



STUDENT
SERVICES

Student Disability Services

Accommodations Guide for Students

Office of Student Services

Revised June 2019

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Introduction

Special thank you to Dr. Lisa Meeks and the University of California, San Francisco, School of Medicine for their assistance in the creation of this guide.

Baylor College of Medicine is committed to providing equal educational access for qualified students with disabilities in accordance with state and federal laws including the Americans with Disabilities Act of 1990, as amended in 2008, and Section 504 of the Rehabilitation Act of 1973. Baylor's goal is to provide students with disabilities access to needed resources so that all students are afforded every opportunity to do their best work. Therefore, Baylor will strive to provide reasonable accommodations, auxiliary aids and services which are in line with state and federal law while upholding the educational programs' technical standards.

A disability is understood to be any impairment that substantially limits an individual in one or more major life activity (e.g. walking, seeing, hearing, and learning). Baylor College of Medicine students with medically documented permanent or temporary impairments may request accommodation through Student Disability Services. Student Disability Services and/or the [Student Disability Committee](#) evaluate all requests. The Student Disability Committee consists of the Director of Student Disability Services, seven faculty members and six student members representing each of the academic units. Student information presented to the Student Disability Committee will be de-identified and presented when student representatives are not present.

The Family Educational Rights and Privacy Act (FERPA) governs the use and dispersal of student educational records containing personally identifiable information, including students with disabilities. Baylor is committed to providing a confidential, fair, and objective process for students to request accommodations. Additionally, information discussed by the Student Disability Committee is considered strictly confidential.

Rights & Responsibilities

Students

Students with diagnosed disabilities have the following **Rights**:

- To equal access to courses, programs, services and activities.
- To "reasonable" accommodations.
- To a confidential, fair, and objective process.
- To file a grievance.

Students with diagnosed disabilities have the following **Responsibilities**:

- To meet the qualifications for accommodations established by Baylor.
- To self-identify as an individual with a disability or impairment in order to be assessed for services.

- To request accommodations in a timely manner.
- To follow the established procedures for requesting accommodations.
- To provide documentation of diagnosis from a qualified evaluator that states the nature of the condition, the functional limitations resulting from the condition, and the need for recommended accommodations.
- To communicate with appropriate College administrators regarding the coordination needed to implement approved accommodations.
- To participate in the educational environment and, with accommodations provided as described in this document, initially demonstrate appropriate academic progress and ultimately demonstrate core competencies in Baylor's technical standards.
- To notify the Disability Coordinator if there are difficulties accessing accommodations or with the quality of the accommodations.

Baylor College of Medicine

Baylor College of Medicine has the following **Rights**:

- To establish and maintain Baylor's core competencies and technical standards.
- To request and receive current documentation from a qualified evaluator.
- To determine reasonable accommodations.
- To deny a request for accommodations or change an accommodation that is approved in specific situations when an accommodation would change the fundamental nature of the program and/or pose an undue burden.

Baylor College of Medicine has the following **Responsibilities**:

- To give students notice of available services.
- To ensure that programs, services, and activities are accessible.
- To explore and provide appropriate reasonable accommodations.
- To ensure that all information will be maintained and used in accordance with applicable confidentiality requirements.

Discrimination & Retaliation

Students who believe they have experienced discrimination based on their status as an individual with a disability have the ability to report directly to Student Disability Services, or via the Integrity Hotline. Students who wish to remain anonymous may report by telephone or in writing to Student Disability Services, or via the Integrity Hotline's phone or web portals at 855-764-7292 or <https://secure.ethicspoint.com/domain/media/en/gui/35125/index.html>.

Additionally, Baylor College of Medicine will not tolerate retaliation in response to or in connection with a report of misconduct including those based on actual or perceived disability. Students who believe they have experienced retaliation should report the incident immediately to Student Disability Services. Upon notice of alleged misconduct or retaliation, the College will investigate and take necessary steps to provide a safe learning environment, in accordance with the BCM Code of Conduct and other applicable College policies.

General Information

The Importance of Communication

It is important that students who receive accommodations or services maintain open lines of communication with Student Disability Services regarding changes to their condition, required modifications to approved accommodations, as well as any difficulties the student may encounter regarding the implementation of approved accommodations.

