Court
 13. Mabel H. Palmer Laboratories
 14. North Hall
 15. Housing Coordinator
 16. Palmer Center for Chiropractic Research
 17. Skywalk
 18. West Hall
 19. West Hall Courtyard
 20. Palmer Family Residence
 21. Vickie Anne Palmer Hall
 22. Friendship Court
 23. World of Chiropractic Court
- Parking**
24. Visitor Parking
 25. Clinic Patient Parking
 26. Employee Parking



WEST CAMPUS

Disabilities Services on the West Campus is 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 8:00 a.m. to 4:30 p.m. PST

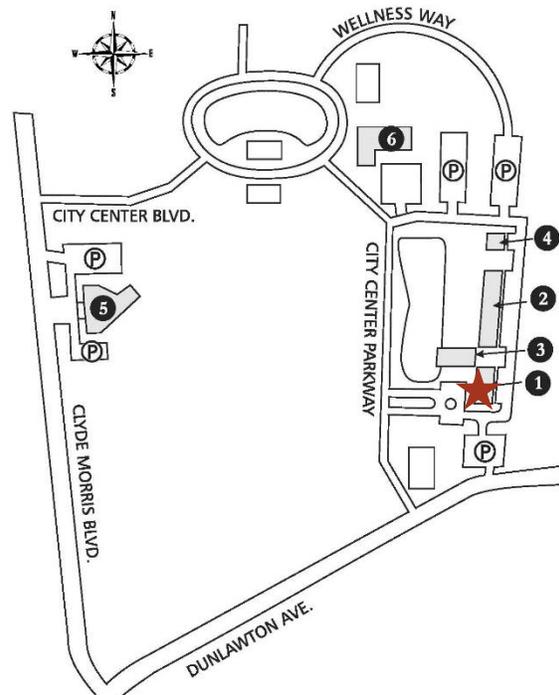


1. Palmer College of Chiropractic, West Campus
2. Baypointe Station, Light rail

FLORIDA CAMPUS

Disabilities Services on the Florida Campus is 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 8:00 a.m. to 4:30 p.m. EST



1. Building One
2. Building Two
3. Building Three
4. Central Energy Plant
5. Allen Green Civic Center
6. Port Orange YMCA

CONFIDENTIALITY OF STUDENT RECORDS

CONFIDENTIALITY

Palmer respects the confidential nature of student information. Student records are protected by the Family Educational Rights and Privacy Act (FERPA). Access by Palmer personnel to information about a student's participation in the personal counseling referral program housed in Student Academic Support Centers, is on a need-to-know basis and released only to College officials with a legitimate educational interest.

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.
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

For more information refer to the College's [Student Records' Policy](#).

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. Each campus has a Testing Center for the accommodation of quizzes and written or computer-based examinations. The faculty member or instructor will be notified in advance by the Disability Services Coordinator when a student will not be completing an evaluation in the classroom.

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.

Examples of Accommodations Provided

- A semi-private, minimum-distraction environment for exams
- Time and a half or double time on exams
- A scribe for exams
- A private testing room
- Assistive listening devices
- Sign language interpreters
- 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

TECHNICAL STANDARDS POLICY

Technical Standards for Admission to, Continuation in, and Graduation from The Doctor of Chiropractic Program

The College seeks to prepare students to become competent, caring Doctors of Chiropractic who serve as primary care providers for the prevention, diagnosis and conservative management of health conditions. The academic, clinical, social, and personal preparation for the practice of chiropractic requires both mental and physical abilities.

There are certain abilities and characteristics which are defined as Technical Standards. Those standards, in conjunction with academic standards, are requirements for admission, continuation and graduation. Although these standards serve to focus upon the necessary physical and mental abilities of all students, they are not intended to deter any student for whom reasonable accommodation will allow the fulfillment of the complete curriculum.

The College has an ethical responsibility for the safety of its patients with whom students will come in contact. Although students learn and work under the supervision of the faculty, students interact with patients during their chiropractic education. Patient safety and well-being are therefore major factors in establishing requirements involving the physical, cognitive, and emotional abilities for admission, promotion, and graduation. Students must have the physical and emotional stamina and capacity to function in a competent manner in the clinical, classroom and laboratory settings.

