



Office of Student Success
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Office of Student Success Policies and Procedures Regarding Disability Accommodations

Mission Statement of the Office of Student Success

The Parker University Office of Student Success 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 Student Success operates under the principle that no qualified student shall, on the basis of 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 of Student Success serves as a resource center for the Parker community and acts as a liaison between students, faculty, and staff. The Office of Student Success 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 Student Success 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 or not an applicant is disabled prior to admission
3. Use admissions tests or other criteria that inadequately measure the academic qualifications of disabled students, especially in light of #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 Student Success for this purpose. Inquiries may be addressed to Ravan Anderson Coordinator of Disability Services by calling (972) 438-693 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 the Civil Rights Coordinator, Dr. Ken Thomas.” Student Handbook (2011)

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 (2011)

Program Objectives of the Office of Student Success

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

Disability Services 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 College of Chiropractic, 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 Coordinator of Disability Services.

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 Coordinator of Disability Services to make a final determination of eligibility status and prescribed accommodations or services. Under the ADA accommodations are prospectively applied, not retroactively applied. Accommodations become effective on the date of approval.

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 accommodations. Other historical testing and service records may also be required in order 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 that are 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

There are two separate processes to apply for disability services. The first process is to apply for an eligibility determination. To do so, the student must contact the Office of Student Success in order to obtain the proper application forms. The student is required to identify, specifically, the disability and services for which he/she is seeking.

The second process is registration for services. Once a determination is made, a letter will be sent to the student indicating either his eligibility or ineligibility for disability services at Parker University. After this is received, the student must present to the Office of Student Success to register for disability services for that trimester. Following this initial registration, a re-registration will be required:

Each trimester that the student is enrolled

Failure to satisfy these requirements by their deadlines may result in the student being determined ineligible for services for that trimester. Failure to register for services for a

trimester after a determination has been made may require that student to go through the determination process again.

Steps and deadlines for applying for disability services:

1. Present to the Office of Student Success to pick up required forms and be provided with any additional instructions.
*****Deadline: Anytime.**
2. Read and sign informed consent and complete application for Eligibility Determination and Disability Services.
*****Deadline:** For TRI I, not later than 1 week prior to the 1st day of classes; All others, 1 month prior to the next Trimester
3. Obtain any required testing.
4. Return all required documentation, testing, and forms to the Office of Student Success by the indicated deadline. The student can also schedule an initial interview if desired which will be conducted by the Dean of Student Affairs
*****Deadline for Trimester: 5 working days after the 1st day of classes. If late, the determination will be effective next trimester.**
5. Interview with the Coordinator of Disability Services.
6. Receive Eligibility Determination Letter
7. Register for disability services for the Trimester (if required per policy: annually or at three years beyond date on current documentation).
*****Deadline: 1 week after Determination Letter date or within 2 weeks of 1st day of classes, whichever is later.**
8. Submit Testing Accommodations requests (if eligible for this service) to the Coordinator of Disability Services by the deadline at least one week prior to first exam. Testing accommodations will be canceled if requests are not submitted by the deadline.
*****DEADLINE: At least 1 week prior to the student's first exam or 1 week after Determination Letter date, whichever is later.**
9. Attend classes, take exams, and receive services.
10. Re-register for next trimester by the deadline (one month prior to trimester up to 2 weeks after first day of classes).

Eligibility Determination Process

1. The student should contact the Office of Student Success and make an appointment to meet with the Coordinator of Disability Services. The student should bring any documentation that he/she feels might be necessary. During that appointment, information regarding the disability will be gathered and additional documentation may be requested. Should any further documentation be required, the Coordinator will contact the student to request this.

2. Once all of the requested documentation has been provided or the student has provided the documentation that he/she is able to, a written Determination of Eligibility will be e-mailed to the student's university e-mail address indicating the results of his/her request. Specific documents (e.g. psychological reports, etc.) will not be discussed with the student until a determination has been made. The student should allow for at least 2 weeks to complete a determination once all documentation has been submitted. Should the student wish to discuss these results, a meeting may be arranged with the Coordinator of Disability Services.

3. Eligibility determinations can be done at any time during the enrolled term. Students should begin the application process as soon as they are aware that they will need services.

4. Once a determination has been made, the Coordinator of Disability Services will coordinate with each of the student's instructors in order to determine the type and amount of services that will be provided. **It is the student's responsibility to reapply each trimester for disability services.** Any modifications will be coordinated, again, with the students' instructors, otherwise the same services will be provided for that trimester.

Loss of Eligibility

A student who is provisionally eligible must submit current documentation or additional information to support the ongoing need for such accommodations by the first week of the next trimester.

Available Disability Services

1. Testing Accommodations

The Office of Student Success provides adaptive testing accommodations for students with documented disabilities that result in specific and significant impairments in cooperation with each instructor. In order 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 Student Success. 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 Student Success, it is not mandatory that special testing accommodations, or any other accommodation for that matter, be used in every case. Specific testing accommodations will be determined by the Coordinator of Disability Services based on all the documentation presented.

The Testing Center is located in the North Building Room 207 and will be used for all written exams. Students are monitored in the exam room using cameras and audio/video tape equipment. For written exam accommodations, a testing accommodations cover sheet will be kept on file in the Office of Student Success for any future need for verification of accommodations.