For students who have chronic health conditions, communication is crucial as symptoms may change over time or from day to day. Student Disability Services will work with students with chronic health conditions to go over the governing attendance policies to establish a clear understanding of the expectations. As a general rule, students are expected to attend academic experiences, stay for the duration of the experience, and arrive on time. While some adjustment period is understood, students should be able to adjust their schedules to eliminate delays, absences, or tardiness within 1-2 days of entering a new environment or experiencing changes in their condition. Students who have a flare of their symptoms or the onset of an acute illness will first be directed to the applicable policies regarding absences and/or other procedures regarding excused delays in academic progress.

Additionally, continued occurrences of delays, absences, or tardiness may result in a request for information from your medical provider and a review by Student Disability Services.

Communication with College Administrators

It is also critically important for students to communicate with designated College administrators and other individuals (e.g. course directors, clerkship directors, program directors, preceptors, instructors, principal investigators, and team members) who may need to assist with the implementation of approved

accommodations. Most College administrators are aware of the accommodation process, have some experience working with students with disabilities, and are willing to help you.

Communication should begin with presenting a copy of the accommodation letter provided to you by Student Disability Services. Please be aware that you are **not** required to share information regarding your specific diagnosis, medical documentation, or medical history with any College administrator or department outside of Student Disability Services and Student Disability Services.

It is expected that communication with College administrators be done in a professional manner and as early as possible. Additionally, it is expected that your communication:

1. Be clear and concise.
2. Occur in a timely manner.
3. Be ongoing.

Time Away During the Academic Day

Students with diagnosed disabilities may have conditions that require on going treatment. In these cases, students are encouraged to follow the recommendations of their medical provider while managing the requirements of their academic program. The goal is to incur the least amount of disruption of the academic process and time away as possible. Therefore, students are encouraged to schedule medical appointments outside of the academic day or around academic experiences. Additionally, students are encouraged to examine the availability of care in locations that are in close proximity to their academic environment to further reduce the time away.

In the clinical environment interactive learning experiences such as rounds are very important and serve as a significant academic experience for students participating in clerkships, clinical rotations, internships, and residency placements. The dynamic way in which information is shared during these activities is difficult to reproduce in either a different setting or at a different time of the day. For this reason, students who require continued treatment will be discouraged from scheduling appointments during clinical leaning experiences such as round hours.

In any case where a student is granted the accommodation of time away for treatment, it is expected that the student is able to demonstrate academic progression or acquired competencies, and that the student is able to meet the applicable course/experience requirements. Therefore it is expected that any time taken during the academic day and/or during academic events in the exercise of approved accommodations is time that may be required to be made up (for example, consistent with approved accommodations a student may need to work after hours, during weekends, or during holiday breaks) to meet applicable academic and technical standards.

In general for the School of Medicine, time away from clinical duties, in exercise of approved accommodations, may not be counted against the allotted number of excused absences permitted per the School of Medicine's [Attendance/Participation and Absences guidelines](#), provided that students are still able to meet academic and

technical standards applicable to any given clinical rotation in a mutually agreed upon manner and time frame.

Competency-based Assessments

Various assessment methods are used to determine the attainment of competencies (e.g. Objective Structured Clinical Examinations (OSCEs), Clinical Performance Examinations (CPX), Performance-based Examinations (PBEs), high fidelity simulations, and low fidelity task trainers). Standardized patient (SP) interactions may be used as a standalone exercise or incorporated within a cognitive reasoning portion in an OSCE, CPX, or PBE.

These simulated environments are created to evaluate the skills based acquisition of knowledge in line with specific competencies established by each School or Program's accreditation body or licensing board. The goal of formative or summative competency-based assessments are to simulate clinical settings with regard to the set-up of physical space and the time allowed for each task as an intentional effort to prepare students for components of national standardized examinations (i.e. USMLE Step II CS), or actual experiences in the clinical environment.

Accommodations or modifications to competency-based assessments may vary depending on the diagnosed disability, the functional limitations present, and the environmental barriers experienced by the student. Reasonable accommodations will be considered by first evaluating the purpose of each part of the assessment, and then evaluating what options would allow the student to demonstrate required competencies or perform required tasks in the same or similar manner as their peers.

Due to the purpose and significance of competency-based assessments, students who require modifications in this setting will likely be permitted to utilize accommodations for the cognitive reasoning portions only.

