

**UNIVERSITY OF LOUISVILLE  
LOUIS D. BRANDEIS SCHOOL OF LAW  
HANDBOOK FOR  
APPLICANTS AND STUDENTS WITH DISABILITIES**

[During law school at Harvard] Brandeis's eyes began to fail. He read constantly and suffered the eyestrain common to law students who read by gaslight. His eyes gave out completely, however, during the summer after his first year at Harvard, while he was "reading law" in Louisville with his brother-in-law. [An oculist] counseled him to think more and read less. Brandeis decided that he could do so if his friends read to him, and it was in this fashion that he completed law school.

*Louis D. Brandeis, Justice for the People*, by Philippa Strum  
Harvard University Press, 1984

It is the policy and practice of the Louis D. Brandeis School of Law to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students and applicants with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in services, programs and activities of the Louis D. Brandeis School of Law and the University of Louisville campus programming.

July 2004

This policy was adapted from LSAC policies and procedures and from those at the University of Houston Law Center and Hastings Law School. Assistance in adapting this policy was provided by Cathy Patus, Director of UofL Disability Resource Center and Tracy Shipley, UofL law student.

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The University of Louisville provides equal treatment and opportunity to all persons without regard to race, color, religion, national origin, sex, age, disability, veteran status or sexual orientation except where such distinction is required by law. This statement reflects compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972 and all other federal and state regulations. The university reserves the right to make changes without notice in any publication as necessitated by university of legislature action.

## A. GENERAL STATEMENT

In carrying out the law school's policy regarding students and applicants with disabilities, we recognize that disabilities include mobility, sensory, health, psychological, and learning disabilities, and we will make efforts to provide reasonable accommodations to these disabilities to the extent it is readily achievable to do so. We are unable to make accommodations that are unduly burdensome or that fundamentally alter the nature of the program. While our legal obligation relates to disabilities of a substantial and long-term nature,<sup>1</sup> it is our practice to also provide accommodations when possible to temporary disabilities such as a broken leg and for pregnancy.

## B. ADMISSION

### 1. The LSAT

In the admissions process, because extensive accommodations are provided for taking the LSAT, waiver of the LSAT is unlikely to be granted except in extremely unusual circumstances. Applications are never automatically rejected based on the LSAT or GPA. An indication on the LSDAS report that an applicant took an accommodated test will not be the basis for discrimination.

### 2. Documentation of the Disability

Applicants who wish to have their disabilities considered as factors in the admissions process must identify the nature of disability and provide an explanation of why a disability is a factor at the time of application. If the applicant wishes the disability to be considered as a factor, it may be necessary for the applicant to provide appropriate documentation of the disability. See **Appendix A** for information relating to documentation requirements and payment for documentation.

### 3. Reconsideration

It is not Brandeis practice to reconsider applications that have already been rejected unless there is new information that was not available at the time of the application through no fault of the applicant. For that reason, applicants are advised to make the disability known at the time of application if they wish to have the disability taken into account in the application process. It will be necessary for the applicant to provide documentation supporting the disability and its impact on academic performance for the reconsideration process.

### 4. Information on the Disability Retained in Applicant's File

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<sup>1</sup>Federal law applies to individuals with substantial impairments affecting one or more major life activities, those with records of such impairments, and those who are regarded as having such impairments. These individuals must be able to carry out the essential requirements of the program with or without reasonable accommodation.

Applicants wishing to have documentation relating to the disability remain in their files should request this in writing as soon as they are accepted. There is no guarantee that such letters will be retained, but every effort will be made to do so. These letters may be useful in evaluating whether to provide future accommodations to the student who has been admitted. They may also be useful in certification to the bar examiners when the student applies for accommodations on the bar exam.

#### 5. Self-Identification after Acceptance

Applicants who are accepted for admission should contact the Associate Dean for Student Life as soon as possible regarding any disabilities that might require accommodations. Accepted applicants are strongly encouraged to identify those disabilities requiring accommodations early to allow adequate time for evaluating documentation, and for working out the specific accommodation (e.g. arranging scheduling in barrier free classrooms, funding for auxiliary services, and arranging accommodations for orientation). Requests for accommodations such as for classes must generally be made 30 days before the beginning of each semester.

### C. ENROLLED STUDENTS

#### 1. Identifying the Need for Accommodations

Students with disabilities who require accommodations must make those needs known to the Associate Dean for Student Life of the law school as soon as possible. It is the responsibility of the student to make these needs known in a timely fashion and to provide the necessary documentation and evaluations in appropriate cases. See **Appendix A** for information regarding documentation requirements. Do not assume that because your application to law school indicates the presence of a disability that this information has been forwarded to or has been shared with the associate dean's office.

Documentation submitted to the Associate Dean for Student Life may be shared with the staff of the University Disability Resource Center for review to determine eligibility for requested accommodations. Disability Resource Center staff will collaborate with the Associate Dean for Student Life and may request a meeting with the student to determine effective accommodations (such as mode of communication for students with deafness, format for alternate texts for students with visual impairments, etc.).