The College is committed to providing equal educational opportunities for qualified students with disabilities who apply for admission to the Chiropractic Degree Program or who are enrolled as chiropractic students. A “qualified person with a disability” is an individual with a disability who meets the academic and Technical Standards required for admission or participation in the College’s chiropractic educational programs, with or without accommodations. Admitted students with disabilities are reviewed individually, on a case-by-case basis, with a complete and careful consideration of all the skills, attitudes and attributes of each student to determine whether there are reasonable accommodations that would permit that student to satisfy the Technical Standards.

An accommodation is not reasonable if it poses a direct threat to the health or safety of self and/or others if making it requires a substantial modification of an essential element of the curriculum, if it lowers academic standards, or poses an undue administrative or financial burden. Except in varied circumstances, the use by a student of a third party (an intermediary) to perform any of the functions described in the Technical Standards would constitute an unacceptable substantial modification.

All individuals considering, applying, or enrolling in the Doctor of Chiropractic Degree Program (DCP) are encouraged to review the Technical Standards to better understand what is expected at Palmer. The College’s Technical Standards may be accessed online at: <http://www.palmer.edu/about-us/office-of-compliance/institutional-policy-library/>

Qualified applicants are required to acknowledge at the time they accept an offer to matriculate that they have been advised of the College’s Technical Standards required of the Doctor of Chiropractic Program and understand that should a qualified applicant require a reasonable accommodation to meet these required Technical Standards, they are invited and encouraged to voluntarily self-identify to the

relevant disability services coordinator below, any disability which may apply to the Technical Standards. Thereafter, students must annually acknowledge the required Technical Standards.

If at any point an enrolled student ceases to meet any Technical Standard the student must notify the relevant campus disability services coordinator.

Applicants and students themselves must identify the need for reasonable accommodations/academic adjustments (reasonable accommodations) and give adequate notice of the need.

The College grants reasonable accommodations for qualified applicants and students with disabilities on an individual basis. Individuals are provided reasonable accommodations based upon specific information and assessment data documented by a qualified professional.

While the College strives to accommodate qualified applicants and students as fully as possible, reasonable accommodations do not include measures which fundamentally alter the academic program and/or Technical Standards.

Applicants and students seeking reasonable accommodations must contact the relevant campus disability services coordinator.

The Coordinator will work in concert with the Disability Steering Committee. In considering a self-identifying individual with a disability, the Coordinator and/or the Committee may require an interview with the self-identifying individual and may request supporting documentation to be provided by the self-identifying individual from an appropriate licensed professional to determine if the individual meets the required technical standards with or without an accommodation sufficient to complete the curriculum. Professionals who provide documentation of disabilities will be asked to identify what reasonable accommodations, if any, are required.

The College intends for its students and graduates to become competent and compassionate physicians capable of meeting all requirements for chiropractic licensure. The Doctor of Chiropractic degree, in and of itself, does not entitle the recipient to practice chiropractic. Those who earn the degree must apply for a license to practice in the jurisdiction of their choice.

THE PROCESS TO REQUEST AN ACCOMMODATION



Accommodation Request

In the first step of the accommodation request process, the student makes an accommodation request or is referred (self, faculty, parent, agency) to Student Disability Services. A student or applicant must let Disabilities Services know that an accommodation is needed. The 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. Requests for accommodations other than additional time in a quiet environment are referred to the College's Disability Steering Committee for review.

Interactive Discussion

Next, the student schedules an appointment for an interactive discussion with the Disability Services Coordinator (DSC). 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.

A student's request(s) for an accommodation may be referred by the DSC to the College's Disability Steering Committee at this stage in the accommodation request process or during the documentation review process. All requests for non-standard accommodations are referred to the Committee. The Committee assists the DSC and the College in determining the reasonableness of an accommodation request, and if a request fundamentally alters the academic program and/or Technical Standards. The

Committee may also be called upon to assist in determining if provided documentation is sufficient and acceptable.

Submission of 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 (see next page for the guidelines for acceptable documentation).

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](#).

The DSC will determine eligibility based on the interactive discussion, assessment information and available documentation. The need for additional documentation will be determined on a case-by-case basis. *All accommodation requests must be supported by documentation.* 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. **All documentation submitted is considered confidential.** Disabilities Services will not return documentation. Please keep copies for your records.

Documentation Review

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.