Accommodations for National Standardized Examinations

Students within the School of Medicine and the School of Health Professionals are required to participate in national standardized examinations. The governing bodies of each of these examinations allow students with disabilities the opportunity to request examination accommodations or utilize personal assistive devices like hearing aids and wheelchairs. A chart with information on each of the national standardized examinations is included in this guide on page 14.

Students within the School of Medicine need to be aware that the accommodation request process for the USMLE is time consuming and requires extensive supporting information including medical documentation, a letter from Student Disability Services, and a personal essay. Therefore, it is recommended that students begin the process 8 months prior to their desired examination date. (See page 14)

Students within the School of Health Professionals, Doctor of Nursing Practice- Nurse Anesthesia program need to be aware that accommodation requests for the SEE and NCE require a letter from the Program Director documenting the accommodations utilized during the program. Therefore, it is recommended that students contact the Doctor of Nursing Practice- Nurse Anesthesia Program Director 1 month prior to the desired examination date. (See page 14)

Assistive Technology & Resources

Student Disability Services maintains assistive technology and resources that can be loaned to students with disabilities who have been approved for such accommodations.

Procedures

- Equipment is available on a first come, first-serve basis.
- Equipment is available as needed and should be used during the term the student is requesting the equipment.
- Equipment can be checked-out the week before the term begins and is expected to be returned in good working condition, and include all relevant components by the last day of examinations in the academic year.
- A student who has checked out equipment is responsible for battery replacement in battery operated equipment.
- If a student notices a malfunction in the operation of the equipment, the student is expected to immediately notify and return the equipment to Student Disability Services.
- Lost, stolen, or damaged equipment must be reported to Student Disability Services immediately (as soon as you become aware). If the equipment is stolen, a police report should be filed with local law enforcement or by contacting the BCM Security Office (713-798-3000). Student Disability Services may request a copy of this report. Additionally, students may be held responsible for the replacement cost of the lost, stolen or damaged property.
- Failure to return or the misuse of equipment is considered a violation of the BCM Code of Conduct. Student may be held responsible for the replacement cost of the lost, stolen, or damaged property.

How to Request Accommodations

Appropriate documentation will be required from any student requesting accommodations for examinations, or the performance of didactic, clinical or laboratory duties. BCM Student Disability Services [Documentation Guidelines](#) are provided to assist students and medical providers with submitting appropriate, complete and current information to be considered when evaluating a request for accommodation.

Applicable federal laws indicate that the diagnosis of a disorder or impairment alone does not qualify an individual for accommodation; therefore, students with medically diagnosed permanent or temporary impairments must submit documentation from a qualified medical evaluator verifying the stated disability. Additionally, documentation should include specific recommendations for accommodations based on the diagnosed disability with the understanding that Baylor maintains the authority to determine what constitutes *reasonable accommodation*.

Students and medical providers can access Documentation Guidelines for the following conditions from the [Student Disability Services](#) website.

- Attention Deficit Hyperactivity Disorder(ADHD)
- Hearing Impairment
- Learning Disability
- Mobility & Chronic Health
- Psychological Disability
- Temporary Impairment
- Visual Impairment

In-depth information on the review, implementation, and grievance processes can be found in Baylor's [Student Disability Policy](#). Additionally it is expected that students follow the [Baylor Code of Conduct](#) and applicable compacts.

Procedures

1. Meet with Student Disability Services to discuss your requirements and request accommodations as early as possible. Accommodations in the didactic setting are determined separately from those in the clinical or laboratory settings.
2. Student Disability Services will work with designated College administrators to determine if the requested accommodations are reasonable, and to evaluate whether the requested accommodations would alter an essential feature of the curriculum, or impinge upon Baylor's [Technical Standards](#).
3. Students will receive written information regarding the request once a decision has been made. Denied requests will include reasons for the denial. Approved requests will be documented in an accommodation letter that describes a student's eligibility for services, accommodations, and/or modifications. Students will have ten (10) business days from the date of the notification of denial or approval to engage in the established appeal procedures.

Simulation Learning Center Guidelines for Students with Accommodations

This section provides the guidelines by which students with approved examination accommodations or modification and the Simulation Learning Center (SLC) will appropriately handle the needs of both parties to successfully complete the required clinical skills assessments throughout the curriculum. This information applies to simulated and Standardized Patient examinations in the School of Medicine and the School of Health Professionals.