Students who do not require accommodations need not make their disabilities known. The information on the student's disability and accommodations is treated as confidential information under applicable federal, state, and university laws and policies and is only provided to individuals who are privileged to receive such information. Faculty members who are apprised of a disability are advised that this information is confidential.

In cases where only minor accommodations are required (such as requesting to sit in the front row because of a visual or hearing impairment), the student should feel free to simply make a request of the faculty member. If requests for minor accommodations are not

responded to adequately, the student should make the request to the Associate Dean for Student Life.

## 2. Accommodations

The Brandeis School of Law will make reasonable accommodations to students with documented disabilities. These accommodations may include course load modifications, exam accommodations, readers, interpreters, note takers, and additional time to complete assignments. Such accommodations will not be provided if they fundamentally alter the nature of the program or if they would be unduly burdensome either financially or administratively. The Associate Dean for Student Life at Brandeis School of Law will meet with the student to develop an appropriate accommodation plan. The Associate Dean may consult with appropriate experts and professionals on a confidential basis. See **Appendix B** for a form to request accommodations. Additional copies of this form are available in the office of the Associate Dean for Student Life.

### a. Academic Modifications

Academic modifications include reduced course loads, extending the amount of time for graduation, allowing enrollment in the part time program, providing extensions of time for completing assignments, course substitution, and similar modifications. Law requires only modifications that do not fundamentally alter the nature of the program and that are not unduly burdensome financially or administratively. While the law school must provide justification for refusing to allow a requested reasonable accommodation, higher education institutions are given substantial deference in establishing their own academic requirements.

Requests for academic modifications should be made to the Associate Dean for Student Life at the law school. In appropriate cases, the adjustment will be made in consultation with faculty. For example, the Associate Dean may permit a reduced course load administratively, but the Associate Dean in consultation with the appropriate faculty member will make modifications such as extensions of time for completing course requirements.

### b. Auxiliary Aids and Services

Auxiliary services may include interpreters, note takers, readers, assistance with photocopying and library retrieval, and other support services in connection with the academic programming. Services for personal use are not provided. Purchase of special equipment (such as a Kurzweil reading machine, an image enlarger, portable computers, etc.) to be used at the law school may also constitute an auxiliary service.

Brandeis School of Law does not provide individual tutorial assistance tailored to the special needs of students with learning disabilities. The Academic Support Program does not discriminate on the basis of disability. The director of that program or the Associate Dean for Student Life may refer students with learning or related disabilities either to the university's counseling center or the Disability Resource

Center in order to obtain additional help in appropriate cases.

Students requiring auxiliary services should direct most requests initially to the Associate Dean for Student Life. For certain auxiliary services such as interpreters and readers, the Associate Dean may request that the student seek eligibility for such services from the Kentucky Vocational Rehabilitation Agency or other no cost service providers. The Associate Dean will work with the student and with the Disability Resource Center in facilitating such services. Because obtaining these services can be a time-consuming and complicated process, students are urged to seek assistance as early as possible after being accepted for admission.

Assistance in the library may be obtained by making a request of the library desk staff. The student who will require more extensive assistance and/or assistance on a regular basis should make this need known to the Director of the Disability Resource Center. That office will work with the Law Library staff to facilitate an appropriate schedule of assistance. Students who are unable to receive satisfactory responses to their requests for library assistance should direct this concern to the Associate Dean for Student Life.

#### c. Exam Modifications

Exam modifications may include additional time to take the exam, time allowed for rest breaks, use of a reader or amanuensis, being allowed to eat during exams, separate exam room, or taking the exam at a time other than the regularly scheduled time. Students requesting certain exam modifications may be asked to ascertain the format of the exam (e.g. multiple choice, essay, short answer, etc.) in order to determine the appropriate modification. For example, if the student has difficulty writing, but does not have difficulty reading, the need for additional time would be affected by whether the exam was to be in a multiple choice or essay format.

All exam modification requests are to be directed to the Associate Dean for Student Life. See **Appendix B and C** for the form. Because of the time needed to arrange these requests, students must make such requests no later than four weeks after the beginning of the semester in which exams are to be taken. Requests for readers or assistants to be provided by the Disability Resource Center are also needed in this time frame to ensure that they are adequately staffed. **Exam accommodation requests must be renewed each semester.** Depending on the nature of the disability, new or updated documentation may be required.

**Computer Exams.** The *Louis D. Brandeis School of Law Handbook* (see Academic Regulations) prohibits the use of computers, or any other device capable of retrieving information from internal or external storage media, during the administration of on-site examinations (except through the SecurExam process. However, individual faculty may waive this prohibition at their discretion. Any student wishing to obtain such a waiver must request same from his or her professor and provide the Associate Dean for Student Life written evidence that such waiver

has been granted.

