



Office of Accessibility and  
Inclusion  
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## **Office of Accessibility and Inclusion Policies and Procedures Regarding Accommodations**

### **Mission Statement of the Office of Accessibility and Inclusion**

The Parker University Office of Accessibility and Inclusion is committed to facilitating the empowerment and self-advocacy of students with disabilities so they may have an equal opportunity to fully experience participation in all activities of the university. The Office of Accessibility and Inclusion operates under the principle that no qualified student shall, based on disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any activity or program that is operated by the college. The Office Inclusion and Accessibility serves as a resource center for the Parker community and acts as a liaison between students, faculty, and staff. The Office of Accessibility and Inclusion functions to provide information, reasonable accommodations, and other assistance to students in adherence to the provisions of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Services provided through the Office of Accessibility and Inclusion are open to students with qualifying physical, learning, or psychological disabilities.

### **Federal Regulations**

#### **Guidelines from Section 504 of the Rehabilitation Act of 1973**

In 1973, Congress passed the Rehabilitation Act. Included in the Act is Section 504, which is a law that prohibits discrimination on the basis of physical or mental disability. Under the provisions of Section 504, universities and colleges may not:

1. Limit the number of students with disabilities admitted to academic programs.
2. Inquire as to whether an applicant is disabled prior to admission.
3. Use admissions tests or other criteria that inadequately measure the academic qualifications of disabled students, especially considering #2 above, which negates the ability to offer special provisions for new applicants in every case.
4. Exclude a qualified student with a disability from any course of study on the basis of that disability.
5. Limit the eligibility of a student with a disability to receive financial assistance or otherwise discriminate in proffering scholarships, assistantships, internships, or fellowships on the basis of disability.
6. Counsel a student with a disability toward choosing a more restrictive career path.
7. Measure student achievement using modes of evaluation that adversely discriminate against a student with a disability.
8. Establish policies and procedures that potentiate an adverse effect on students with disabilities.

In addition, under Section 504, institutions of higher education are required to provide reasonable accommodations to qualified and eligible persons with disabilities that are logically associated with the type and level of impairment of the student. It also requires the appointment of at least one person to be responsible for coordinating services to students with disabilities. Parker University has initiated the Office of Accessibility and Inclusion for this purpose. Inquiries may be addressed to Ravan Anderson by calling (972) 438-6932, extension 7153 or by email at ravananderson@parker.edu

### **Guidelines from the Americans with Disabilities Act of 1990**

The Americans with Disabilities Act of 1990, as it pertains to higher education, states that no qualified student shall, on the basis of disability, be excluded from participating in, receiving the benefits of, or otherwise discriminated under any program or activity that the college operates. Benefits and services to individuals with disabilities must be in the most integrated setting appropriate to the person's needs and must be equal or equivalent to those provided to others.

Moreover, it is stated that colleges and universities must not discriminate in the recruitment, admission, or treatment of students, and students with documented disabilities have the right to request modifications, accommodations, or auxiliary aids that will enable them to participate in and benefit from all postsecondary educational programs and activities.

### **Parker University Policy Statements Regarding Disabilities**

Parker University has issued policy statements regarding discrimination and disabilities. According to the Student Handbook:

“Parker University does not discriminate on the basis of race, color, sex, nationality, ethnic origin, age, sexual orientation, religion, or disability, in admissions, administration of education policies and procedures, scholarship and loan programs, student activities and organizations, student job opportunities and other university administered programs. If you believe you have been discriminated against because of race, color, sex, nationality ethnic origin, age or disability, please contact Human Resources”. Student Handbook (2017)

And

“Parker University does not discriminate on the basis of disabilities, and consistent with Section 504 of the Rehabilitation Act of 1973, no qualified handicapped student is denied the benefits of, or excluded from, any educational program or activity of Parker University because of the absence of reasonable accommodations or of auxiliary aids for students with disabilities.” Student Handbook (2017)

## **Program Objectives of the Office of Accessibility and Inclusion**

The following program objectives were adopted from the standards espoused by the Association on Higher Education and Disability (AHEAD) and published in *The Policy Book: Guidance for Disability Service Providers (2000)*. The program objectives represent those service components that are fundamental for assuring equal educational access for postsecondary students with disabilities. They set parameters for postsecondary disability services and assert the credibility and unique responsibilities of offices that serve students with disabilities.