Notification:

Notification of students with approved examination accommodations/modifications must be provided to the SLC by Student Disability Services in written form annually, and on an on-going basis as necessary.

Scheduling:

Students with approved examination accommodations are required to contact the SLC at least one (1) month prior to assessments to discuss scheduling preferences. In order to provide equal access to assessments, the SLC staff will coordinate the scheduling of all assessments for students with approved examination accommodations/modifications. Therefore, students with approved examination accommodations/modifications will not be permitted to self-schedule when general notifications are distributed to the class.

Students with approved examination accommodations/modifications will receive a separate notification indicating the date and time of assessments scheduled by the SLC staff. Students with approved examination accommodations/modifications are expected to acknowledge receipt of the email notification confirming the scheduled assessment information.

Assessment Day:

In accordance with the approved accommodations/modifications, students receiving extra time will be informed prior to assessment day on the pre-determined amount of time to be added to each portion of the encounter. In an effort to protect student privacy, students with approved examination accommodations/modifications will not have information about their accommodations/modifications addressed in the presence of their peers, nor will they be provided customized station instructions. Questions or concerns about the implementation of approved examination accommodations/modifications should be directed to a SLC staff member. Proctors will not be informed of specific information or logistics related to an approved examination accommodation/modification.

The Simulation Learning Center strives to provide the best clinical assessment experience possible for all students, faculty, and Standardized Patients (SPs). If concerns should arise, please contact us using the information below:

Simulation Learning Center Contact Information: Email: spprogram@bcm.edu Phone: 713.798.7232

Example of Accommodations for SP Clinical Simulation Encounters:

Type of Accommodation	Portion of Clinical Simulation	Amount of Extended Time	Standard Time (Example)	Accommodation Time (Example)
Extended Time for Cognitive Reasoning	Post Encounter Notes (PEN), Post-Encounter Quiz (PEQ), Post-Encounter Activity (PEA)	1.5 time 2.0 time	15 minutes 15 minutes	22.5 minutes 30 minutes
Extended Time for Verbal and/or Limited Mobility	Clinical Encounter with Standardized Patient: <ul style="list-style-type: none"> • History Taking, Communication Skills • Verbal or Oral Patient Presentations • Patient Physical Exam 	1.5 time 2.0 time	20 minutes 20 minutes	30 minutes 40 minutes
Extended Time for Limited Mobility	Ambulation between exam rooms.	1.5 time 2.0 time	2 minutes 2 minutes	3 minutes 4 minutes
Please note: The above “Standard Times” are examples. The amount of time allotted for each student’s accommodation and for each component of each assessment may be different. Station instructions (written and verbal) will not be modified to reflect/address additional time. The additional time will be managed by the staff.				

School of Medicine

Accessing Accommodations in Foundational Sciences Curriculum

Providing notification of your approved accommodations outside of the established time parameters or at the last minute may result in delays to your accommodations being implemented or the inability to implement the accommodation at the desired time or for the desired experience/event.

1. You are expected to contact the Dean for the Foundational Sciences at least four (4) weeks before the start of each term or as soon as your accommodation letter is available to alert them of the approved accommodations. Students should follow this procedure for all courses, even those that span more than one term.
 - Provide the Dean for the Foundational Sciences with a copy of your accommodation letter.
 - Determine with the Dean for the Foundational Sciences who else should be aware of your accommodation requirements (e.g., co-directors, course administrators, other instructors or co-directors) in order to implement the accommodation.
 - Notify, by email, those identified individuals and other members of the teaching team who need to be aware of your accommodations.
2. **Accommodations for formative and summative examinations require planning and notice to achieve.** You are expected to contact the Curriculum Office at 713-798-7760 at least four (4) weeks before the start of each term or as soon as your accommodation letter is available to discuss the details of your accommodations and begin the planning process.
3. **Accommodations for Patient, Physician and Society (PPS) Clinical Performance Examinations.** You are expected to notify the Director for Clinical Simulations and Standardized Patient Programs in the Curriculum Office at least four (4) weeks before the start of each term or as soon as your accommodation letter is available to begin the planning process.
4. **Accommodations involving the location of a first or second year preceptorship** are expected to be shared least four (4) weeks before the start of the term or as soon as your accommodation letter is available. You must contact the PPS course director to discuss the details of your accommodation and begin the planning process.
5. If you encounter difficulty regarding the implementation of approved accommodations, contact Student Disability Services as soon as possible for assistance.