Any student who has obtained a waiver of the prohibition against using computers must provide his or her own computer (or other electronic word processor), printer, and supplies. Additionally, at least ten (10) business days in advance of the exam for which the student wishes to use the computer, the student must arrange a separate examination room with the office of the Associate Dean for Student Life.

Student wishing to take examinations on computer as an accommodation for a recognized disability must provide to the Associate Dean for Student Life written documentation from a competent medical professional indicating that a computer is specifically required to ameliorate the student's disability as it affects exam taking. The student must provide such documentation no later than four weeks after the beginning of the semester in which the student wishes to use the computer for exams. The office of the Associate Dean for Student Life will then arrange an examination room, computer, printer, and supplies.

In general, students with repetitive motion disorders (or any other condition) who provide medical documentation of such condition will be permitted to take written, on-site exams on an electric typewriter only. If the student wishes to use a computer in lieu of a typewriter, such accommodation must be supported by specific, competent medical documentation as required by Paragraph 4, above.

#### d. Architectural Barriers

The law school's buildings were built before federal law required accessible design. While there are many aspects of the facility that are readily accessible, there are some barriers that require advance planning to overcome. Suggestions for removing barriers are welcome and should be directed to the Associate Dean for Student Life.

Parking. There are several accessible parking spaces near the law school for individuals with the appropriate parking permit. A UofL handicap permit is required to park in designated handicap spaces. For information regarding obtaining a handicap parking permit, contact the University Parking office at 852-7275.

Ramped Entrances. There are several ramped entrances into the School of Law and the Law Library. These ramps are in obvious locations.

Accessible Restrooms. There are accessible restrooms on every floor of the School of Law.

Elevators. Passenger elevators with emergency communication features are found at both ends of the law school. Key access is required and must be requested for the elevator in the law library.

Classrooms. All classrooms are accessible and all have accessible seating areas.

Housing. There are several choices of accessible housing on campus, including both dormitory and apartment living. For information on campus housing, call 502-852-6336 or e-mail [housing@gwise.louisville.edu](mailto:housing@gwise.louisville.edu). Information on accessible housing in the Louisville area is available from the Center for Accessible Living at 502-589-6620.

e. Modification of Policies and Practices

Students with disabilities that justify advance registration should direct their requests to the Associate Dean for Student Life **approximately one month before registration**. Arrangements can be made to facilitate accessible class location, etc.

Class attendance is generally deemed to be a fundamental aspect of legal education. For that reason, ordinarily, faculty members will not be expected to waive attendance policies for students with disabilities. Students believing that their situations are extraordinary should direct requests to the Associate Dean for Student Life, who will consult with the faculty member regarding such requests. Because reduced course loads and other accommodations are available, it would be extremely unusual that an attendance policy would be a necessary reasonable accommodation.

Students who believe that registration or other policies and practices should be modified should direct these requests to the Associate Dean for Student Life.

f. Externships, Public Service Placements and Other Off-Site Law School Programs

The law school will work with the student to ensure reasonable accommodations for externships, public service placements, and other off site programs administered by the law school. It is essential that the student be proactive in identifying the need for accommodations that might arise in these settings as early as possible. In some cases, there are issues of who is responsible for payment for accommodations that take time to resolve. The student should make known these requests for accommodations to the Associate Dean for Student Life as soon as practicable. Students should speak with the Director of Public Service about any necessary or potential accommodations no later than the end of the student's first year of law school. Furthermore, students should speak with the law school supervisor or the externship placement faculty advisor about activities in such placements or programs that might necessitate accommodation, the semester before signing up for such courses or at least a month before participating in such activities. Early notice allows the law school the time and opportunity to evaluate the accommodation request.

## D. ACADEMIC DISMISSAL AND READMISSION

Students who are academically dismissed sometimes raise a disability as the basis for the academic difficulty. While this may sometimes justify allowing the student a second

opportunity to prove academic ability, the burden will be on the student to clarify why the disability was not brought to the attention of the administration if it had not been previously, to explain why accommodations were not requested, or to explain why accommodations that had been provided were not adequate. Readmission petitions should be discussed with the Associate Dean for Student Life. The Probation and Reinstatement Committee decides on such petitions.

