



**Student Policy
for Requesting Accommodations**

LSU Health Shreveport

School of Allied Health Professions

School of Graduate Studies

School of Medicine

Revised 8/4/2022

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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 Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 by providing reasonable accommodations to students with documented disabilities. A person with a disability is someone who has a physical or mental impairment that limits substantially one or more major life activities, such as caring for oneself, performing manual tasks, learning, walking, seeing, hearing, breathing, and working; has a record of such an impairment; or is regarded as having such an impairment. Although students with temporary illness or injury are not considered disabled by law, every reasonable effort to accommodate their needs will be exercised.

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 their school's academic dean (or dean's designee). Faculty and staff will not be notified as to the student's specific disability. Primary clinical documentation or other diagnostic information held by the dean (or dean's designee) is kept confidential and is released to a third party only with the student's written permission or as required by law. General information about a student's disability and accommodation request(s), however, may be shared with other LSU Health Shreveport officials or, in limited circumstances, with third parties who have a legitimate need to know. The student's disabilities file is maintained by the dean (or dean's designee) and is held separately from the student's official academic record.

Technical Standards

Some programs require students to meet certain technical standards encompassing the following skills: observation; communication; motor function and coordination; intellectual abilities: conceptual, integrative, and quantitative; and behavioral and social attributes. Students are expected to be able to perform these skills with or without reasonable accommodations. An otherwise qualified student may not be excluded solely because of a disability if a reasonable modification or accommodation can be made by the institution. Reasonable accommodations must not fundamentally alter a program, service, or activity or create an undue burden on the institution.

Procedure for Requesting Accommodations

Step	Description
1	Contact the School's Academic Dean (or Dean's Designee): The student contacts the school's academic dean (or dean's designee) regarding the policies and procedures for students with disabilities.
2	Provide Request for Accommodation(s) Form and Documentation: The student submits the Request for Accommodations Form (RAF), a record of previous academic accommodations (if applicable), and documentation of the disability to the school's academic dean (or dean's designee) for approval. This documentation should be submitted at least three weeks before the start of the semester or immediately following an injury or illness, to initiate the accommodation process.
3	Evaluation of Accommodation(s) Request: The dean (or dean's designee) evaluates documentation. If necessary, a consulting mental health professional and/or medical professional reviews the request and provides a recommendation. With the student's written permission, the dean (or dean's designee) may need to consult with the original evaluator when documentation guidelines have not been followed or information is otherwise unclear. A student may be asked to provide updated documentation if the previous information does not include sufficient relevant support for the requested accommodation(s). Last-minute submission of documentation may result in delays in consideration of requested accommodations and support services.
4	<p>Implementation of Accommodation(s) and Student's Responsibilities: The dean (or dean's designee) determines if the student meets the criteria for a disability under ADA and informs the student via email if their request for accommodations has been approved or denied. The student's approved accommodations will be forwarded in writing from the dean (or dean's designee) to the student and the student's program director/department head. It is the student's responsibility to notify their course instructors and/or clinical preceptors regarding their accommodations in a timely manner. After receiving notification from the student, 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. The University is not required to provide retroactive accommodations.</p> <p>Please note that because clinical training may include a variety of settings – classroom to clinical – accommodations granted on admission may not be appropriate for all settings; the course instructors, in collaboration with the school's dean (or dean's designee), may review with the student, as needed, accommodations for each class or setting as the student progresses through the curriculum, to avoid compromising or altering fundamentally the essential components of a particular course or program.</p>

5	Annual Review: If accommodations are approved by the dean (or dean's designee), the student is encouraged to review and renew this process each year to check for possible adjustments of accommodations in new training settings (e.g., from preclinical classrooms to clinical/hospital settings). The dean (or dean's designee) reserves the right to modify the frequency of an individual student's review on a case-by-case basis.
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Appeal Procedure

A student has the right to appeal any accommodation decision by filing a written explanation and petition for reconsideration. The dean (or dean's designee) will first attempt to mediate with the student and faculty/staff member. If the dean (or dean's designee) is unable to resolve the matter, they will present the student's petition to the chief academic officer/provost (or provost's designee). In adherence to confidentiality policies, the dean (or dean's designee) will obtain the student's written permission prior to distributing primary clinical documentation to the chief academic officer/provost (or provost's designee), if relevant to the petition.

The chief academic officer/provost (or provost's designee) will review the case and offer recommendation(s) for a solution. The chief academic officer/provost (or provost's designee) will notify the student and the dean (or dean's designee) of the recommendation(s) within five school days. The decision of the chief academic officer/provost (or provost's designee) shall conclude the matter.

Roles and Responsibilities

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

- Initiating the procedure for requesting accommodations with their school's academic dean (or dean's designee) upon acceptance to their academic program.
- Complying with deadlines and procedures outlined in the Student Policy for Requesting Accommodations.
- Providing required documentation of the disability (medical documentation, evidence of previous accommodations, and/or testing results) from a qualified/licensed professional to the dean (or dean's designee) three weeks before the start of the semester or immediately following an injury or illness, in order to initiate the accommodation process.
- Consulting with the dean (or dean's designee) regarding specific accommodation requests for any clarification or adaptations.
- Monitoring their academic progress.
- Contacting the dean (or dean's designee) if there are changes in requested accommodations or academic progress or both.
- Reviewing and renewing the approved accommodations each year to check for possible adjustments of accommodations in new training settings.