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. If one or more of your accommodation requests have been denied, the DSC will provide information regarding the appeal process to have your request(s) reconsidered.

Students are required to meet with a member of the Student Disability Services staff 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. Students are required to meet with the Student Disability Coordinator 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.

Information contained within pages 18-24 was adapted from NBCE Examinee Handbook for Disability Accommodation and Exception Requests (2018)

GUIDELINES FOR ACCEPTABLE DOCUMENTATION

These guidelines are provided to assist you in documenting a need for classroom and/or test accommodations. Students are required to submit documentation of their disability to support a need for accommodations based on a condition and/or impairment that substantially limits one or more major life activities.

Documentation Format

Healthcare providers should complete the Palmer College Disability Verification and Recommendation Form for all disability categories except learning disabilities. In lieu of this form, healthcare providers may submit a letter (on professional letterhead) with the information reference in the Guidelines for the Documentation of Disabilities document available at <http://www.palmer.edu/students/academic-success-and-wellness/>.

Learning Disabilities

Examinees may choose to submit one of the following in support of their request:

- Psychoeducational report
- Neuropsychological report
- Letter from the provider that addresses all general and LD specific criteria

ADHD, Chronic Health/Physical, Sensory (Visual and Hearing) and Psychological Disabilities

Examinees may choose to submit one of the following in support of their request:

- A Palmer College Disability Verification and Recommendation Form
- A letter from the provider that addresses all category criteria for the respective disability.

All letters and reports must be:

- On the provider's letterhead
- Dated
- Signed by the provider

**** Handwritten or unsigned letters, notes on prescription pads, or verification by phone from physicians or evaluators will not be accepted.***

Elements of All Documentation

Documentation must be:

Comprehensive

- A statement of the presenting problem and relevant background history

If there is no prior history of accommodations, the qualified professional should describe why accommodations have not been required or provided in the past and why they are needed for this examination.
- A description of the onset, frequency, intensity, and duration of relevant symptoms (those that impact examinees access to exam)
- A statement regarding the extent to which the symptoms impact the individual's daily functioning across multiple environments (e.g. social, academic, occupational, etc.)
- A description of the assessment techniques or diagnostic tests administered to develop a diagnosis including:
 - Results of assessments (e.g., standard Scores, percentiles and either grade or age level equivalents) of all diagnostic procedures and tests utilized in the evaluation
 - Informal or non-standardized assessment methods, if used, should be described in enough detail that other professionals in the field can understand their significance in the diagnostic process

High Quality

- The evaluating professional should have training and direct experience in the diagnosis and treatment of adults in the specific area of disability.
- The diagnostic methods used should be appropriate to the specific disability and current professional practices within the field.
- The evaluation report should adhere to current professional standards.
- The diagnosis should be based on criteria outlined in the most current edition of:
 - *The Diagnostic and Statistical Manual of Mental Disorders (DSM); or*
 - *The International Statistical Classification of Diseases and Related Health Problems (ICD).*

Timely

- The documentation must be timely enough to establish the examinee's current need for accommodation.
 - More recent documentation may be necessary for relapsing/remitting conditions or conditions that can change because of time or treatment.
- We recommend submitting documentation that has been completed within the last 3 to 5 years.

- Individuals whose documentation is dated over 5 years may submit multiple evaluations that demonstrate a life-long history of impairment relative to high stakes exams.
- Reports must reference the latest version of any clinical instruments that were used at the time of the assessment.

Provide a Clear Rationale

- The documentation must supply a clear rationale for the recommended accommodations or assistive devices, including:
 - A description of the full extent of the individual’s functional limitations
 - A description of how the individual’s functional limitations impact access to the exam under standard testing conditions: impact on setting and format (e.g., computer-based examination; clinical or performance-based examination) compared to most people in the general population

Disability Specific Requirements

In addition to the criteria for all disabilities, the following categories of disability require additional information as outlined.