## **E. BAR EXAMINATIONS**

Law students with disabilities who believe they will require accommodations in taking the bar examination should **inquire early** in their legal education as to what will be necessary to obtain accommodations. Bar Examiners may require recent documentation of an individual's disability. Information on how to contact bar examiners in all states is available from the Associate Dean for Student Life. Many state boards of bar examiners will request that the law school provide information on accommodations received during law school. Such information will be provided upon a written release from the student. **Please note that accommodations provided for the bar examinations may not be the same accommodations as those provided by the law school.** Inquiries concerning accommodations for the Kentucky Bar Examination may be directed to:

State Board of Law Examiners  
1510 Newtown Pike, Suite X  
Lexington, KY 40511-1255  
(859) 246-2381  
ATTN: Patricia Gill, Deputy Director of Bar Admissions

## **F. GRIEVANCES**

Students who request accommodations from faculty or staff members and who believe that such accommodations have been impermissibly denied, or who believe that they have been discriminated against on the basis of their disability, should bring this matter to the attention of the Associate Dean for Student Life. If the Associate Dean for Student Life is unable to resolve the matter informally, or if the student is unsatisfied with the resolution, the student may file a grievance with the Affirmative Action /Employee Relations Office on campus. That office is located in the Personnel Services Building, 852-6538.

## **G. PSYCHOLOGICAL AND SUBSTANCE ABUSE IMPAIRMENTS**

Students with psychological impairments, including alcohol or drug addiction, may wish to seek help from the university's Counseling Center, located at the Student Health Center, 852-6585. Such counseling is confidential and is not part of the student's official record. In addition, students may contact the Lawyers Helping Lawyers (502-564-3795), a Kentucky Bar Association Committee dealing with substance abuse. All communications with that organization are kept strictly confidential.

Although these contacts are confidential in the university Counseling Center and the Kentucky Bar Committee, students should be aware that some state bar authorities request disclosure by the student about certain kinds of counseling for psychological and substance abuse conditions. While we would hope this would not deter students from seeking treatment, and we strongly encourage you to seek help in these situations, we think that you should be aware of this potential requirement.

Law school is stressful, and students whose disabilities justify accommodations such as a reduced course load have the obligation to request accommodation before academic failure. Problems such as exam anxiety and chronic lateness will not ordinarily be considered to be disabilities justifying accommodation under the ADA or the Rehabilitation Act, although they may be symptoms of disabilities requiring appropriate diagnosis.

Students should be aware that while reasonable accommodations are available to such disabilities, all students would be held to the same academic performance and behavior standards.

#### **H. Career Counseling**

The Career Services Office provides assistance to all students including those with disabilities. Students who believe that an employer using the services of the Career Services Office has discriminated on the basis of disability should bring that to the attention of the Assistant Dean for Career Services.

**APPENDIX A  
RESOURCES AND REFERENCES**

**Offices at the Law School**

Associate Dean for Student Life ( <a href="mailto:smarcosson@louisville.edu">smarcosson@louisville.edu</a> )	852-6361
Assistant Dean for Admissions ( <a href="mailto:connie.shumake@louisville.edu">connie.shumake@louisville.edu</a> )	852-7390
Assistant Dean for Career Services ( <a href="mailto:jlt@louisville.edu">jlt@louisville.edu</a> )	852-6096
Office of Student Records ( <a href="mailto:bthompson@louisville.edu">bthompson@louisville.edu</a> )	852-6367
Law Library	852-0729
TTY	852-3942

**Offices on Campus** (all numbers are in area code 502)

Affirmative Action/Employee Relations Office (Location: Personnel Services building)	852-6538
Counseling Center (Location: Student Service Center, Room #200)	852-6585
Disability Resource Center (Location: Robbins Hall, room 120) <a href="http://www.louisville.edu/student/dev/drc">www.louisville.edu/student/dev/drc</a>	852-6938
University Parking Office (Location: first floor of Floyd Street Garage) <a href="http://www.louisville.edu/admin/dps/parking">www.louisville.edu/admin/dps/parking</a>	852-PARK (7275)
Housing and Residence Life Office (Location: Stevenson Hall, room 124) <a href="http://www.louisville.edu/student/life/housing">www.louisville.edu/student/life/housing</a>	852-6336

For Additional Information

Handicapped Lawyers Association  
Lawyers with Disabilities  
P.O. Box 934  
Mt. Angel, OR 97362

National Association of Blind Lawyers  
1062 S. Dahlia St., Apt. D16  
Glendale, CA 80246

American Blind Lawyers Association  
1155 15<sup>th</sup> Street NW  
Washington, DC 20005  
(202) 467-5081  
1-800-424-8666

**Taped law casebooks and treatises are available from:**

Recording for the Blind and Dyslexic  
20 Roszel Road  
Princeton, NJ 08540  
(609) 452-0606

**For information on substance addiction issues:**

ABA Commission on Impaired Attorneys  
321 N Clark St.  
Chicago, IL 60610  
(312) 988-6738

Lawyers Helping Lawyers  
Kentucky Bar Association  
514 W Main Street  
Frankfort, KY 40601-1883  
502-564-3794

**Current information on AIDS issues can be obtained from:**

Center for Disease Control National AIDS Hotline  
c/o American Social Health Association  
POB 13827  
Research Triangle Park, NC 27709  
800-342-2437  
800-243-7889 TTY  
919-361-4855 fax  
HIVnet@ashastd.org  
www.ashastd.org

