Illinois Institute of Technology

CENTER FOR DISABILITY RESOURCES

Handbook for Students with Disabilities

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Illinois Institute of Technology
Handbook for Students with Disabilities

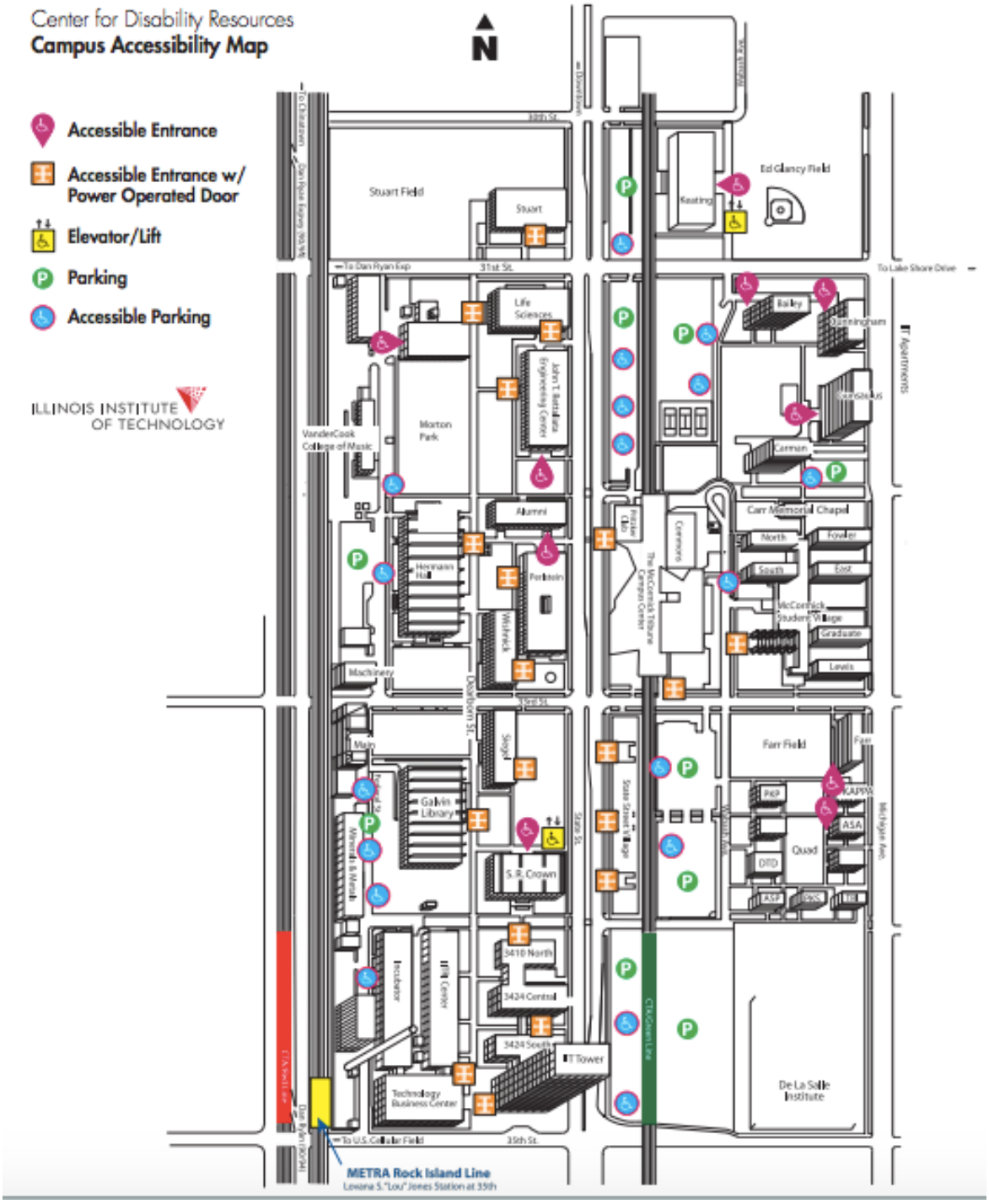
The purpose of this handbook is to provide students, faculty, and other personnel with information regarding the services available to those attending Illinois Institute of Technology who have documented disabilities that substantially limit one or more of their major activities of daily living.

Although this handbook is not designed to be all inclusive, it should serve as a guideline for appropriate protocol when specific concerns arise. The Center for Disability Resources (CDR) welcomes any feedback regarding the clarity and ease of use of this handbook. Please feel free to send suggestions for any future editions.

Illinois Institute of Technology is committed to providing all individuals with disabilities the opportunity to make the most of their education. A positive educational experience is accomplished by encouraging independence in an environment conducive to learning equality. The Center for Disability Resources serves as a liaison for students with disabilities to request academic accommodations and the necessary services that may assist these students in maximizing their educational experience.

If there are any questions regarding the procedures and policies relating to individuals with disabilities at Illinois Institute of Technology, please contact the CDR at: 312-567-5744.