1. *Consultation/Collaboration/Awareness*
  - 1.1 Serve as an advocate for students with disabilities to promote equal access
  - 1.2 Provide disability representation on relevant campus committees
  
2. *Information Dissemination*
  - 2.1 Disseminate information through institutional publications regarding disability services and how to access them
  - 2.2 Provide services that promote access to the campus community
  - 2.3 Provide referral information to students with disabilities regarding available campus and community resources (e.g. assessment, counseling)
  
3. *Faculty/Staff Awareness*
  - 3.1 Provide consultation with faculty regarding academic accommodations, compliance with legal responsibilities, as well as institutional, programmatic, physical, and curriculum modifications
  - 3.2 Serve in an ombudsman capacity between students with disabilities and other campus constituencies (e.g. faculty, staff, and administration)
  - 3.3. Provide feedback to faculty regarding general assistance available through the office that provides services to students with disabilities
  
4. *Academic Adjustments*
  - 4.1 Maintain records that document the plan for the provision of selected accommodations
  - 4.2 Determine with the students, appropriate academic adjustments consistent with the student's documentation
  - 4.3 Have final responsibility for determining effective academic accommodations that do not fundamentally alter the program of study
  
5. *Instructional Interventions*
  - 5.1 Advocate for instruction in learning strategies (e.g. attention & memory strategies, planning, self-monitoring, time management, organization, problem-solving)
  
6. *Counseling and Advocacy*
  - 6.1 Assist students with disabilities to assume the role of self-advocate
  
7. *Policies and Procedures*
  - 7.1 Develop written policies and guidelines regarding procedures for determining and accessing "reasonable accommodations"
  - 7.2 Establish guidelines for student rights and responsibilities with respect to services provision
  - 7.3 Develop written policies and guidelines regarding confidentiality of disability information

- 7.4 Encourage the development of policies and guidelines for settling a formal complaint regarding the determination of a “reasonable accommodation”
  
8. *Program Development and Evaluation*
  - 8.1 Provide services that are based on the institution’s mission or services philosophy
  - 8.2 Coordinate services for students with disabilities through a full-time professional
  - 8.3 Collect student feedback to measure satisfaction with Disability Services
  - 8.4 Collect data to monitor use of Disability Services
  - 8.5 Report program evaluation data to administrators
  
9. *Training and Professional Development*
  - 9.1 Provide Disability Services staff with ongoing opportunities for professional development (e.g., conferences, credit courses, membership in professional organizations)
  - 9.2 Provide services by professional(s) with training and experience working with college students/adults with disabilities

## **Inclusion and Accessibility Procedures**

### **Eligibility for Disability Services**

The Association on Higher Education and Disability (AHEAD), in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, has published guidelines to provide institutions with uniformity in determining standards of proof in documenting the veracity of a student’s disability status and the need for specified accommodations. These guidelines have been adopted for use by the National Board of Chiropractic Examiners (NBCE), and a summary of these guidelines, as they pertain to Parker University, are summarized below.

The burden of this proof lies with the student to show why a disability requires accommodation. The supporting documents must clearly show that the individual (1) has a disability, (2) is substantially limited by the disability, and (3) a need exists for accommodation. Documentation requirements may include psychoeducational testing, history of prior disability services identifying specifically when, where, type, and for what disability the services were provided, official SAT/ACT results indicating that testing accommodations were provided, medical reports, audiology results, optometry results, and/or other documentary evidence as deemed relevant by the Inclusion and Accessibility Coordinator.