Practical or other types of exams will be given in the location of the regular examination. Course instructors will administer these exams and will be informed as to the type and amount of testing accommodations that should be provided. It is the student's responsibility to coordinate these accommodations with the instructor no later than seven (7) days prior to the date of the exam using the Clinical Accommodation form. If a student

feels that an accommodation has not been provided properly on a practical/clinical examination, should report any issues within 72 hours of the scheduled academic activity in question to the Coordinator of Disability Services.

Testing Service Requirements

- Request this service on Request for Eligibility Determination Form and be determined eligible for these services by demonstrating that increased time, semi-private test environment, or both will be needed to remove the effects of a disability.
- Register with the Office of Student Success each Trimester
- Notify each instructor of your registration with the Office of Student Success and your specific needs for testing accommodations
- Complete and turn-in testing accommodations request for each course, including the dates/times for each exam (written and practical) that services are needed. This document must have the student's and instructor's signature and can be obtained in the Office of Student Success.

* Please note that it is not necessary for a student to disclose the nature of his/her disability to the instructor(s)

Testing Procedures/Guidelines

- It is the student's responsibility to provide the Office of Student Success with all testing service requests (in writing) at least 7 days prior to the date of a specified exam. Forms for this request are available in the Office of Student Success. In all cases, the student must take the initiative to coordinate with his or her instructors and the Office of Student Success in making arrangements for special testing accommodations for each exam.
- All exams are administered by the Office of Student Success during regular class time unless otherwise specified. Any deviation from the above must be approved by the instructor and coordinated with the Office of Student Success
- 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. Allowing 10 minutes 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 10 minutes. If a student is more than 10 minutes late to an exam, then the test will not be administered. The student should report directly to the classroom and ask the instructor whether he or she can take the exam there. In these cases, no extra time will be awarded.
- Students are responsible for providing their own scantron forms if needed.

- If a student is scheduled to take an exam with the Office of Student Success and subsequently decides to take the test with the class, it is the student's responsibility to contact the Coordinator of Disability Services to cancel the appointment as soon as possible.
- The student is not permitted to bring into the testing center notes, books, tapes, electronic devices (e.g. cell phones, calculators, or any other electronic/smart devices), excessive clothing (e.g. caps, hats, coats), or any supplementary material when taking exams unless otherwise specified by the instructor.
- The student is not allowed to leave the testing room without the permission of the proctor/Dean and only in the case of an emergency. Therefore, students should plan ahead for and use the restroom prior to sitting for their exam.
- In the event that a student is suspected of cheating on an exam, all information and materials will be turned over to the instructor for disciplinary action.
- Given that email is the primary medium of correspondence between students and the Office of Student Success, it is the student's responsibility to check his or her email on a regular basis. It is the responsibility of all recipients of special services to be cognizant of all announcements via electronic correspondence.

2. Note Taking Assistance

Note taking assistance is only provided with specific circumstances. The university provides all students with access to the ECHO360 platform where all lectures are recorded and made available within one hour of their occurrence. Students have unlimited access to these lectures and can replay them as many times as needed to access the information needed for their courses.

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 provided to all students free of charge. Tutors are certified through the Center for Teaching and Learning in conjunction 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 Director of the Center for Teaching and Learning and the Course Director to obtain their recommendation and approval.

7. Counseling and Psychotherapy

All students at Parker University are eligible to receive counseling and psychotherapy for academic, emotional, cognitive, or behavioral concerns. Often times 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 in order to assist the student to take advantage of his/her current strengths or teach new coping skills in order to reduce the effects of a disability.

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 are required to complete an application for special test accommodations for each of these exams. 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 College of Chiropractic 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 these accommodations are available in the Office of Student Success and can be found on the Board's website at 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 Coordinator of Disability Services from providing any information about your condition. However, in legal proceedings or if a grievance is filed regarding your disability determination, the Coordinator may need to disclose your testing results in order to support their 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 Student success

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 Student Success. 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 Student Success 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 Disability Services after taking into account all documentation and data presented.

To begin the grievance process, the student should file a request with the Associate Provost/Dean of Students for a Grievance Hearing. The request shall be made in writing, within 14 days of the occurrence of the problem or issue. The Associate Provost/DOS shall appoint three faculty members. Two student representatives shall be appointed by the Student Body President. The Associate Provost/DOS shall serve as chair of the committee and shall schedule a hearing within 10 working days of the request.

All parties shall be notified of the scheduled hearing. The Grievance Hearing is confidential and is closed to the public and the press. Admission of any person to the hearing is at the discretion of the committee chair. Legal or other representation is prohibited during the hearing. All parties shall have the opportunity to present information and documentation relevant to the grievance. Minutes will be taken during the hearing and a tape recording will be made of the proceedings. All documents including minutes and tape recordings are confidential and shall not be released.

The Grievance Committee shall review all the information presented and shall determine by majority rule, a course of action to resolve the grievance. Within three working days, the committee chair shall notify all parties in writing of the committee's decision.

Appeal Procedure:

The decision of the Grievance Committee may be appealed, in writing, within five working days, to the Associate Provost/DOS, with a copy also sent to the Assistant Dean of Student Affairs. The Associate Provost/DOS may uphold the committee's decision or may modify or change the decision of the committee. The Associate Provost/DOS shall notify all parties involved, in writing, of his/her decision, within five working days, or may meet with the parties involved to mediate a resolution. The decision of the Associate Provost/DOS is final.

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Questions or comments to the above may be addressed to Ravan Anderson, Coordinator of Disability Services, (972-438-6932, ext 7160).