IIT CAMPUS ACCESSIBILITY MAP



Mission Statement

The mission of the Center for Disability Resources (CDR) at Illinois Institute of Technology is to ensure that qualified individuals with disabilities are provided an equal opportunity to participate in and benefit from the academic and vocational opportunities available at IIT. The CDR provides reasonable accommodations and support services to qualified students, faculty, staff, and guests with disabilities on an individualized case-by-case basis and in accordance with the Americans with Disabilities Act. Persons with disabilities are recognized for their abilities, rather than their disabilities, or stereotypical attributes ascribed to their respective impairments regardless of what they may be. The CDR strives to foster equal access, self-determination, and cultural inclusion. This is sought through coordinating the provision of academic modifications and accommodations, auxiliary aids and services and environmental adaptations for qualified individuals with disabilities while providing advocacy support, technical assistance, and outreach on disability-related issues to the IIT community.

The CDR is the designated office of Illinois Institute of Technology that obtains and files disability-related documents, certifies eligibility for disability services, determines reasonable accommodations, and develops and coordinates plans for the provision of such accommodations for students, faculty, staff, and guests with disabilities. The Center is housed within and affiliated with Illinois Institute of Technology's Office of Student Affairs.

Contact Us

- Please contact the Center for Disability Resources to apply for available services at least 3 weeks prior to the beginning of each semester to assess needs and complete planning.
- Those requesting text in alternate formats should allow a minimum of 5 weeks prior to the beginning of each semester.
- Students should register during priority registration and check access to each course and immediately inform the Center for Disability Resources of the class schedule.

Contact Information:

IIT Center for Disability Resources
3424 S. State St., Room 1C3-2
Chicago, Illinois 60616

Email: disabilities@iit.edu
Fax: 312.567.3845
Phone: 312.567.5744
disabilities@iit.edu
gwalley@iit.edu

Center for Disability Resources
Approach to Working with Students with Disabilities

The CDR is committed to:

1. Conforming to the applicable federal, state, and institution policies regarding regulations and definitions pertaining to students with disabilities.

2. Providing services that comply with external and internal policies and laws to students through the CDR.

3. Upholding academic standards in the context of these policies and services.

4. Assisting students with disabilities in obtaining appropriate accommodations.

5. Maintaining confidentiality for students with disabilities.

Legal Guidelines[1]

Illinois Institute of Technology is subject to the requirements of Section 504 and Section 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) as amended, due to its status as a public entity. Title II of the ADA prohibits discrimination against qualified individuals with disabilities regarding the services, programs and activities offered by the institution.

Definition of Disability

A person with a disability is one who has a physical or mental condition which substantially limits one or more major life activities or has a record of such a condition or is regarded as having such a condition by a prudent person.

A physical disability is a physical condition, anatomic loss, or cosmetic disfigurement which was caused by bodily injury, birth defect or illness.

A mental disability includes developmental disabilities such as mental retardation, autism, or any other neurological conditions; an organic or mental condition that has substantial adverse effects on an individual's cognitive or volitional functions, such as central nervous system disorders; significant discrepancies among mental functions of an individual including any mental or psychological disorder such as a head injury; emotional or mental illness; and specific learning disabilities.

Major life activity may include: caring for oneself, walking, seeing, hearing, speaking, working or learning.

Applicable Laws

With regard to students who identify themselves as having a disability, Illinois Institute of Technology adheres to the laws established by Section 504 and 508 of the Rehabilitation Act of 1973 and the ADA when providing support services to students with disabilities.

The Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in programs run by federal agencies; programs that receive federal financial assistance. Like the ADA, the Rehab Act has several sections.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on disability in any program or activity operated by recipients of federal funds. It states, "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance..."

[1] Text adapted from Lakeland Community College Handbook for Students with Disabilities, 4th Ed.

Section 508 of the Rehabilitation Act of 1973 requires federal electronic and information technology to be accessible to people with disabilities, including employees and members of the public. An accessible information technology system is one that can be operated in a variety of ways and does not rely on a single sense of ability of the user. For example, a system that provides output only in visual format may not be accessible to people who are blind or have low vision and a system that provides output only in audio format may not be accessible to people who are deaf or hard of hearing. Some individuals with disabilities may also need accessibility related software or peripheral devices in order to use systems that comply with Section 508.

Title II of the Americans with Disabilities Act of 1990 (ADA) prohibits discrimination based on disability by public entities, regardless of whether they receive federal financial assistance. Title II states: "(N)o qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity."

The ADA calls for "reasonable modifications" in accommodations of such persons. If reasonable modifications are not evident, effort must be made to look for accommodations. Those accommodations resulting in an "undue burden" or "significant difficulty or expense" are not required by the ADA. A faculty member would be expected to consult with the Student Accommodation Center before denying an accommodation. On the other hand the faculty member has the right to determine if an identified accommodation "fundamentally alters" the course and can suggest an alternative accommodation.

General Guidelines for Disability Documentation

Students diagnosed with physical and/or mental impairments qualify as persons with disabilities when their conditions substantially limit them in one or more major life activities. Illinois Institute of Technology provides reasonable accommodations to students with disabilities with consultation from their academic programs. Reasonable accommodations are adjustments to policies, practices, or procedures that facilitate equal access and opportunity for students with disabilities to the university's programs, activities and services. In order to ensure that students' needs are directly linked to these accommodations, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) allow higher education institutions to require disability documentation to verify disability status and the need for reasonable accommodations.

