

LIBERTY UNIVERSITY COLLEGE OF OSTEOPATHIC MEDICINE – DISABILITY ACCOMMODATIONS SPECIFIC DOCUMENTATION REQUIREMENTS

General Information and Forms: Information Regarding Disabilities and Academic Accommodations and the Academic Accommodations Process can be found in the [LUCOM Academic Catalog](#). The form to request accommodations can be found on the Internal [Academic Documents & Forms](#) page of the LUCOM Website. Below are requirements for some specific disabilities.

Attention Deficit/Hyperactivity Disorder

The information below, based on the Association of Higher Education and Disability (AHEAD) guidelines, is used to determine a student's eligibility for academic accommodations in Liberty University College of Osteopathic Medicine (LUCOM) Courses under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the policies of LUCOM and the Office of Disability Accommodation Support (ODAS).

Students requesting academic accommodations from LUCOM are required to submit documentation of a disability to verify their eligibility under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and LUCOM and ODAS policies. The evaluator's report must document a disability as defined by the ADA as "a substantial limitation of a major life function."

Note: Disability is based on the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5-TR), criteria for Attention Deficit Hyperactivity Disorder (ADHD).

Currency

To ensure the accuracy and relevance of diagnostic information, all documentation submitted in support of accommodations for Attention-Deficit/Hyperactivity Disorder (ADHD) must be no more than three (3) years old at the time of submission.

Given that ADHD is typically first identified during childhood, documentation must include a comprehensive academic history and a record of the student's prior diagnosis and any related interventions or accommodations. In cases where the initial diagnosis occurred in adulthood, the current evaluator must explicitly state this in the diagnostic report and provide justification for the adult-onset diagnosis.

Diagnostician Qualifications

Documentation must be prepared by a qualified professional who possesses expertise in the diagnosis of ADHD and related psychiatric disorders. The diagnostician must be trained in differential diagnosis and experienced in evaluating adolescents and adults with ADHD. Acceptable professionals include, but are not limited to:

- Licensed Clinical Psychologists
- Neuropsychologists
- Psychiatrists

The evaluator completing this assessment should not be from an individual who has any other than a professional relationship (i.e., not family or friends).

Evidence of Functional Impairment

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The documentation must provide a thorough account of the student's diagnostic history, including the impact of ADHD on academic performance and any previously granted accommodations. The evaluator must also document current and persistent symptoms of inattention and/or hyperactivity-impulsivity that result in clinically significant impairment in academic or daily functioning. This analysis should be supported by observational and, where applicable, objective data.

Diagnostic Report and Summary

The diagnostic report and summary must include, but is not limited to, the following information:

1. Neurological and/or psychoeducational assessment.
2. A specific diagnosis based upon the criteria set forth in the DSM-5-TR.
3. Standard scores or percentiles of any testing given.
4. Information pertaining to any relevant medical, psychological, educational, behavioral, or familial history that may impact the student academically, as well as any current information from these areas as well.
5. A clear, direct statement of any current major life functions limited by the student's condition.
6. Recommendations (from the evaluator) for specific accommodations to be administered on behalf of the student in a postsecondary academic setting that are supported by the student's testing results and subsequent diagnosis.

This summary must:

1. Be written on evaluator letterhead.
2. Be signed and dated by the evaluator.
3. Include the specific dates of testing.
4. Include professional credentials of the evaluator.
5. Include information about licensure/certification as well as the area of specialization.
6. Include contact information for the evaluator.

Head Injury/Traumatic Brain Injury Documentation

Documentation Requirements

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Students requesting academic accommodations from Liberty University College of Osteopathic Medicine are required to submit documentation of a disability to verify their eligibility under Section 504 of the

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Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and LUCOM and ODAS policies. The evaluator's report must document a disability as defined by the ADA as "a substantial limitation of a major life function."

Currency

Since any academic accommodations given to a student are based upon the present effect of the disability on the student, medical documentation used to request accommodations must be no more than 3 years old.

