



**Student Policy  
for Requesting Accommodations**

**LSU Health Shreveport**

School of Allied Health Professions

School of Graduate Studies

School of Medicine

## Table of Contents

<b>Equal Opportunity .....</b>	<b>3</b>
<b>Reasonable Accommodations for Students with Disabilities .....</b>	<b>3</b>
<b>Confidentiality .....</b>	<b>3</b>
<b>Procedure for Requesting Accommodations .....</b>	<b>4</b>
<b>Roles and Responsibilities .....</b>	<b>4</b>
Students .....	4
Dean (or Dean’s Designee) .....	5
Faculty .....	5
<b>Documentation of Disability .....</b>	<b>5</b>
Specific Documentation Required .....	6
<b>Diagnostic Documentation .....</b>	<b>6</b>
Learning Disabilities .....	6
Attention Deficit/Hyperactivity Disorder .....	6
Psychiatric Disorders—Mood or Anxiety Disorders or Serious and Persistent Mental Illness .....	7
Visual Impairment .....	7
Hearing Impairment .....	8
Autism, Asperger’s Disorder, Pervasive Developmental Disorder, or Autism Spectrum Disorder .....	8
Speech and Language Disorders .....	9
Medical Conditions.....	9
Traumatic Brain Injuries .....	9
<b>Appendix A Request for Accommodations Form .....</b>	<b>11</b>

### **Equal Opportunity**

The LSU System assures equal opportunity for all qualified persons without regard to race, color, religion, gender, sexual orientation, national origin, age, disability, marital status, or veteran's status in the admission to, participation in, or employment in the programs and activities, which the LSU System operates.

Anyone having questions or complaints regarding equal opportunity at the LSU Health Shreveport (LSUHS) should contact the Office of Human Resource Management, 1501 Kings Highway, Shreveport, LA 71103; telephone (318) 675-5610. Persons believing they have been discriminated against contrary to federal law are entitled to make an inquiry or file a complaint with: United States Equal Employment Opportunity Commission, 701 Loyola Avenue, New Orleans, LA 70113; or United States Department of Health and Human Services, Office for Civil Rights, 1301 Young Street, Suite Number 1169, Dallas, TX 75202.

### **Reasonable Accommodations for Students with Disabilities**

LSUHS seeks to comply with the American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 by providing reasonable accommodations to students with documented disabilities. Identification as a student with a disability is always voluntary. However, only those students who identify themselves to the University and/or present appropriate documentation of a disability are eligible for accommodations.

Students are responsible for providing documentation of a disability and must contact their school's academic dean (or dean's designee) to request disability related accommodations. Costs associated with documentation of a disability are the responsibility of the student. Upon receipt of such information, the dean (or dean's designee) will determine what reasonable accommodations, if any, are appropriate for the student.

### **Confidentiality**

All documentation submitted by students is kept confidential, and is used solely to determine eligibility for accommodations in their degree program. Any information provided is considered an educational record and is subject to the Family Educational Rights and Privacy Act (FERPA). Program transcripts do not include any specifics about the disability or accommodations provided.

The nature of the disability will remain confidential between the student and his/her school's academic dean (or dean's designee). Faculty and staff will not be notified as to the student's specific disability. Student accommodations will be relayed from the dean (or dean's designee) to the student's course instructors each semester.

### Procedure for Requesting Accommodations

Once a student has been accepted to a degree program at LSUHS, he/she should immediately begin the application process for obtaining accommodations. Students are strongly encouraged to initiate the process before their first semester of coursework at LSUHS.

Step	Description
1	Student submits the Request for Accommodations Form (RAF) and documentation of the disability to his/her school's academic dean (or dean's designee) for approval.
2	Dean (or dean's designee) evaluates documentation. If necessary, a consulting mental health professional reviews request and provides recommendation.
3	(Optional) Student, dean (or dean's designee), and/or mental health professional meet to discuss accommodations. Additional information may need to be obtained.
4	Dean (or dean's designee) determines if student meets criteria for a disability under ADA. Student is informed via email if his/her requested accommodations have been approved.
5	If student meets criteria under ADA, the dean (or dean's designee) notifies the student's instructors in regard to his/her accommodations.
6	Once accommodations are approved by the dean (or dean's designee), the student must resubmit the RAF to the dean (or dean's designee) <b>each semester</b> along with his/her course schedule and faculty names to formally request the continuance of accommodations.*

*\*The dean (or dean's designee) reserves the right to modify the frequency of the RAF resubmission.*

### Roles and Responsibilities

The **student** requesting and/or receiving accommodations is responsible for:

- Initiating the procedure for requesting accommodations with his/her school's academic dean (or dean's designee) upon acceptance to his/her academic program.
- Providing required documentation of the disability (medical documentation, evidence of previous accommodations, and/or testing results) from qualified professional to the dean (or dean's designee).
- Consulting with dean (or dean's designee) regarding specific accommodation requests for any clarification or adaptations.
- Monitoring his/her own academic progress.
- Contacting the dean (or dean's designee) if there are changes in requested accommodations or academic progress or both.
- Resubmitting the RAF **each semester** with his/her course schedule and faculty names to formally request the continuance of accommodations.