**Organization for deaf and hearing-impaired lawyers and law students:**

[www.deaflawyers.org](http://www.deaflawyers.org)

**Organization committed to full participation of individuals with disabilities in college life:**

Association on Higher Education and Disability (AHEAD)  
University of Massachusetts Boston  
100 Morrissey Blvd.  
Boston, MA 02125-3393  
[www.ahead.org](http://www.ahead.org)

Equal Opportunities in the Profession Committee  
Kentucky Bar Association  
514 W Main Street  
Frankfort, KY 40601-1883

502-564-3794  
502-564-3225 fax

## **APPENDIX B GENERAL DOCUMENTATION POLICY \***

Documentation of disabilities is subject to review by university staff in Disability Resource Center or an outside consultant may be asked to review this documentation. Information reviewed by these individuals will be treated confidentially.

For all disabilities, the documentation must include information describing the impact of the disability on the major life activity (such as learning or walking) and the degree of impact upon the activity. Recommendations for suggested reasonable accommodations with explanations of how these recommendations correlate to the limitations and act to counter these limitations should also be included. A history of previous accommodations and impacts of the disability is also requested.

### 1. Verification of Physical Disabilities

A student with a physical disability must provide professional verification certified by a licensed physician, psychologist, audiologist, speech pathologist, rehabilitation counselor, physical therapist, occupational therapist or other professional health care provider who is qualified in the diagnosis of the disability. The verification must reflect the student's present level of functioning and the major life activity affected by the disability. The student shall provide the verification documentation to the Associate Dean for Student Life. The cost of obtaining an evaluation shall be borne by the student.

If the initial verification is incomplete or inadequate to determine the present extent of the disability and appropriate accommodations, the school shall have the discretion to require supplemental assessment of a physical disability. The cost of the supplemental assessment shall be borne by the student. If the school requires an additional assessment for purposes of obtaining a second professional opinion then the school shall bear any cost not covered by any third party payor.

### 2. Verification of Learning Disabilities

A student with a learning disability must provide professional testing and evaluation results which reflect the individual's present level of functioning and present achievement level. The Law School generally requires that assessment documentation be within the past three years, although less recent documentation may be accepted. The cost of obtaining the diagnostic report shall be borne by the student.

The four criteria necessary to establish a student's eligibility for learning disability adjustments or accommodations are: (1) average or above average intelligence as measured by a standardized intelligence test which includes assessment of verbal and non-verbal abilities; (2) the presence of a cognitive-achievement discrepancy or an intra-cognitive discrepancy indicated by a score on a standardized test of achievement which is 1.0 standard deviations or more below the level corresponding to a student's sub-scale or full-scale IQ; (3) the presence of disorders in cognitive or sensory processing such as those related to memory, language, or attention; and (4) an absence of other primary casual

factors leading to achievement below expectations such as visual or auditory disabilities, emotional or behavioral disorders, a lack of opportunity to learn due to cultural or socio-economic circumstances, or deficiencies in intellectual ability.

Documentation verifying the learning disability must:

- (A) Be prepared by a professional qualified to diagnose a learning disability, including but not limited to a licensed physician, learning disability specialist, or psychologist;
- (B) Include the testing procedures followed, the instruments used to assess the disability, the test score results, a written interpretation of the test results by the professional; and the rationale for recommending the accommodations;
- (C) Reflect the individual's present level of functioning in the achievement areas of: decoding; reading comprehension, reading rate, written expression, writing mechanics and vocabulary, writing, grammar, and spelling; and
- (D) Reflect the individual's present level of functioning in the areas of intelligence and processing skills.

The assessment must provide data that support the requests for any academic adjustment. In the event that a student requests an academic adjustment or accommodation that is not supported by the data in the assessment, or if the initial verification is incomplete or inadequate to determine the extent of the disability, then it is incumbent on the student to obtain supplemental testing at the student's expense.

### 3. Verification of Temporary Disability

Students seeking accommodations on the basis of a temporary disability must provide documentation verifying the nature of the condition, stating the expected duration of the condition, and describing the accommodations deemed necessary. A professional health care provider who is qualified in the diagnosis of such conditions must provide such verification. The assessment or verification of disability must reflect the student's current level of disability, and shall be no older than 60 days. The cost of obtaining the professional verification shall be borne by the student.

If the initial verification is incomplete or inadequate to determine the extent of the disability and appropriate accommodations the law school shall have the discretion to require supplemental assessment of a temporary disability. The cost of the supplemental assessment shall be borne by the student. If the law school requires an additional assessment for purposes of obtaining a second professional opinion then the school shall bear the cost.

Submit to Associate Dean for Student Life as early as possible. A new request must be submitted each semester no later than four weeks after the beginning of each semester. (Copies of this form are available in the associate dean's office).

**APPENDIX C  
ACCOMMODATION REQUEST FORM**

The Law School requires that you include current documentation (generally within the last three years) from a qualified diagnostician/licensed professional that diagnosed your disability and is familiar with the impact of your disability on your ability to perform in law school.