Diagnostician Qualifications

While the list below is not exhaustive, the following professionals are considered qualified to diagnose head injuries and traumatic brain injuries:

- Clinical Psychologists
- Licensed Physicians
- Neurologists
- Neuropsychologists
- Psychiatrists

The evaluator completing this assessment should not be from an individual who has any other than a professional relationship (i.e., not family or friends).

Diagnostic Report and Summarization

The diagnostic report and summary must include, but is not limited to, the following information:

1. Summary of assessment and relevant results that relate to any current effect on academic performance.
2. A clear, direct statement of any relevant current major life functions limited by the student's condition,
3. Suggestions (from the evaluator) for specific accommodations to be administered on behalf of the student in a professional/graduate education academic setting that is supported by the student's testing results and subsequent diagnosis.

This summary must also contain the following:

1. Be written on the evaluator's letterhead.
2. Be signed and dated by the evaluator.
3. Include specific dates of testing.
4. Include professional credentials.
5. Include contact information for the evaluator.

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Hearing Impairment Documentation

The information below, based on the Association of Higher Education and Disability (AHEAD) guidelines, is used to determine a student's eligibility for academic accommodations in Liberty University College of Osteopathic Medicine (LUCOM) Courses under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the policies of LUCOM and the Office of Disability Accommodation Support (ODAS).

Students requesting academic accommodations from Liberty University College of Osteopathic Medicine are required to submit documentation of a disability to verify their eligibility under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and LUCOM and ODAS policies. The evaluator's report must document a disability as defined by the ADA as "a substantial limitation of a major life function."

Currency

Since any academic accommodations given to a student are based upon the present effect of the disability on the student, medical documentation used to request accommodations should be no more than 3 years old. However, exceptions to this amount of time may be made based upon the nature and progression of the hearing impairment itself, as well as the accommodations requested.

Diagnostician Qualifications

While the list below is not exhaustive, the following professionals are considered qualified to complete this assessment:

- Certified audiologists
- Otorhinolaryngologists

The evaluator completing this assessment should not be from an individual who has any other than a professional relationship (i.e., not family or friends).

Diagnostic Report and Summarization

The diagnostic report and summary must include, but not limited to, the following information:

1. A summary of assessment and audiogram.
2. Information pertaining to the student's condition. Mention must be given as to whether the condition is static or changing and, if changing, the rate at which the change seems to be occurring.
3. Suggestions (from the evaluator) for specific accommodations to be administered on behalf of the student in a professional/graduate education academic setting that are supported by the student's testing results and subsequent diagnosis.

This summary must:

1. Be written on the evaluator's letterhead
2. Be signed and dated by the evaluator
3. Include the specific dates of testing

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4. Include professional credentials
5. Include contact information for the evaluator

Learning Disability Documentation

The information below, based on the Association of Higher Education and Disability (AHEAD) guidelines, is used to determine a student's eligibility for academic accommodations in Liberty University College of Osteopathic Medicine (LUCOM) Courses under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the policies of LUCOM and the Office of Disability Accommodation Support (ODAS).

Students requesting academic accommodations from LUCOM are required to submit documentation of a disability to verify their eligibility under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and LUCOM and ODAS policies. The evaluator's report must document a disability as defined by the ADA as "a substantial limitation of a major life function."

Currency

Since any academic accommodations given to a student are based upon the present effect of the disability on the student, medical documentation used to request accommodations must be no more than 3 years old.

IEPs cannot be accepted as substantiating medical documentation unless the specific testing results are included. It is preferred that this testing is done when the student is an adult and be focused on a post-secondary degree level.

Diagnostician Qualifications

Professionals qualified to diagnose learning disorders must have comprehensive training in differential diagnoses and experience with both adolescents and adults with learning disabilities. Acceptable professionals include, but are not limit to:

- Educational therapists/psychologists
- Learning disabilities specialists
- Licensed clinical psychologists
- Neuropsychologists
- Speech and language specialists

The diagnostic assessment must not be conducted by an individual who has a personal relationship with the student (e.g., family member, friend).