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

- Informing applicants, students, faculty, and staff about the policies and procedures for students with disabilities.
- Determining if the student meets the criteria for a disability under ADA and notifying the student of the decision.
- Ensuring that the student is provided approved accommodations.
- Maintaining records for each student requesting and/or receiving accommodations.
- Providing students and faculty with accommodations-related 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 the 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.
- Securing a proctor and location for the distraction-reduced testing environment if outlined in granted accommodations.
- 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.

Request for Accommodation(s) Form and Documentation of Disability

Upon the initial request for accommodations, the student must provide the Request for Accommodations Form (RAF), a record of previous academic accommodations (if applicable), and documentation of a disability. Documentation requirements may vary based on the particular disability. Because the provision of reasonable accommodations is based on the assessment of the current impact of the student's disability on the testing or other student activities, it is in the individual's best interest to provide recent documentation (See below Diagnostic Documentation Guidelines for specific currency requirements).

Any documentation must be provided by a qualified/licensed 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. The primary relationship of the

attesting qualified/licensed professional to the student must be that of a treating medical professional to a patient; there must be no familial, intimate, supervisory, or other close relationship between the qualified professional and the student requesting the accommodation(s).

Costs associated with documentation of a disability are the responsibility of the student.

In all cases, the dean (or dean's designee) reserves the right to request additional diagnostic information and assessment when such information is needed to indicate the need for accommodations in the educational or clinical settings at LSU Health Shreveport.

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

1. **LSU Health Shreveport's Request for Accommodations Form (RAF).**
2. **Record of Previous Academic Accommodations:** 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.
3. **Documentation of Disability:**
 - a. **Learning, Attentional Disabilities:** Acceptable clinical documentation for learning disabilities and attentional disabilities (e.g., attention-deficit hyperactivity disorder [ADHD]) includes a comprehensive diagnostic interview/consultation and neuropsychological or psycho-educational evaluation plan, which typically should be completed within three to five years of entering LSU Health Shreveport. The three to five year currency requirement may be waived if the student can provide (1) evidence that they are receiving ongoing treatment for the disability and (2) a record of previous accommodations in an academic setting (See below Diagnostic Documentation Guidelines).
 - b. **Other/Non-learning Disabilities:** Acceptable documentation for other types of disabilities (e.g., medical, psychological, etc.), either permanent or temporary, includes a report from the appropriately licensed individual describing the nature of the disability, suggested accommodation(s), and requested accommodation(s) (See below Diagnostic Documentation Guidelines).

Diagnostic Documentation Guidelines

Before any accommodation can be granted, students must submit documentation to the dean (or dean's designee). To ensure complete documentation, it is suggested that students give a copy of relevant guidelines to their treatment providers for use in writing reports supporting the need for accommodations. Students are also advised to keep a copy of any documentation materials they give to the dean (or dean's designee).

These diagnostic documentation criteria are based on the ©2022 ACT Policy for Accommodations Documentation.

Learning Disabilities

The student must provide the results of age-appropriate diagnostic testing performed within the past three to five years by a qualified/licensed professional. A qualified/licensed professional is someone with the credentials, training, and expertise to diagnose the reported disability. The primary relationship of the

attesting professional to the student must be that of a treating medical professional to a patient; there must be no familial, intimate, supervisory, or other close relationship between the qualified professional and the student requesting the accommodation(s).

Documentation must address the following:

- Description of the presenting problem(s) and its (their) 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 the test results and a rationale for the recommended test accommodations specific to those functional limitations.

Attention Deficit/Hyperactivity Disorder

The student must provide the results of age-appropriate diagnostic testing performed within the past three to five years by a qualified/licensed professional. A qualified/licensed professional is someone with the credentials, training, and expertise to diagnose the reported disability. The primary relationship of the attesting professional to the student must be that of a treating medical professional to a patient; there must be no familial, intimate, supervisory, or other close relationship between the qualified professional and the student requesting the accommodation(s).

Documentation must address the following:

- Original diagnosis (e.g., date/age/grade, diagnosing professional, symptoms/impairment, course of treatment, and educational/behavioral/social interventions).
- Evidence of childhood onset before age 12 (symptoms of inattention, hyperactivity, or impulsivity demonstrated in two or more settings).
- 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-IV or DSM-5 criteria and a description of how the criteria impair the examinee (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 age-appropriate diagnostic testing performed within the past year by a qualified/licensed professional. A qualified/licensed professional is someone with the credentials, training, and expertise to diagnose the reported disability. The primary relationship of the attesting professional to the student must be that of a treating medical professional to a patient; there must be no familial, intimate, supervisory, or other close relationship between the qualified professional and the student requesting the accommodation(s).