Accessing Accommodations in Clinical Sciences Curriculum (SOM)

Providing notification of your approved accommodations outside of the established time parameters or at the last minute may result in delays to your accommodations being implemented or the inability to implement the accommodation at the desired time or for the desired experience/event.

1. For accommodations in [Core Clerkships, Sub-Internships, Selectives](#) and clinical electives, you are expected to contact the appropriate course director at least four (4) weeks before the start of each rotation or as soon as your accommodation letter is available to alert them of the approved accommodations. For away/visiting clerkships, you should provide notification as soon as you are assigned to your clinical site. Students should follow this procedure for all clerkships, even those that span more than one month.
 - Provide the course director with a copy of your accommodation letter.
 - Determine with the course director who else should be aware of your accommodation requirements (e.g., co-directors, course administrators, attending, residents) in order to implement the accommodation.
 - Notify, by email, those identified individuals and other members of the teaching team who need to be aware of your accommodations.
2. **Accommodations for medical knowledge examination accommodations are complex and require planning and extensive notice to achieve.** You are expected to notify the Tala Hasbini, Chief Proctor & Lead Project Coordinator for NBME Exams, at Tala.Hasbini@bcm.edu four (4) weeks before the start of the clerkship or as soon as your accommodation letter is available to discuss the details of your accommodations and begin the planning process. Shelf examinations are ordered at the beginning of the term, therefore you must provide notification four (4) weeks before the term begins to ensure your accommodations are available.
3. **Accommodations for Objective Structured Clinical Examinations (OSCE) and Clinical Performance Examinations (CPX) are complex and require detailed planning and extensive notice to achieve.** You are expected to notify the Director for Clinical Simulations and Standardized Patient Programs in the Curriculum Office at the beginning of your 3rd year to discuss the details of your accommodations and begin the planning process.
4. **Accommodations involving the location of a clerkship** are expected to be shared at least four (4) weeks before the start of the clerkship or as soon as your accommodation letter is available. You must contact the course or clerkship director to discuss the details of your accommodations and begin the planning process.
5. If you encounter difficulty regarding the implementation of approved accommodations, contact Student Disability Services as soon as possible for assistance.

School of Health Professionals

Accessing Accommodations in Didactic Curriculum

Providing notification of your approved accommodations outside of the established time parameters or at the last minute may result in delays to your accommodations being implemented or the inability to implement the accommodation at the desired time or for the desired experience/event.

1. You are expected to contact the appropriate program director at least four (4) weeks before the start of each term or as soon as your accommodation letter is available to alert them of the approved accommodations. Students should follow this procedure for all courses, even those that span more than one term.
 - Provide the program director with a copy of your accommodation letter.
 - Determine with the program director who else should be aware of your accommodation requirements (e.g., academic coordinator, course director, other instructors or co-instructors) in order to implement the accommodation.
 - Notify, by email, those identified individuals and other members of the teaching team who need to be aware of your accommodations.
2. **Accommodations for formative or summative examinations require planning and extensive notice to achieve.** You are expected to contact the program director at least four (4) weeks before the start of each term or as soon as your accommodation letter is available to discuss the details of your accommodations and begin the planning process.
3. **Accommodations involving modifications to the location of a didactic experience** are expected to be shared least four (4) weeks before the start of the term or as soon as your accommodation letter is available. You must contact the appropriate program director to discuss the details of your accommodation and begin the planning process.
4. If you encounter difficulty regarding the implementation of approved accommodations, contact Student Disability Services as soon as possible for assistance.

Accessing Accommodations in the Clinical Curriculum (SHP)

Providing notification of your approved accommodations outside of the established time parameters or at the last minute may result in delays to your accommodations being implemented or the inability to implement the accommodation at the desired time or for the desired experience/event.