Comprehensive Assessment

The comprehensive assessment to be administered when testing for learning disorders must include at least one assessment from each of the following areas:

- Achievement

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- Reading achievement
- Mathematics achievement
- Written language achievement
- Aptitude

Preferred tests include Woodcock-Johnson, Wechsler Individual Achievement Tests, and Scholastic Abilities Tests for Adults, as well as specific tests for each achievement area, such as the Nelson Denny Reading Skills Test, the Test of Mathematical Abilities (TOMA), and the Test of Written Language (TOWL).

The above list is not exhaustive and is not meant to limit an evaluator's testing in any way. The evaluator should include information regarding any other testing areas that may have an impact on the academic success of the student.

Furthermore, the tests listed are simply suggestions. Other recognized, scholarly test results will be accepted as well.

Diagnostic Report and Summary

Please note: A student's individual learning style, learning differences, and/or learning disorders do not, by themselves, indicate a learning disability. The diagnostic report and summary must include, but is not limited to, the following information:

1. A summary of the diagnostic interview to include description of the presenting problem(s), developmental history, medical history including absence of a medical basis for the presenting symptoms, academic history including prior standardized testing
2. Standard scores or percentiles should be provided for all normed measures. The data should logically reflect a substantial limitation to learning in the specific areas that a learning disability is being diagnosed for the student.
3. Information pertaining to any relevant medical, psychological, educational, behavioral, or familial history that may impact the student academically, as well as current information from these areas including primary language of the home and the student's current fluency if relevant.
4. Information regarding patterns in the student's cognitive achievement
5. Information processing (e.g., short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning, motor ability)
6. A clear, direct statement of any current major life functions limited by the student's condition. Should rule out alternative explanation for academic problems such as poor education, poor motivation, attentional problems, and/or cultural language differences.
7. Suggestions (from the evaluator) for specific accommodations to be administered on behalf of the student in a post-secondary academic setting that is supported by the student's testing results and subsequent diagnosis.

This summary submitted must:

1. Be written on letterhead from the evaluator

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2. Be signed and dated by the evaluator
3. Include specific dates of testing
4. Include professional credentials
5. Include contact information for the evaluator

Physical Disabilities/Impairments and Chronic Illnesses or Disorders

The information below, based on the Association of Higher Education and Disability (AHEAD) guidelines, is used to determine a student's eligibility for academic accommodations in Liberty University College of Osteopathic Medicine (LUCOM) Courses under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the policies of LUCOM and the Office of Disability Accommodation Support (ODAS).

Students requesting academic accommodations from LUCOM are required to submit documentation of a disability to verify their eligibility under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and LUCOM and ODAS policies. The evaluator's report must document a disability as defined by the ADA as "a substantial limitation of a major life function."

Currency

Since any academic accommodations given to a student are based upon the present effect of the disability on the student, medical documentation used to request accommodations should be no more than 3 years old. However, exceptions to this amount of time may be made based on the nature of the disability/impairment/illness itself, as well as the accommodations requested.

Diagnostician Qualifications

Certified healthcare professionals recognized as having expertise in the evaluation, diagnosis and treatment of the condition are qualified to complete this assessment. If the student's condition warrants such action, an assessment from a specialist working in the field of the student's disability/impairment/illness is preferred.

Diagnostic Report and Summarization

The diagnostic report and summary must include, but is not limited to, the following information:

1. Summary of assessment
2. A specific diagnosis based on the criteria set forth in the DSM-5-TR if applicable
3. Standard scores or percentiles of any testing given, if applicable
4. Any co-existing conditions or other confounding factors
5. Information pertaining to any relevant medical, psychological, educational, behavioral, or familial history that may impact the student academically, as well as any current information from these areas as well
6. A clear, direct statement of any current major life functions limited by the student's condition, as well as a summary of any present symptoms the student is experiencing

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7. Suggestions (from the evaluator) for specific accommodations to be administered on behalf of the student in a post-secondary academic setting that is supported by the student's testing results and subsequent diagnosis

This summary must:

1. Be written on letterhead from the evaluator
2. Be signed and dated by the evaluator
3. Include the specific dates of testing
4. Include professional credentials
5. Include contact information for the evaluator

Psychiatric, Psychological, and Emotional Disorders/Disabilities Documentation Requirements

The information below, based on the Association of Higher Education and Disability (AHEAD) guidelines, is used to determine a student's eligibility for academic accommodations in Liberty University College of Osteopathic Medicine (LUCOM) Courses under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the policies of LUCOM and the Office of Disability Accommodation Support (ODAS).