Lawfully, accommodations may be granted if sufficient documentary evidence of disability is provided and if the circumstances imposed by the disability can be alleviated with the provision of reasonable accommodations. It is the responsibility of the Inclusion and Accessibility Coordinator to make a final determination of eligibility status and prescribed accommodations or services.

#### **Criteria for Acceptable Testing Documentation:**

1. **Test Data Documentation must be current.** An evaluation (e.g. psychological evaluation), wherein a diagnosis of a disabling condition is determined, must have been conducted within 5 years of application for accommodation. Older documentation may be considered based on diagnosis. Other historical testing and service records may also be required to further substantiate a disability.

2. The evaluation must be conducted by a qualified examiner. The name, title, credentials, and area(s) of specialization must be clearly stated in the documentation provided by the professional who conducts the evaluation. Additionally, all written reports must be provided on the professional's letterhead and must be both signed and dated by the evaluator.

Appropriately credentialed evaluators include psychologists, psychiatrists, neuropsychologists, learning disability specialists, and other medical doctors with appropriate areas of specialization.

3. The documentation must be comprehensive. The documentation submitted to the Parker University Office of Student Success must be comprehensive and clearly discuss the impact of the disability on the individual's ability to function. Accommodations recommended in the report must be linked to the diagnostic profile and the examiner's impressions of the examinee. For example, a diagnosis of a learning disorder in absence of appropriately normed test data is inappropriate and unacceptable. A diagnostic report should minimally consist of the following:

- a diagnostic interview
- a summary of relevant background history that includes medical, psychological, academic, vocational, and family histories
- a description of tests administered
- assessment of aptitude
- assessment of academic achievement
- assessment of information processing
- a clearly stated and definitive diagnosis that includes ICD-10 / DSM-V code
- recommendations for services

4. All recommended accommodations must be rationally justified. Thus, each recommended accommodation must be supported by test data and clinical observations that are relevant to prognosticated academic functioning.

### Application Process

**Step One:** Complete and submit an application for Accommodations. Inadequate and/or incomplete answers may delay the eligibility review process.

#### **Step Two:** Schedule an Access Meeting

Once the Application for Accommodations has been submitted online, you will be notified by email to schedule an access meeting to discuss accommodations, procedures, and services. The access meeting will last about 30 minutes. While documentation is not required to schedule the access Meeting, we encourage students to submit their documentation as soon as possible. To expedite a review of some accommodation requests, you may be notified that an Access meeting is still available but not required.

#### **Step Three:** Submit Documentation

Students requesting reasonable accommodation and/or services must submit documentation of a disabling condition to verify eligibility. Students are required to submit documentation regarding the diagnosis/diagnoses that demonstrate a disability covered under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) of 1990 as amended (2008).

Please review our Eligibility Guidelines for additional information. All documentation is kept confidential.

Additional forms of documentation may include:

- A letter from a qualified medical professional
- Psychological evaluation(s)
- Psychoeducational evaluation(s) with standardized test scores
- A physician's medical records, etc.

**Step Four:** Login to Accommodate

After the Access Meeting, students will receive a **Notice of Determination** regarding their accommodation request and registration status. Once registered, the student should log in to Accommodate to submit a trimester request which will initiate delivery of accommodation letters to instructors each trimester.

Each trimester the student is enrolled, the student must complete the accommodation re-registration process by submitting a trimester request. Failure to submit a trimester request form can delay faculty notification and receipt of accommodations.

You can submit a trimester request up to five (5) business days before your enrolled course starts. If you add a course(s) after you submit a trimester request, you will need to submit an additional trimester request for the new course(s).

**Step 1:** Log in to the Accommodate portal

Once you have logged into Accommodate, you will select "Accommodation" on the bottom left side of the screen.

**Step 2:** Select "Trimester Request"

On the left side of the screen, select "Trimester Request"

**Step 3:** Select "Add New"

After you have selected "add new," select the correct trimester from the drop-down menu.