Specific Learning Disorders

Examples of qualified examiners for individuals with **learning disorders** include:

- Clinical, educational, or school psychologists, licensed clinical social workers
- Neuropsychologists
- Psychiatrists
- Learning disability specialists
- Medical doctors trained or experienced in the differential diagnosis of LD

In addition to the information described in Elements of All Documentation, a request for test accommodations based on a specific learning disorder should include the following:

- A comprehensive psychological, psycho-educational, or neuropsychological evaluation that adheres to current professional standards
- The report of evaluation should generally include the following:
 - Relevant aspects of the individual’s developmental, family, medical, and other history including linguistic history, if English is not the first language
 - A summary of the individual’s educational history, experiences, and achievements, quality of instruction, and language of instruction at each level, and trends in academic performance
 - History of prior academic interventions and classroom or test accommodations
 - A review of documentation from third-party sources when available (e.g., academic records, scores from prior standardized exams, previous evaluations, feedback from teachers/faculty, tutors, academic advisors, or others, etc.)

- Data and information from a comprehensive battery of standardized, norm-referenced tests and measures used to assess the individual's cognitive and academic functioning in keeping with current professional standards
 - > Brief exams, screening tools and stand-alone reading assessments, in the absence of a full assessment of intelligence/achievement are not comprehensive and therefore are not considered acceptable if used as the sole measure of reading ability or academic skills
- Actual scores obtained for each subtest and/or measure administered reported as age-based standard scores when available from the test publisher
- The specific version of each test (e.g., 4th Edition, etc.), along with the specific norms used for scoring (e.g., age-based norms)
- A summary integrating the obtained test and assessment data with relevant background/historical information, previous and current manifestations of the learning impairment, and current academic, occupational, and other life functioning
- A differential diagnosis with discussion of how each possible alternative explanation for the learning difficulty has been systematically ruled out (e.g., inadequate match between the individual's ability and instructional demands; cultural or linguistic factors; poor motivation and/or study skills; problems of attention, mood, or anxiety; sensory impairments; etc.)

Attention Deficit Hyperactivity Disorder

Examples of qualified examiners for individuals with **ADHD** include:

- Clinical, educational, or school psychologists, licensed clinical social workers
- Neuropsychologists
- Psychiatrists
- Medical doctors trained or experienced in the differential diagnosis of ADHD

In addition to the information described in the Elements of All Documentation, a request for test accommodations based on ADHD should include the following:

- Relevant aspects of the individual's developmental, educational, family, medical, psychosocial, educational, occupational, and other personal history
- A history of the individual's presenting symptoms, with detailed information about how the symptoms have manifested in the home, school, work, and other settings over time
- Measures used to diagnose ADHD including self-report symptom checklists, behavior rating scales, and continuous performance tests
- Supporting information that verifies symptoms or history of symptoms from other sources (e.g., parent, teacher, spouse, employer, supervisor)

- Examples of current functional impairment in more than one setting (e.g. school, working, home, social)
- Any reviews of third-party documentation, to establish a history of impairment that goes beyond self-report (e.g., review of academic records, scores from prior standardized exams, previous evaluations or treatment records, feedback from teachers/faculty, advisors, supervisors, etc.)
- A differential diagnosis with a discussion of how each possible alternative explanation for the identified problem(s) has been systematically ruled out

Chronic Health Conditions/Physical Disabilities

Examples of qualified examiners for individuals with **chronic health conditions** include:

- Medical doctors trained or experienced in the diagnosis of examinees disability
- This includes, but is not limited to:
 - Rheumatology
 - Physical Medicine & Rehabilitation (PM&R)
 - Oncology
 - Internal Medicine
 - Gynecology
 - Neurology
 - Infectious Disease

In addition to the general criteria stated above, disability documentation for chronic health must include:

- The symptoms that currently or historically contribute to functional impairment.
- A list of any symptoms or functional limitations resulting from the side-effects of medication and/or treatment

Visual Disabilities

Examples of qualified examiners for individuals with **visual disabilities** include:

- Optometrist
- Ophthalmologist

In addition to the information described in the Elements of All Documentation, a request for test accommodations based on a visual disability should include the following:

- Relevant history and course of the presenting symptoms and whether the condition is stable or could be expected to change over time
- Detailed discussion of how the specific symptoms and assessment results meet professionally recognized diagnostic criteria for the identified visual impairment

- Where relevant to the diagnosis and the examination for which accommodations are requested, comprehensive documentation should include detailed information about:
 - The health of the eye(s)
 - Visual fields
 - Binocular functioning
 - Accommodative functioning
 - Oculomotor functioning
- Actual scores and results from all tests, procedures, measurements, and scales administered to demonstrate the level of impairment to visual functioning
- A specific recommendation for all accommodations requested, including low vision aids, and an explanation of how the accommodations will reduce the impact of the identified functional limitations relevant to the specific examination setting and context