1. You are expected to contact the appropriate program director at least four (4) weeks before the start of each rotation or as soon as your accommodation letter is available to alert them of the approved accommodations.
 - Provide the program director with a copy of your accommodation letter.
 - Determine with the program director who else should be aware of your accommodation requirements (e.g., clinical coordinator, preceptor, other team members) in order to implement the accommodation.
 - Notify, by email, those identified individuals and other members of the clinical team who need to be aware of your accommodations.
2. **Accommodations for written or clinical health care knowledge examination accommodations are complex and require planning and notice to achieve.** You are expected to notify the program director at least four (4) weeks before the start of the rotation or as soon as your accommodation letter is available to discuss the details of your accommodations and begin the planning process.
3. **Accommodations for competency assessments are complex and require detailed planning and extensive notice to achieve.** You are expected to notify the program director at least four (4) weeks prior to the scheduled date of the examination to discuss the details of your accommodations and begin the planning process.
4. **Accommodations involving the location of experiential learning** are expected to be shared at least four (4) weeks before the start of the clinical learning experiences or as soon as your accommodation letter is available. You must contact the program director to discuss the details of your accommodations and begin the planning process.
5. If you encounter difficulty regarding the implementation of approved accommodations, contact Student Disability Services as soon as possible for assistance.

Graduate School of Biomedical Sciences

Accessing Accommodations in Didactic Curriculum

Providing notification of your approved accommodations outside of the established time parameters or at the last minute may result in delays to your accommodations being implemented or the inability to implement the accommodation at the desired time or for the desired experience/event.

1. You are expected to contact the Assistant Dean of Curriculum at least four (4) weeks before the start of each term or as soon as your accommodation letter is available to alert them of the approved accommodations. Students should follow this procedure for all courses, even those that span more than one term.
 - Provide the Assistant Dean of Curriculum with a copy of your accommodation letter.
 - Determine with the Assistant Dean of Curriculum who else should be aware of your accommodation requirements (e.g., co-directors, course director, other instructors or co-instructors) in order to implement the accommodation.
 - Notify, by email, those identified individuals and other members of the teaching team who need to be aware of your accommodations.
2. **Accommodations for formative and summative examinations require planning.** You are expected to contact the Assistant Dean of Curriculum by the end of the first week of class for each term or as soon as your accommodation letter is available to discuss the details of your accommodations and begin the planning process.
3. **Accommodations for Qualifying Examinations (QE) and Dissertation Defense are complex and require detailed planning and extensive notice to achieve.** You are expected to notify the Assistant Dean of Curriculum four (4) weeks prior to the scheduled QE or defense date to discuss the details of your accommodations and begin the planning process.
4. If you encounter difficulty regarding the implementation of approved accommodations, contact Student Disability Services as soon as possible for assistance.

Accessing Accommodations in Research/Laboratory Environments (GSBS)

In research and laboratory environments, accommodations for students with a diagnosed disability may vary depending on the diagnosis, the functional limitations present, and the specific environmental barriers experienced by the student. Accommodations considered in this setting are those which allow the student to perform required tasks in the same or similar manner as their peers to the greatest extent possible.

Waiting to provide notification of your approved accommodations until they are needed or at the last minute may result in delays to your accommodations being implemented or the inability to implement the accommodation at the desired time or for the desired experience/event.

1. You are expected to contact the Senior Associate Dean for Graduate Education and Academic Program Development as soon as your accommodation letter is available to alert them of the approved accommodations.
 - Provide the Senior Associate Dean for Graduate Education and Academic Program Development with a copy of your accommodation letter.
 - Determine with the Senior Associate Dean for Graduate Education and Academic Program Development who else needs to be aware of your accommodation requirements (e.g., program director, co-director, PI, teammates) in order to implement the accommodation.
 - Notify, by email, those identified individuals and others who need to be aware of your accommodations.
2. If you encounter difficulty regarding the implementation of approved accommodations, contact Student Disability Services as soon as possible for assistance.

Initiative for Maximizing Student Development

Ph.D. and M.D. /Ph.D. students with diagnosed disabilities are encouraged to contact the Director of the IMSD Program to learn more about resources available as part of the [Initiative for Maximizing Student Development \(IMSD\)](#) grant.