**Step 4:** Select "Review the Renewal"

Select "Review the Renewal" to select accommodations by course OR select "Submit for All Accommodations" to add all accommodations for all courses.

**Step 5:** Email Notification

You will receive a notification email stating your trimester requests have been received.

**Eligibility Determination Process**

1. The student should contact the Office of Accessibility and Inclusion and make an appointment to meet with the Inclusion and Accessibility Coordinator. The student should bring any documentation that he/she feels might be necessary. During that appointment, a history will be taken, and documentation will be reviewed. Should any further documentation be required, the student will be notified.

2. Once all available documentation has been provided and reviewed, a written Determination of Eligibility will be sent directly to the student's university e-mail indicating the results of his/her request.

The student should allow at least 5-7 business days to complete a determination once all documentation has been submitted. Should the student wish to discuss their determination, a meeting may be arranged with the Inclusion and Accessibility Coordinator.

3. Eligibility determinations can be initiated at any time. When possible, students should begin the application process in advance of the start of the trimester/term that they will need services.

4. Once a determination is made, the Inclusion and Accessibility Coordinator will coordinate with each student's instructors to determine the type and number of services provided. **It is the student's responsibility to re-apply each trimester for disability services to indicate their desire to utilize approved accommodations.**

### **Available Disability Services**

#### **1. Testing Accommodations**

The Office of Accessibility and Inclusion provides adaptive testing accommodations for students with documented disabilities that result in specific and significant impairments in cooperation with each instructor. To receive special testing accommodations, a student must have requested the service, been determined eligible for this service, and be currently registered for the Trimester with the Office of Accessibility and Inclusion. To be determined eligible for this service, a student must provide documentary evidence of having a disability that results in specific and significant impairment, along with professional recommendations for specific testing accommodations. Please note that although a student may be registered with the Office of Accessibility and Inclusion, it is not mandatory that special testing accommodations, or any other accommodation for that matter, be used in every case. Students should indicate their desire each term to use accommodations by completing the re-registration process. Specific testing accommodations will be determined by the Inclusion and Accessibility Coordinator based on all the documentation presented.

The accommodations testing center, located in the North building Room N20, will be used for all written and computer based exams. Testing is proctored in the exam room by the Inclusion and Accessibility Coordinator.

Practical or other types of exams will be administered in the location of the regular examination or a location designated by the course instructor. Course instructors will administer these exams and will be informed as to the type and or amount of time for testing accommodation that should be provided. It is strongly recommended that the student coordinate their accommodation with the instructor prior to the date of the exam using the Clinical Accommodation form.

If a student feels that an accommodation has not been provided properly, they should report any issues within 72 hours. The Inclusion and Accessibility Coordinator will collaborate with the instructor to find an acceptable resolution.

#### **Testing Service Requirements:**

- Request testing accommodations and be determined eligible for these services by demonstrating that testing accommodations will be needed to mitigate the effects of a disability.
- Register with the Office of Accessibility and Inclusion each Trimester.

- Communicate with the Office of Accessibility and Inclusion for specific needs for testing accommodations. Report issues with accommodations as soon as they are identified and within the 72 hour timeframe.
- Complete and submit a test room booking request through Accommodate for each course, including the dates/times for each exam (written and practical) for which services are needed. Booking requests must be submitted within 24 hours of the scheduled exam.
- Failure to schedule within the designated 24 hours will result in students being required to take their exams without accommodation in the regular testing class. There will be no exceptions to this policy.

Steps to book testing room:

1. Log into My Parker and navigate to Parker Accommodate. (bottom left-hand side)
2. Select the 'Student' option.
3. Within Parker Accommodate, choose the 'Testing Room' option.
4. Initiate a 'New Booking Request.'
5. In the drop-down box, select the course name.
6. Enter the scheduled date of the exam.
7. Click check availability
8. Select the appropriate date and time on the right.
9. Confirm exam booking and submit request.
10. You will receive a notification once the request has been approved.