Hearing Disabilities

Examples of qualified examiners for individuals with **hearing disabilities** include:

- Audiologists
- Otorhinolaryngology, Ear, Nose and Throat (ENT)

In addition to the information described in the Elements of All Documentation, a request for test accommodations based on hearing disabilities should include the following:

- A copy of the most recent audiogram or audiometric study that reflects the examinee's current functional impairment
- Information concerning the current impact of the hearing impairment on the individual's daily life functioning
- A statement about how the impairment is expected to impact the examinee's ability to access the examination
- A rationale for each recommended test accommodation relevant to the specific examination setting and context

Psychological Disabilities

Examples of qualified examiners for individuals with **psychological disabilities** include:

- Clinical psychologists
- Licensed clinical social workers
- Neuropsychologists
- Psychiatrists

- Medical doctors trained or experienced in the treatment of psychological disorders:
 - Family medicine physician
 - Internal medicine physician

In addition to the information described in the Elements of All Documentation, a request for test accommodations based on a psychological disability should include the following:

- A comprehensive psychiatric or psychological evaluation using the DSM-5 criteria and should include the following:
 - A description of the presenting problem(s) and symptoms, with details about the onset and history of symptoms as relevant to the requested accommodations
 - Frequency, severity, and duration, of symptoms
 - Impact of disability on daily functioning across multiple domains (e.g., school, working, home, social)
- Assessment data and findings from all diagnostic tests and measures administered. Examples of common tests and measures include:
 - Structured diagnostic interviews/clinical interviews (e.g. Structured Clinical Interview for DSM-5)
 - Standardized norm-referenced measures of cognitive or neuropsychological functioning
 - Current versions of behavior or symptom rating scales
 - Objective tests of effort (e.g., symptom validity tests)
- A thorough summary that integrates:
 - Relevant background/historical information
 - Assessment data
 - Clinical presentation
 - Behavioral observations
 - Current functioning
- Evidence of a differential diagnosis and a description of how each possible alternative explanation for the identified problem has been systematically ruled out
- A clear description of how the identified impairment and related symptoms are relevant to the specific examination setting and context
- A rationale for each recommended test accommodation

IMPORTANT INFORMATION

- Accommodations are not retroactive. Even if you are unsure you will need accommodations, it is 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 or hours 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.

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 questions 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 Director of Auxiliary 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.

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.

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

ACCOMMODATION STANDARDS AND REQUEST PROCESS

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)**
- **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**

Accommodation

- **Does not include measures that fundamentally alter the academic program, technical standards and/or pace of course(s)**

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.

STUDENT ACADEMIC SUPPORT SERVICES

Refer to the Student Handbook or contact the [Student Academic Support Center](#) 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.

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 Civil Rights - Iowa
U.S. Department of Health & Human Services
601 East 12th Street - Room 353
Kansas City, MO 64106
FAX: (816) 426-3686



Phone: (800) 368-1019
TDD: (800) 537-7697



Regional Office for Civil Rights - Florida
U.S. Department of Health & Human Services
61 Forsyth Street, S.W.
Atlanta, GA 30303-8909
FAX: (404) 562-7881



Phone: (800) 368-1019
TDD: (800) 537-7697



Regional Office for Civil Rights - California
U.S. Department of Health & Human Services
90 7th Street, Suite 4-100
San Francisco, CA 94103
FAX: (415) 7697



Phone: (800) 368-1019
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
FAX: (515) 242-5840



Phone: (515) 281-4121
Toll Free: (800) 457-4416



FLORIDA COMMISSION ON HUMAN RELATIONS
2009 Apalachee Parkway
Suite 100
Tallahassee, Florida 32301