Accommodations for National Standardized Examinations

School/Program	Examination Name	When Examination Occurs	When to Request Accommodations	“Current Documentation” Standard	Examination Website on Accommodation Information
School of Medicine	United States Medical Licensing Examination (USMLE)	Step 1- end of February of 3rd year	At the time of application with documentation.	Past 3 years	http://www.usmle.org/test-accommodations
	USMLE	Step 2 CK- end of July of 4 th year Step 2 CS- end of September of 4th year	At the time of application with documentation.	Past 3 years	http://www.usmle.org/test-accommodations
	USMLE	Step 3- post graduation	At the time of application with documentation.	Past 3 years	http://www.usmle.org/test-accommodations
School of Health Professionals, Physician Assistant	Physician Assistant National Certifying Examination (PANCE)	Post graduation (December-January)	At the time of application. Documentation can be added at application or later.	None listed	http://www.nccpa.net/SpecialAccommodations
School of Health Professionals, Doctor of Nursing Practice- Nurse Anesthesia	Self-Evaluation Examination (SEE)	Twice during the DNP-NA program	At the time of application with documentation. If currently receiving accommodations, must include a letter from Program Director listing current accommodations.	None listed	http://nbcna.com/Publication_Events/Pages/Handbooks.aspx
School of Health Professionals, Doctor of Nursing Practice- Nurse Anesthesia	National Certification Examination (NCE)	Post graduation (usually ≈ 4 weeks)	At the time of application with documentation. If currently receiving accommodations, must include a letter from Program Director listing current accommodations.	None listed	http://nbcna.com/Publication_Events/Pages/Handbooks.aspx
School of Health Professionals, Orthotics & Prosthetics	American Board for Certification (ABC)	Post graduation (beginning in March)	At the time of separate application/registrations for the Orthotic and Prosthetic components of the exam, with documentation.	Past 3 years	https://www.abcop.org/individual-certification/Documents/ADA%20Examination%20Policy%20and%20Criteria.pdf#search=examination%20accommodations

College Administrators Contact Information as of June 2019

The following College administrators are referenced in this guide as a point of contact for assistance or the implementation of approved accommodations.

School/Program	Name	Title	Contact Information
Student Disability Services	Ms. Mikiba W. Morehead	Director, Student Disability Services	mikiba.morehead@bcm.edu
School of Medicine	Dr. Nadia Ismail	Associate Dean for Curriculum	ismail@bcm.edu
School of Medicine	Dr. Cara Foldes	Director of the Foundational Sciences	cfoldes@bcm.edu
School of Medicine	Dr. Stacey Rose	Assistant Dean of Clinical Curriculum	srrose@bcm.edu
School of Medicine	Ms. Tala Hasbini	Chief Proctor & Lead Project Coordinator for NBME Exams	Tala.Hasbini@bcm.edu
School of Medicine	Dr. Alicia Kowalchuk	Patient, Physician and Society I/II Course Director	aliciak@bcm.edu
School of Medicine	Dr. Anita Kusnoor	Patient, Physician and Society III Course Director	avk1@bcm.edu
School of Medicine and School of Health Professionals	Ms. Kelly Poszywak	Director for Clinical Simulations and Standardized Patient Programs	Kelly.Poszywak@bcm.edu
School of Medicine	Various	Core Clerkship Directors & Course Directors	https://www.bcm.edu/education/schools/medical-school/md-program/curriculum/clinical-curriculum
M.D./ Ph. D. Program	Ms. Krista D. Defalco	Director of Administrative Operations	kdefalco@bcm.edu
School of Health Professionals	Dr. James Walker	Doctor of Nursing Practice- Nurse Anesthesia Program Director	jwalker@bcm.edu
School of Health Professionals	Mr. Jared Howell	Orthotics and Prosthetics Program Director	jaredh@bcm.edu
School of Health Professionals	Ms. Kathy Erdman	Physician Assistant Program Director	erdman@bcm.edu
School of Health Professions	Mr. Daniel Riconda	Genetic Counseling Program Director	riconda@bcm.edu
Graduate School of Biomedical	Dr. Carolyn Smith	Senior Associate Dean of Graduate Education and	carolyns@bcm.edu

Sciences		Academic Program Development	
Graduate School of Biomedical Sciences	Mr. Christopher Foster	Education Specialist- Curriculum	christopher.foster@bcm.edu
Graduate School of Biomedical Sciences	Dr. Fredrick Pereira	Director of the Initiative for Maximizing Student Diversity (IMSD) Program	fpereira@bcm.edu