Name: \_\_\_\_\_ M or F \_\_\_\_\_

Social Security Number \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number (Day) \_\_\_\_\_ (Evening) \_\_\_\_\_

E-mail address: \_\_\_\_\_ Fax Number: \_\_\_\_\_

I have \_\_\_\_ or have not \_\_\_\_\_ previously submitted documentation of my disability to the law school.

**NATURE OF YOUR DISABILITY** (check all that apply and explain)

\_\_\_\_\_ Visually impaired \_\_\_\_\_

\_\_\_\_\_ Physical disability \_\_\_\_\_

\_\_\_\_\_ Learning disability \_\_\_\_\_

\_\_\_\_\_ Psychological disability \_\_\_\_\_

\_\_\_\_\_ Hearing impaired \_\_\_\_\_

\_\_\_\_\_ Other \_\_\_\_\_

Documentation: Attached \_\_\_\_\_ provided in application \_\_\_\_\_

**PAST ACCOMMODATION GRANTED FOR YOUR DISABILITY**

Were you granted testing accommodations for the LSAT, SAT, ACT, GRE, or GMAT examinations?

Yes \_\_\_\_\_ No \_\_\_\_\_. If yes, please specify which test you took and describe the accommodations you were given. When available, please include a copy of the score report(s).

Test   Date Administered   Score   Percentile   Accommodation Granted (please list)

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Did you receive additional test time for any exams while you were in college? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please list the type of test (e.g., essay, multiple-choice, etc.) and the course name and provide a letter

from the Office of Disabilities on its official letterhead. \_\_\_\_\_

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Did you receive any other accommodations while you were in college? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please explain \_\_\_\_\_

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**ACCOMMODATIONS REQUESTED** (be as specific as possible)

1. Test format (Check one only)

\_\_\_\_\_ Braille

\_\_\_\_\_ Audiocassette

\_\_\_\_\_ Large print (18 pt)

\_\_\_\_\_ Other \_\_\_\_\_

2. Test accommodations (The following are the most commonly requested test accommodations. If the accommodations you request are not listed, mark "other" and supply additional information).

\_\_\_\_\_ Additional test time (please specify and supply appropriate documentation)

\_\_\_\_\_ Use of a reader (supplied by UofL)

\_\_\_\_\_ Use of an amanuensis (scribe provided by UofL)

\_\_\_\_\_ Additional rest time (Please specify: \_\_\_\_\_ minutes of additional rest time requested and supply appropriate documentation from a licensed professional to support this request.)

\_\_\_\_\_ Other (specify) \_\_\_\_\_



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Signature

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Date

**APPENDIX D**  
**Accommodations Specialist Form**

Note: This form must be completed by a qualified diagnostician who is familiar with your disability and its impact on your ability to perform in a higher education academic setting. A narrative, history, or other documentation that the professional deems to be appropriate in demonstrating the impact of your disability must be included with this form. The diagnostic report must be specific in its recommendation(s) for accommodations. A detailed explanation must be provided as to why an accommodation is recommended and must reference specific tests, clinical observations, or other objective data such as audiograms, progress reports, visual acuities and visual fields, and so on. The impact of the disability and current need for accommodation must be demonstrated. Recommendations cannot be supported solely by a history of prior accommodation. If there is no history of prior accommodations, a detailed explanation needs to be included that addresses why no accommodations were used in the past and why accommodations are now needed.

**Student should return this form with his/her completed Accommodation Request Form.**

Student name: \_\_\_\_\_

Social Security #: \_\_\_\_\_ Date of birth: \_\_\_\_\_

**Licensed Professional/Qualified Diagnostician (for verification purposes only):**

Name: \_\_\_\_\_

Title (if applicable): \_\_\_\_\_

Address: \_\_\_\_\_

Telephone #: \_\_\_\_\_ Fax #: \_\_\_\_\_

Describe the student's disability: \_\_\_\_\_

\_\_\_\_\_

When did you last evaluate/treat the student? \_\_\_\_\_

Describe how the student's disability impacts his/her ability to perform in a law school setting: \_\_\_\_\_

\_\_\_\_\_

Describe specifically the basis of your diagnosis and attach the results of test(s) administered (or use the "Report of Assessment" form): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are there any significant sensory, motor, or cognitive deficits that would impact on the student's ability to perform in a law school setting? If yes, please specify/explain: \_\_\_\_\_

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**ACCOMMODATIONS RECOMMENDED** (be as specific as possible)

1. Test format (Check one only.)

\_\_\_\_\_ Braille

\_\_\_\_\_ Audiocassette

\_\_\_\_\_ Large print (18 pt)

\_\_\_\_\_ Other \_\_\_\_\_

2. Test accommodations (The following are the most commonly requested test accommodations. If the accommodations you recommend are not listed, mark "other" and supply additional information).