**The dean (or dean's designee) is responsible for:**

- Informing applicants and students about the availability and the range of accommodations.
- Determining if student meets criteria for a disability under ADA.
- Working with student requesting and/or receiving accommodations to determine appropriate accommodations.
- Ensuring student's instructors are informed and providing approved accommodations.
- Maintaining records for each student requesting and/or receiving accommodations.
- Providing student with disability-related counseling and consultation.
- Maintaining confidentiality regarding the student's disability or any related information.

**The faculty are responsible for the following:**

- Designing course materials with accessibility in mind.
- Providing accommodations recommended by dean (or dean's designee) to make course content accessible to students with disabilities.
  - After receiving notification, instructors have up to 5 business days to provide the approved accommodations. This is to allow time for any administrative planning that may need to occur.
- Consulting with the dean (or dean's designee) if a question arises regarding specific recommendations for accommodations.
- Working with the dean (or dean's designee) and/or student to determine how an accommodation should be provided in a particular class.
- Maintaining confidentiality regarding the student's accommodations or any related information.

**Documentation of Disability**

Upon the initial request for accommodations, the student must provide the RAF and documentation of a disability. Documentation requirements may vary based on the particular disability. Costs associated with documentation of a disability are the responsibility of the student. The dean (of dean's designee) reserves the right to waive specific documentation requirements on a case-by-case basis.

Any documentation must be provided by a qualified professional whose credentials are appropriate to the disability. The name, title, and professional credentials (e.g., degrees, areas of specialization, license or certification, employment) must be clearly stated in the documentation. For physical disabilities, documentation must be provided by a qualified medical professional.

### **Specific Documentation Required**

The following information explains what specific documentation is needed to support the initial accommodations request.

1. If the requested accommodations have been previously provided in an academic setting due to the disability, the student should provide the special education service or accommodations pages from a current Individual Education Program (IEP), Section 504 plan, or official accommodations plan. At the request of dean (or dean's designee), complete diagnostic documentation may be required to substantiate a need for accommodations within the program.
2. If the requested accommodations have NOT been previously provided, the student should provide complete diagnostic documentation and include a detailed explanation of why no accommodations were used in the past and why accommodations are needed at this time.

### **Diagnostic Documentation**

When complete diagnostic documentation is required, the below criteria should be met based on the student's diagnosis. These diagnostic documentation criteria are based on the © 2017 ACT Policy for Accommodations Documentation.

### **Learning Disabilities**

The student must provide the results of diagnostic testing performed by a qualified professional.

Documentation must address the following:

- Description of the presenting problem(s) and its developmental history, including relevant educational and medical history.
- Neuropsychological or psychoeducational evaluation which includes results of an intellectual assessment using a complete and comprehensive battery.
- Results of a complete achievement battery.
- Other appropriate assessments for consideration of a differential diagnosis from co-existing neurological or psychiatric disorders.
- Specific diagnosis and evidence that alternative explanations were ruled out.
- Description of the functional limitations supported by test results and a rationale for the requested accommodations specific to those functional limitations.

### **Attention Deficit/Hyperactivity Disorder**

The student must provide diagnostic results from an evaluation by a qualified professional.

Documentation must address the following:

- Original diagnosis (e.g. date/age/grade, diagnosing professional, symptoms/impairment, course of treatment, and educational/behavioral/social interventions).

- Age of onset.
- Evidence of current impairment, including:
  - A statement of presenting problems (e.g. academic failure or significant struggle, poor social/familial functioning, relationships, behavioral problems).
  - A diagnostic interview.
- A ruling out of alternative diagnoses and explanations.
- Relevant testing using reliable, valid, standardized, and age-appropriate assessments to determine functional limitation (e.g. intellectual, achievement, neuropsychological, and rating scale measures from multiple sources).
- Number of applicable DSM-5 criteria and a description of how the criteria impair the student (e.g. measurable impairment in academic achievement, social functioning, sports, extracurricular activities, employment, clubs, daily adaptive functioning, and/or executive functioning. Failure to finish timed tests cannot be used in isolation to demonstrate impairment.).
- Specific ADHD diagnosis (ADHD-Predominantly inattentive, ADHD-Predominantly hyperactive/impulsive, ADHD-Combined, ADHD-NOS, or Unspecified).

### **Psychiatric Disorders—Mood or Anxiety Disorders or Serious and Persistent Mental Illness**

The student must provide the results of diagnostic testing performed by a qualified professional.

Documentation must address the following:

- Specific diagnosis.
- Age of onset and the course of the illness.
- Psychological tests used.
- The history of treatment for the disorder, including medication and/or psychotherapy.
- Evidence of current impairment, including a statement of presenting problems (e.g. academic failure or significant struggle, poor social/familial functioning, behavioral problems).
- Explanation of how student's impairment affects his/her functioning across settings. Observations and/or rating scales of the student's functional limitations in academic achievement, behavior, mood, and/or adaptive functioning may be helpful.