<http://fchr.state.fl.us>



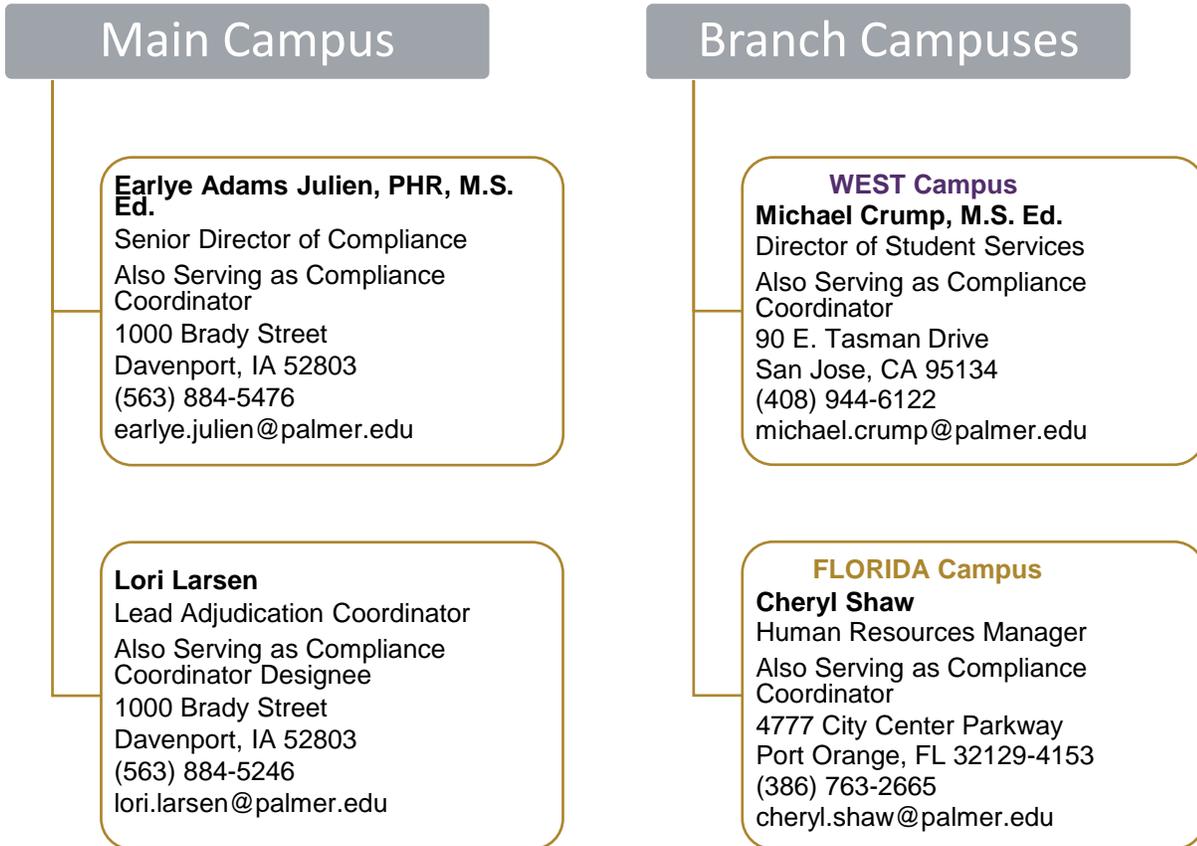
CALIFORNIA DEPARTMENT OF
FAIR EMPLOYMENT AND HOUSING
2014 T Street, Suite 210
Sacramento, CA 95814
FAX: (916) 227-2870



Phone: (916) 227-2873
TDD: (916) 277-2895

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”).



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).



STUDENT ACCOMMODATION REQUEST FORM

Palmer College grants reasonable academic adjustments for qualified applicants and students with disabilities on an individual basis. Individuals are provided reasonable academic adjustments and/or accommodations based upon specific information and assessment data documented by a qualified professional. Guidelines for the documentation of disabilities may be viewed at: <http://www.palmer.edu/students/academic-success-and-wellness/>.

Students seeking temporary or permanent disability accommodations must complete this form and submit documentation of their disability to their campus' Student Disability Coordinator. Students are additionally required to meet with the Student Disability Coordinator prior to, or at the beginning of each trimester/quarter to review their course schedule and course-specific eligibility for accommodations.

STUDENT INFORMATION

Full Name:	Last Name:
	First Name:
	Middle Name:
Student ID Number:	Matriculation #:
Mailing Address:	Address:
	City: State:
	Zip Code:
Phone Contact Information:	Cell:
	Other:
Preferred Email Address:	Email:
Communication Preference:	<input type="checkbox"/> Phone call <input type="checkbox"/> Text message <input type="checkbox"/> E-mail

Please identify your current trimester/quarter status: _____

Please identify your campus location:

- Florida
- Main (Iowa)
- West (California)

STUDENT ACCOMMODATION REQUEST FORM

Please identify the nature of your accommodation request:

- Temporary (injury, surgery, pregnancy, etc.)
- Permanent

Have you previously received accommodations/academic modifications? Yes No

If so, at what institution(s)? _____

Please list the condition(s) and/or disabilities for which you will be requesting an accommodation or modification.