\_\_\_\_\_ Additional test time (please specify and supply appropriate documentation)

\_\_\_\_\_ Use of a reader (supplied by UofL)

\_\_\_\_\_ Use of an amanuensis (scribe provided by UofL)

\_\_\_\_\_ Additional rest time (Please specify: \_\_\_\_\_ minutes of additional rest time requested and supply appropriate documentation from a licensed professional to support this request.)

\_\_\_\_\_ Other \_\_\_\_\_

Please describe your academic credential(s) and qualifications that allow you to make this diagnosis and recommendations for accommodations: \_\_\_\_\_

**I certify that all the information on this form is true and correct to the best of my knowledge and belief.**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
License/Certification Number

\_\_\_\_\_  
Date

**Report of Assessment for Learning and Related Disabilities**  
**(Please print or type)**

Student name: \_\_\_\_\_ Social Security #: \_\_\_\_\_

Note: This form is being provided for your convenience. The following tests are frequently used to demonstrate the impact of an individual's disability. In order to be considered for additional test time as an accommodation for cognitive impairments, the student's documentation must include a psychoeducational assessment report that includes data from both cognitive and achievement measures. The assessment must have been conducted within the last three years (in the case of adults tested after the age of 21, testing within a five-year or longer period may be acceptable); identify an information-processing deficit; and identify an aptitude-achievement discrepancy of 1.5 standard deviations. For additional information about these requirements, please refer to the enclosed guidelines.

If other tests were used, please indicate the results of those tests on a separate page or in a separate report.

Cognitive Assessment: \_\_\_\_\_

Date Cognitive Assessment Completed: \_\_\_\_\_

Wechsler Adult Intelligence Scale—Third Edition (WAIS-III):

\_\_\_\_\_ Verbal \_\_\_\_\_ Performance \_\_\_\_\_ Full Scale

SCALED SCORES:

Information	_____	Picture Completion	_____
Digit Span	_____	Picture Arrangement	_____
Vocabulary	_____	Block Design	_____
Arithmetic	_____	Object Assembly	_____
Comprehension	_____	Digit Symbol	_____
Similarities	_____	Matrix Reasoning	_____
Letter-Number Sequencing	_____	Symbol Search	_____
Verbal Comprehension Index	_____	Working Memory Index	_____
Perceptual Organization Index	_____	Processing Speed Index	_____

Woodcock-Johnson Psychoeducational Batter-Revised – Part I: Cognitive Ability (please attach full printout and use age norms)

STANDARD SCORES ONLY:

Full Scale Broad Cognitive	_____	Processing Speed	_____
Reading Aptitude	_____	Auditory Processing	_____

Math Aptitude	_____	Visual Processing	_____
Written Language Aptitude	_____	Short Term Memory	_____
Other	_____	Other	_____

Processing Deficit Assessment

TEST	SUB-TEST	STANDARD/SCALED SCORES
WAIS-III	_____	_____
	_____	_____
	_____	_____
WOODCOCK-JOHNSON-R	_____	_____
	_____	_____
OTHER	_____	_____

Achievement Assessment

Date achievement assessment completed (please attach full printout including all subtests and use age norms): \_\_\_\_\_

TEST	SUB-TEST	STANDARD SCORE	PERCENTILE
WOODCOCK-JOHNSON-R	_____	_____	
Broad Reading	_____	_____	
Broad Math	_____	_____	
Broad Written Language	_____	_____	
Writing Fluency	_____	_____	
	_____	_____	
NELSON-DENNY	Comprehension	_____	_____
	_____	_____	_____
OTHER	_____	_____	

Other Tests Administered \_\_\_\_\_

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Aptitude-Achievement Discrepancy

Test scores documenting 1.5 Standard Deviations below aptitude

APTITUDE MEASURE/SUBTEST(S)

STANDARD SCORE

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ACHIEVEMENT MEASURE/SUBTEST(S)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Summary of Diagnosis: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I certify that all the information on this form is true and correct to the best of my knowledge and belief.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
License/certification Number

\_\_\_\_\_  
Date

## **Guidelines for Documentation of a Physical Disability\***

Students who request test accommodation must follow the current procedure for requesting accommodations. A detailed description of why an accommodation is needed and how it will reduce the impact of the documented functional limitation must be provided.

A detailed analysis of the impact of the candidate's physical impairment(s) on the specific tasks demanded by the law school is needed in order to determine if a functional limitation exists. The evaluation must detail the specific nature of the student's impairment and describe how this impairment currently substantially limits the student's ability to take the test under usual conditions. It is not enough to simply describe the typical symptoms and signs.

At a minimum, the following should be addressed in the documentation:

1. Diagnosis
2. History
3. Treatment/Medication
4. Current Impact
  - a. Functional Assessment of impairment
  - b. Other – Any physical limitation(s) that substantially limits the ability to take law school exams under standard testing conditions needs to be documented in a request for accommodations.