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).
- In addition, please tell us how the examinee's impairment affects their functioning across settings. Observations and/or rating scales of the examinee's functional limitations in academic achievement, behavior, mood, and/or adaptive functioning may be helpful.
- **Please note: Due to the variable nature of these conditions, documentation of a psychiatric disorder must be within the past year.**

Visual Impairment

The student must provide diagnostic results from a complete ocular examination performed within the past year by a licensed optometrist or ophthalmologist. A qualified/licensed professional is someone with the credentials, training, and expertise to diagnose the reported disability. The primary relationship of the attesting professional to the student must be that of a treating medical professional to a patient; there must be no familial, intimate, supervisory, or other close relationship between the qualified professional and the student requesting the accommodation(s).

Documentation must address the following:

- Specific ocular diagnosis.

- Record of complete, current (within past 12 months) ocular examination including: chief complaint, history of illness, eye health, visual acuity both at a distance and near point, complete ocular motility exam (versions, tropias, phorias, stereopsis), slit lamp exam, visual field, pupil exam, optic nerve, and retina.
- History of treatment for the disorder, including any evaluations or therapy notes (e.g. vision therapy, occupational therapy, physical therapy), and a statement about whether or not the condition is stable or progressive, and whether the examinee needs extended testing time, or the opportunity to take vision breaks during testing.

Hearing Impairment

The student must provide diagnostic results from a full hearing test performed within the past three years by a qualified/licensed professional. A qualified/licensed professional is someone with the credentials, training, and expertise to diagnose the reported disability. The primary relationship of the attesting professional to the student must be that of a treating medical professional to a patient; there must be no familial, intimate, supervisory, or other close relationship between the qualified professional and the student requesting the accommodation(s).

Documentation must 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 diagnostic results from an evaluation performed within the past three years by a qualified/licensed professional. A qualified/licensed professional is someone with the credentials, training, and expertise to diagnose the reported disability. The primary relationship of the attesting professional to the student must be that of a treating medical professional to a patient; there must be no familial, intimate, supervisory, or other close relationship between the qualified professional and the student requesting the accommodation(s).

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 diagnostic results from an evaluation performed within the past three years by a qualified/licensed professional. A qualified/licensed professional is someone with the credentials, training, and expertise to diagnose the reported disability. The primary relationship of the attesting professional to the student must be that of a treating medical professional to a patient; there must be no familial, intimate, supervisory, or other close relationship between the qualified professional and the student requesting the accommodation(s).

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 complete medical documentation within the past year from the qualified/licensed treating professional. A qualified/licensed professional is someone with the credentials, training, and expertise to diagnose the reported disability. The primary relationship of the attesting professional to the student must be that of a treating medical professional to a patient; there must be no familial, intimate, supervisory, or other close relationship between the qualified professional and the student requesting the accommodation(s).

While medical conditions may cause problems in psychological and educational areas, objective evidence that such problems are present is a requirement.

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 examinee.
- Current and/or prior therapy outcomes (e.g., physical, occupational and/or speech therapy, mental health counseling/ psychiatric treatment).

- Current impact on examinee'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 complete medical documentation within the past year from the qualified/licensed treating professional. A qualified/licensed professional is someone with the credentials, training, and expertise to diagnose the reported disability. The primary relationship of the attesting professional to the student must be that of a treating medical professional to a patient; there must be no familial, intimate, supervisory, or other close relationship between the qualified professional and the student requesting the accommodation(s).

While medical conditions may cause problems in psychological and educational areas, objective evidence that such problems are present is a requirement.

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.
- 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 examinee's functional limitations in academic achievement, behavior, mood, and/or adaptive functioning.
 - Interventions provided by the examinee's school.

Revision History

Policy published in 2017

Revised on 8/4/2022

- Added a Technical Standards section.
- Added an Appeal Procedure section.
- Modified the application for accommodations process:
 - Added deadlines for submitting initial requests for accommodations and related paperwork: at least three weeks prior to the start of semester.
 - The accommodations renewal process changed from a semesterly to an annual process.
- Modified the medical documentation requirements:
 - All initial requests for accommodations must be supported with current medical documentation regardless of previously granted accommodations at other universities.
 - Established currency requirements for the diagnostic testing for each disability category.



ACCOMODATION(S) INFORMATION

Please indicate the accommodation(s) requested:

[Empty box for accommodation requests]

How long will the requested accommodation(s) be needed? _____

Have you been previously granted the requested accommodations in an academic setting? Yes* ___ No ___ N/A ___

Have you been previously granted the requested accommodations for a standardized test (e.g., ACT, SAT, GRE, MCAT)? Yes* ___ No ___ N/A ___

*If yes, please attach record of official accommodations plan.

I certify that the information contained on this form and submitted with this form is true and correct.

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@lsuhs.edu

LSU Health Shreveport - School of Graduate Studies
Phone: (318) 675-7674, Fax: (318) 675-4343, Email: ShvGraduateStudies@lsuhs.edu

LSU Health Shreveport- School of Medicine
Phone: (318) 675-5339, Fax: (318) 675-5077, Email: ShvStudentAffairs@lsuhs.edu

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