### Testing Procedures/Guidelines

- All in-person exams are administered by the Office of Accessibility and Inclusion during regular class time unless otherwise specified. Any deviation from the above must be approved by the instructor and coordinated with the Office of Accessibility and Inclusion.
- Students should coordinate with their instructors and the Office of Accessibility and Inclusion in arranging special testing accommodations for each exam.
- Students will be permitted up to double the allotted time specified by the instructor to complete an examination. The specific amount of time allotted will be identified in the students Eligibility Determination Letter and each trimester re-registration form.
- Regarding punctuality, students should arrive early enough to prepare to take their exam. Arriving 10 minutes before the scheduled time should ensure that the student will begin the exam on time. The amount of time a student is late to an exam will be deducted from the allotted test time up to 15 minutes. If a student is more than 15 minutes late for an exam, then the test will not be administered. The student should report directly to the classroom and ask the instructor if they can take the exam there. In these cases, no extra time will be awarded.
- If a student is scheduled to take an exam with the Office of Accessibility and Inclusion Disability Services and subsequently decides to take the test with the

class, it is the student's responsibility to contact the Inclusion and Accessibility Coordinator to cancel the appointment as soon as possible.

- The student is not permitted to bring into the testing center notes, books, recording devices, electronic devices (e.g., cell phones, smart watches, iPads, cameras, calculators, etc). Excessive clothing (e.g., caps, hats, coats), or any supplementary material is prohibited when taking exams unless otherwise specified by the instructor or the Inclusion and Accessibility Coordinator.
- The student is not allowed to leave the testing room without the permission of the proctor and only in the case of an emergency. Therefore, students should plan ahead and use the restroom prior to sitting for their exam.
- If a student is suspected of cheating on an exam, all information and materials will be turned over to the instructor or Dean of Students for possible disciplinary action.
- Given that email is the primary medium of correspondence between students and the Office of Accessibility and Inclusion, it is the student's responsibility to check their email regularly. All recipients of special services are responsible for being aware of all announcements via electronic correspondence.

## **2. Note Taking Assistance**

Parker University offers electronic recording of all lectures to assist students with disabilities in taking notes. Written notes may be provided on a case by case basis after evaluation and determination of need has been made.

Note-takers are certified through the Office of Accessibility and Inclusion through an interview and passing a 90-minute (about 1 and a half hours) training course with an exam provided on-line by the Camden County College, National Technical Institute for the Deaf, and Northeast Technical Assistance Center. Their website training can be found at <http://www.ntid.rit.edu/elearning.com>.

Note-takers are provided on a mutually confidential basis. That is, note-takers do not know the identity of the person for whom they are taking notes, and the recipient of those notes does not know who is taking them. This is important because there are very few note-takers available and will prevent problems from arising between the recipient and note-taker. The note-takers are taking notes for the class for all students who require them and are not assigned to any one student for the purpose of taking these notes. Any problems that arise will be addressed through the Dean of Student Affairs.

Notes are typically collected by the student with a disability twice weekly and after the last class before an exam. This allows the student to have notes on a regularly frequent basis, prevent getting behind, and to have the most recent notes before an exam.

## **3. Audio-recording of lectures**

All lecture recordings are available through My Parker via Pod casts and Vod casts.

## **4. Arrangements for Classroom Adjustments**

This service is typically provided in the form of preferential seating provided to the student where the effects of their disability will be reduced by making available specific seating that will increase the student's ability to see, hear, or learn the material. This service is coordinated with the course instructor so that seating is pre-arranged for the student prior to class.

## **5. Tutoring**

Tutoring is available free of charge to all students. Tutors are certified through the Center for Teaching and Learning with the Department of Academics. Tutors are required to have earned a grade of "A" or "B" in the course desired to tutor. In addition, they must interview with the Coordinator of Learning Resources and the Course Director to obtain their recommendation and approval.