The assessment should be in narrative form and submitted by the diagnosing and/or treating specialist. Copies of chart notes alone are not acceptable.

*\* Physical disabilities can coexist with cognitive or psychiatric disorders. Students requesting accommodations on the basis of cognitive disabilities must also follow the documentation guidelines for a cognitive disability.*

## **Guidelines for Documentation of a Visual Disability**

The following information is being provided to assist you in obtaining a full visual report that reflects the current impact of your impairment. Please include exact measurements for each skill assessed. The report must be provided in narrative form; copies of chart notes alone are not sufficient. At a minimum, it should include the following:

**Visual and Medical History:** dates and reason for the evaluation.

**Visual Acuity:** with and without corrective lenses. Distance and near point acuities.

**Eye Health:** both external and internal evaluations.

**Binocular Evaluations:** eye deviation, diplopia, suppression, depth, etc.

**Focusing Skills:** at distance and near point, with and without lenses.

**Oculomotor Skills:** rating saccades, pursuits, tracking using dem or king devick tests.

**Visual Field:** a threshold field should be done, not confrontation.

**Diagnosis:** list all.

**Prognosis:** poor, fair, good, etc.

**Recommendations and Treatment plan:** what is next and why

**Any other tests that were done to support the current diagnosis and treatment plan.**

## **Vision Evaluation Report**

The Vision Evaluation Report must be completed by a qualified evaluator who is familiar with the candidate's disability and its impact on the student's ability to perform in a law school setting. The evaluator should address all sections in this form that pertain to the candidate's impairment. Please reference specific tests, clinical observations, or other objective data and provide documentation of test results, if relevant. To avoid delays in the processing of accommodation requests, it is very important that all information provided be legible. For your convenience, you may provide any explanations called for below in an attached letter or report, rather than on this form.

### **Visual and Medical History:**

### **Current Diagnosis:**

### **Best Corrected Visual Acuties for Distance and Near Vision:**

### **Eye Health (both external and internal evaluations):**

**Diagnosis-specific Findings (address all relevant areas)**

**Visual Field:** threshold field, not confrontation (provide measurements, and copies of reports)

**Binocular Evaluation:** eye deviation (provide measurements); diplopia; suppression; depth; etc. Specify the distance or near point.

**Accommodative Skills:** at near point, with and without lenses (provide measurements)

**Oculomotor Skills:** saccades, pursuits, tracking

Describe (1) how the individual's diagnosis and symptomology relate to his/her reading ability and (2) why each recommended accommodation is needed. Your recommendation cannot be supported solely by a history of prior accommodation. You may use this form, or you may prepare your narrative on a separate page. Use additional pages if needed.

I certify that all the information on this form is true and correct to the best of my knowledge and belief.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
License/certification Number

\_\_\_\_\_  
Date

## Physical Evaluation Report

The Physical Evaluation Report must be completed by a qualified evaluator who is familiar with the student's disability and its impact on the student's ability to perform in a law school setting. Please reference specific tests, clinical observations, or other objective data, if relevant, and attach other documentation if appropriate. The recommended accommodations cannot be supported solely by a history of prior accommodation.

To avoid delays in the processing of accommodation requests, it is very important that all information provided be legible. For your convenience, you may provide any explanations called for below in an attached letter or report, rather than on this form.

- I. Diagnosis:
- II. How does the condition (or its treatment) impact the candidate's ability to perform in a law school setting? (Check all that apply). For any items you check, please explain the impact of the impairment on the listed function and on the student's ability to perform the listed function over time (the standard time on law school exams is typically 3 or 4 hours). Also, explain why the functional limitation necessitates the requested accommodation(s).

\_\_\_\_\_ Limits the ability to write. **Explain:**

\_\_\_\_\_ Limits the ability to draw diagrams. **Explain:**

\_\_\_\_\_ Limits the ability to underline text. **Explain:**

\_\_\_\_\_ Limits the ability to use a standard Scantron answer sheet. **Explain:**

\_\_\_\_\_ Causes fatigue. **Explain:**

\_\_\_\_\_ Causes pain in this setting. **Explain:**

\_\_\_\_\_ Requires breaks for medical routines (e.g., check blood sugar, relieve pressure, move about, stretch, take medication, toileting). **Explain:**

\_\_\_\_\_ Other. **Explain:**

I certify that all the information on this form is true and correct to the best of my knowledge and belief.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
License/certification Number

\_\_\_\_\_  
Date

**Authorization to Release Information\***

All information related to your request for accommodations, including, but not limited to the following: the type of accommodations provided, the Specialist Form, Report of Assessment (if applicable), the Accommodations Granted/Testing Time Tracking Form, and all statements or documentation submitted by qualified diagnosticians/licensed professionals will be included in your student record and will be released only upon your written authorization to release such information.