Students requesting academic accommodations from LUCOM are required to submit documentation of a disability to verify their eligibility under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and LUCOM and ODAS policies. The evaluator's report must document a disability as defined by the ADA as "a substantial limitation of a major life function."

Note: Psychiatric, psychological, and emotional disorders/disabilities include, but are not limited to:

- Post-Traumatic Stress Disorder
- Bipolar Disorder
- Dissociative Disorders
- Mood Disorders

Currency

Since any academic accommodations given to a student are based upon the present effect of the disability on the student, medical documentation used to request accommodations must be no more than one year old.

Diagnostician Qualifications

Professionals qualified to diagnose psychiatric, psychological, or emotional disorders must be a licensed mental health professional. Acceptable professionals include, but are not limited to:

1. Clinical Psychologists
2. Neuropsychologists

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3. Psychiatrists
4. Licensed Clinical Social Worker (LCSW)
5. Licensed Professional Counselor (LPC)

The diagnostic assessment must not be conducted by an individual who has a personal relationship with the student (e.g., family member, friend), to preserve the objectivity and credibility of the evaluation.

Diagnostic Report and Summarization

The diagnostic report and summary must include, but not limited to, the following information:

1. A specific diagnosis based upon the criteria set forth in the DSM-5-TR and a summary of present symptoms including a history of the psychiatric problems.
2. A summary of standard scores or percentiles on any testing given to make the diagnosis.
3. Information pertaining to any relevant medical, psychological, educational, or familial history that may affect the student academically, as well as any current information from these areas as well.
4. A clear, direct statement of any current symptoms limiting the student and how accommodations may mitigate the impact of the disability on tasks or activities.
5. Suggestions (from the evaluator) for specific accommodations to be administered on behalf of the student in a post-secondary academic setting that is supported by the student's testing results and subsequent diagnosis.

This summary must:

1. Be written on evaluator letterhead.
2. Be signed and dated by the evaluator.
3. Include the specific dates of testing.
4. Include professional credentials.
5. Include contact information for the evaluator.

Visual Impairment Documentation Requirements

The information below, based on the Association of Higher Education and Disability (AHEAD) guidelines, is used to determine a student's eligibility for academic accommodations in Liberty University College of Osteopathic Medicine (LUCOM) Courses under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the policies of LUCOM and the Office of Disability Accommodation Support (ODAS).

Students requesting academic accommodations from LUCOM are required to submit documentation of a disability to verify their eligibility under Section 504 of the Rehabilitation Act of 1973, the Americans

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with Disabilities Act of 1990, and LUCOM and ODAS policies. The evaluator's report must document a disability as defined by the ADA as "a substantial limitation of a major life function."

Currency

Since any academic accommodations given to a student are based upon the present effect of the disability on the student, medical documentation used to request accommodations should be no more than 3 years old. However, exceptions to this amount of time may be made based upon the nature and progression of the visual impairment itself, as well as the accommodations requested.

Diagnostician Requirements

While the list below is not exhaustive, the following professionals are considered qualified to complete this assessment:

- Certified ophthalmologists or
- optometrists

The evaluator completing this assessment should not be from an individual who has any other than a professional relationship (i.e., not family or friends).

Diagnostic Report and Summarizations

The diagnostic report and summary must include, but is not limited to, the following information:

1. A specific statement of the student's visual acuity.
2. A summary of assessment.
3. Standard scores of any testing given, if applicable.
4. Information pertaining to the student's condition. Mention must be given as to whether the condition is static or changing and, if changing, the rate at which the change seems to be occurring.
5. Suggestions (from the evaluator) for specific accommodations to be administered on behalf of the student in a postsecondary academic setting that are supported by the student's testing results and subsequent diagnosis.

This summary must:

1. Be written on evaluator letterhead.
2. Be signed and dated by the evaluator.
3. Include the specific dates of testing.
4. Include professional credentials.
5. Include contact information for the evaluator.