## **6. Counseling and Psychotherapy**

All students at Parker University are eligible to receive counseling and psychotherapy for academic, emotional, cognitive, or behavioral concerns. Often these concerns exacerbate the effects of a disability in a student. Conversely, a student's disability may create an emotional, cognitive, or behavior problem that the student wishes to address in therapy. Further, counseling can be used to assist the student to take advantage of his/her current strengths or teach new coping skills to reduce the effects of a disability.

## **7. Additional Accommodations**

Additional accommodations that may be available include:

- Large print materials
- Preferential seating
- Computer software for text enlarging or speech output
- Readers or scribes for exams
- Assistive devices
- Interpreters
- Audio and E-Books
- Reduced course loads

## **8. Verification of Disability Services for Chiropractic Board Exams**

As students approach graduation time, they are required to complete Parts I-IV of the Licensure Exam administered by the National Board of Chiropractic Examiners. Students must complete an application for special test accommodations for each exam. The Board will determine who is eligible for testing accommodations for these exams based on an independent review of the students' documentation of their disability. Receiving special accommodations at Parker University does not guarantee that testing accommodations will be awarded for the Licensure Exams. However, lapses in services provided by this institution could affect a student's eligibility for testing accommodations with the Board of Examiners.

Applications for this accommodation are available in the Office of Student Success and can be found on the Board's website at [www.nbce.org](http://www.nbce.org).

## **Confidentiality**

In general, the privacy of all communications pertaining to disability are protected by law and information may only be released to others with your written permission. But there are a few exceptions.

In most legal proceedings, you have the right to prevent the Office of Accessibility and Inclusion from providing any information about your condition. However, in legal proceedings or if a grievance is filed regarding your disability determination, the Inclusion and Accessibility Coordinator may need to disclose your testing results to support my decisions.

There are some situations in which there may be legal obligation to take action to protect others from harm. In such cases, a report with the appropriate state or local agency will be filed.

### **Grievance Procedures for the Office of Accessibility and Inclusion**

The Department of Student Affairs has organized a grievance procedure to be used by students of Parker University who (1) feel that they have been discriminated against or (2) that a stated procedure has not been followed properly by the Office of Accessibility and Inclusion or other university employees. These grievance procedures should be used by students with disabilities when attempts to resolve problems have not been successful through the use of proper channels.

Disagreement with an Eligibility Determination is not considered a reason to file a grievance. Parker University has created the Office of Accessibility and Inclusion for the expressed purpose of conducting accurate eligibility determinations. Testing and evaluations are conducted by third-parties in order to provide professional, unbiased data to be used in the student's disability claim. In addition, the analysis of test results, diagnoses, conclusions, and recommendations made by outside evaluators will be considered in the eligibility determination. However, the final decision and determination will be made by the Coordinator of Accessibility and Inclusion after taking into account all documentation and data presented.

#### Appeal Procedure:

Students with disabilities should first attempt to informally resolve accommodations issues with the Coordinator of Accessibility and Inclusion. If the concern cannot be resolved informally, the student may submit a formal written grievance with the Dean of Student Affairs. Grievances can be submitted via e-mail or through the university grievance form found on MyParker. The request shall be made within 14 days of the occurrence of the problem or issue. The complaint should specify the nature of the grievance and the period of time and circumstances in which the issue occurred. This may be supplemented by supporting documentation. The Dean of Student Affairs may decide to convene a meeting with the student as well as the staff, faculty member or administrator in question or may choose to hear from each party separately.

The Dean of Student Affairs will review the grievance and provide a response within 10 working days.

If a student disagrees with the decision of the Dean of Student Affairs, they must provide written notice of the disagreement. Once this notice is received by the Dean of Students, all relevant materials will be forwarded to the Office of the Provost for review. The student may schedule a meeting with the Provost to discuss reasons for further appeal. The Provost will review the grievance and provide a response within 10 working days. The decision of the Provost is final and there is no further appeal options.

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