### **Visual Impairment**

The student must provide diagnostic results from a complete ocular examination performed by an optometrist or ophthalmologist.

Documentation must address the following:

- Specific ocular diagnosis.

- Record of complete, current (within past 12 months) ocular examination including: chief complaint, history of illness, visual acuity, complete ocular motility exam (versions, tropias, phorias, stereopsis), slit lamp exam, visual field, pupil exam, optic nerve, and retina.
- If the diagnosed condition is purported to affect reading, results of a measure of reading (decoding, rate, and comprehension) are required. Examples of acceptable measures of reading include the WIAT-III and GSRT. Assertions of poor reading speed (or other conditions requiring additional time) made by vision professionals must be corroborated by educational and/or psychometric data. Letters from an eye care professional and/or a Visagraph score are not acceptable as evidence of reading problems requiring extended time on the exam.

### **Hearing Impairment**

The student must provide diagnostic results from a full hearing test performed by a qualified professional.

Documentation must also address the following:

- Relevant medical history, including date of hearing loss.
- Specific diagnosis.
- Description of functional limitation (with and without any hearing aids or assistive devices or treatments).
- Related educational history, including information regarding reading and language skills.
- Specific recommendation for accommodation(s) and accompanying rationale.

### **Autism, Asperger's Disorder, Pervasive Developmental Disorder, or Autism Spectrum Disorder**

The student must provide the results of diagnostic testing performed by a qualified professional.

Documentation must address the following:

- Original diagnosis (e.g. date/age/grade, diagnosing professional, symptoms/impairment, course of treatment).
- Current and prior psychoeducational or neuropsychological evaluations.
- A history of special education interventions (e.g. specialized instruction, self-contained classrooms or schools, one-to-one aides, exemptions from proficiency or graduation exams).
- Current information regarding adaptive behavior, attention, executive functioning, language skills, and mental health.
- Rationale for accommodations, based on current impairment.

## **Speech and Language Disorders**

The student must provide the results of diagnostic testing performed by a qualified professional.

Documentation must address the following:

- Specific diagnosis and a description of the presenting problems.
- Developmental history including relevant educational history.
- Results of speech and language assessments, including measures of expressive and receptive language, and communication skills.
- Evidence that demonstrates the current impact of a speech and language disorder on reading, written expression, and/ or learning.
- Description of the functional limitations supported by the test results and a rationale for the recommended test accommodations specific to those functional limitations.

## **Medical Conditions**

The student must provide the results of diagnostic testing performed by a qualified professional.

Documentation must address the following:

- Specific diagnosis and age/date of onset.
- Current and/or prior course of medical treatment, including the impact of medical treatment specific to the student.
- Current and/or prior therapy outcomes (e.g. physical, occupational and/or speech therapy, mental health counseling/ psychiatric treatment).
- Current impact on student's education (e.g. school absence, hospital and/or homebound status, reduced school schedule).
- Current impact on academic functioning (e.g. psychoeducational or neuropsychological evaluations, grade reports, transcripts, and/or other standardized testing).

## **Traumatic Brain Injuries**

The student must provide the results of diagnostic testing performed by a qualified professional.

Documentation must address the following:

- The date of accident.
- Status and diagnosis upon hospital admission.
- Length of hospital stay.
- Discharge date, review of type and outcome of outpatient therapy (Occupational Therapy, Physical

Therapy, Speech Therapy), if applicable.

- Length of school absence and/or confirmation of any homebound service or reduced school schedule, if applicable.
- Evidence of continued educational impairment and its relationship to the requested accommodations, as supported by objective data. Examples include:
  - A complete evaluation of intellectual, neurocognitive, and academic skills, using acceptable batteries of assessment (impact results cannot be used in isolation to demonstrate psychological or neuropsychological impairment).
  - Observations and/or rating scales of the student's functional limitations in academic achievement, behavior, mood, and/or adaptive functioning.





**ACCOMODATION(S) INFORMATION**

Please indicate the accommodation(s) requested:

**Student signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

The completed RAF form and supporting disability documentation should be submitted to:

**LSU Health Shreveport-School of Allied Health Professions**

Phone: (318) 813-2908

Fax: (318) 813-2115

Email: [ShvAHStudentAffairs@lsuhsc.edu](mailto:ShvAHStudentAffairs@lsuhsc.edu)

**LSU Health Shreveport-School of Graduate Studies**

Phone: (318) 675-7674

Fax: (318) 675-4343

Email: [ShvGraduateStudies@lsuhsc.edu](mailto:ShvGraduateStudies@lsuhsc.edu)

**LSU Health Shreveport-School of Medicine**

Phone: (318) 675-5339

Fax: (318) 675-5077

Email: [ShvStudentAffairs@lsuhsc.edu](mailto:ShvStudentAffairs@lsuhsc.edu)

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