Personal Statement

Please describe how your condition(s) and/or disability substantially limits your current functioning in a major life activity (e.g. reading, walking, learning, speaking, writing, listening, etc.) and how your condition(s) and/or disability impairs your ability to take examinations (quizzes, exams, and practical examinations) under standardized conditions.

STUDENT ACCOMMODATION REQUEST FORM

Disability-Related Treatments and Devices

Answer the following questions regarding disability related, prescribed treatments, medications, and assistive devices.

1. Describe disability-related treatments (medication, chiropractic, talk-therapy, etc.) you currently receive and their usefulness:
2. Describe disability-related assistive devices (audio recorders, crutches, screen readers, etc.) you currently use and their usefulness:

Stability of Your Condition(s)/Disability

Answer the following questions regarding the stability of your condition(s) over time.

3. Reflecting on your previous college experience, describe how the functional impact(s) of your condition(s) have changed over time.
4. How variable are the symptoms of your condition(s)?
5. What are the known triggers for an exacerbation of your condition(s) (if applicable)?

ACCOMMODATION REQUEST INFORMATION

Timed Testing and Evaluations

Additional Test Time	Time and a Half	Double Time	Other:
Previously Received			
Requesting at Palmer College			

Additional time is needed for (select all that apply)

- Quizzes
- Examinations
- Practical Examinations

Have you previously received accommodations/academic modifications? Yes No

Quiet/Minimally Distracting Environment	Testing Center	Cubical Carrel	or	Private Room
Previously Received				
Requesting at Palmer College				

Alternative Test Format (select all that apply)

- Audio
- Braille
- Electronic
- Large Print
- No alternative test format needed

Have you previously received accommodations/academic modifications? Yes No

ACCOMMODATION REQUEST INFORMATION

Scribe	Yes	No
Previously Received		
Requesting at Palmer College		

Timed Testing and Evaluations

Reader/Exam Reader Software	Yes	No
Previously Received		
Requesting at Palmer College		

Test Environment Accommodations (select all that apply)

- Book Prop
- Standing Desk
- Modified Seating
- None of the above

Have you previously received accommodations/academic modifications? Yes No

If other test environment accommodations are needed, please specify below.

Classroom

Captioning

- CART
- C-Print
- CC/Captioned Media

Have you previously received accommodations/academic modifications? Yes No

ACCOMMODATION REQUEST INFORMATION

Sign Language Interpreting	Yes	No
Previously Received		
Requesting at Palmer College		

Textbooks/Print Materials in Alternative Format

- Audio
- Braille
- Electronic
- Large Print

Have you previously received accommodations/academic modifications? Yes No

Classroom

Class Note Taker	Yes	No
Previously Received		
Requesting at Palmer College		

Audio Recorded Lectures/Labs	Yes	No
Previously Received		
Requesting at Palmer College		

Modified Classroom Seating/Furniture (select all that apply)

- Book Prop
- Standing Desk
- Modified Seating
- None of the above

ACCOMMODATION REQUEST INFORMATION

Have you previously received accommodations/academic modifications? Yes No

Other classroom accommodations:

Adaptive Technology (select all that apply)

- Screen Reader
- Magnifier
- ADL/FM System
- Speech Recognition Software
- Other

If Adaptive Technology is other, please specify below.

Chiropractic Science/Technique/Diagnosis

Modifications needed for hands-on practice as a "doctor"	Yes	No
Previously Received		
Requesting at Palmer College		

Modifications needed for hands-on practice as a "patient"	Yes	No
Previously Received		
Requesting at Palmer College		

Other needed accommodations for Chiropractic Science/Technique/Diagnosis/Laboratory courses:

ACCOMMODATION REQUEST INFORMATION

I have documentation to support these Timed Testing, Classroom, and Laboratory accommodations requests.

Yes No

Date: _____

Printed Name: _____

Signature: _____

SAMPLE