The Center for Disability Resources (CDR) has established the following disability documentation guidelines.

Documentation must be:

1. Recent enough to assess the current impact on learning or a major life activity. Please refer to specific documentation guidelines for each type of disability. Please note that students requesting accommodations due to a chronic medical condition must submit documentation dated within six (6) months *as well as* annually updated documentation.

2. Sufficiently comprehensive to establish clear evidence of a substantial impact on one or more major life activities.

3. Sufficient to establish a direct link between the underlying impairment and the requested accommodations.

4. Issued by a medical or other qualified, licensed professional, printed on letterhead, dated, signed, and including the professional's licensing information.

Documentation must also include:

1. The student's history of receiving reasonable accommodations and academic adjustments, if such history exists.

2. Specific recommendations for accommodations as well as an explanation as to why each is recommended.

Please note:

- Referrals for all types of disability evaluations are available from the CDR. The student must bear any cost incurred in obtaining additional information. Please refer to specific documentation guidelines for each type of disability. If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation(s), the CDR has the discretion to require additional documentation.

- Students must complete the application process and submit disability documentation before they can receive accommodations and services. The CDR reserves the right to deny services or reasonable accommodations while the receipt of appropriate documentation is pending.

- Documentation written in a language other than English must be translated and notarized. All such documentation as well as documentation from outside the United States written in English must follow CDR guidelines.

Please reference Appendix A for guidelines regarding specific disabilities.

Registration and Services

Students may be referred to the CDR by:

a. Self
b. Parent
c. Faculty member
d. Student Health and Wellness Center (SHWC) clinician or other healthcare provider
e. Medical professional
f. Counselor, psychotherapist, or psychologist
g. Friend/other

I. Active Roster

An undergraduate or graduate student is considered to be on the active roster only after completing the following steps: fill out all office forms, provide current documentation, accept reasonable accommodations, and register for courses. Students seeking accommodations or support services from the CDR are required to register with the office. This does not occur automatically upon enrollment at Illinois Institute of Technology.

Only students on the active roster are ensured their identified accommodations for the applicable academic term. Ideally, students are placed on the active roster after meeting or getting in touch with the CDR prior to or during the beginning of the semester. The CDR will assist students at any point in their education journey, however, if requests for accommodations are not made in a timely manner there may be a delay in the delivery of those services.

New Students

A. Must identify themselves as a person with a disability to the CDR.

B. Must provide appropriate documentation of their disability.

1. Documentation includes a diagnosis from a professional in a field related to disabilities that affect learning such as:

A. Medical doctors

B. Psychiatrists

C. Psychologists

D. Appropriate representatives of community agencies.

E. Other qualified professionals

2. Documentation includes test scores, other evidence to support the diagnosis, release forms, Individualized Education Plan (IEP), Individualized Transition Plan (ITP), Multifactored Exam (MFE), Evaluative Team Report (ETR), and any suggested accommodations.

C. Shall identify appropriate accommodations in consultation with the CDR.

Returning Students

A. Must review their accommodations *prior to each term*, ideally, during priority registration with the CDR.

B. Will revise or update documentation as needed.

II. Services Provided to Students on the Active Roster

Each term, the CDR will coordinate support services for students on the active roster. Although all supports, services and accommodations are provided on a case-by-case basis, frequently provided services may include:

A. Registration and Classroom

1. Priority registration
2. Inform faculty of students with documented disabilities in the classroom and suggest accommodations.
3. Coordinate with faculty members to meet students' needs while maintaining academic standards.
4. Coordinate classroom requirements with the needs of students.
5. Assist in obtaining access to recording for the blind and dyslexic and other resources as available.
6. Provide sign language interpreter, readers and test proctors when necessary.
7. Provide access to assistive technology as needed.

B. Collaborative efforts

1. Coordinate services with government agencies.
2. Advocate for accessibility to Illinois Institute of Technology facilities.
3. Serve as a resource to outside public and private agencies.
5. Provide workshops.
6. Promote participation in student activities.

III. Confidentiality

Confidentiality is a concern of many students with disabilities. The CDR maintains a confidential file for each student which includes: relevant documentation, the application, and any other documents pertinent to the student's full participation as an IIT student.

On several occasions, students have requested that the Center for Disability Resources to send copies of their documentation to outside institutions. Since we maintain only copies of your documentation, we cannot honor that request because it our policy to not send copies of copies. See page 15 for more information regarding confidentiality.

IV. CDR Liaisons

Illinois Institute of Technology considers its faculty and academic program staff to be important partners in the university's efforts to reasonably accommodate students with disabilities. With this in mind, IIT has established a network of disability services liaisons to facilitate equal access to all university programs for students with disabilities. These liaisons are representatives from students' respective colleges who assist CDR in coordinating the provision of reasonable accommodations. These individuals help to determine the most appropriate accommodations for students with disabilities and serve as an important link between CDR and IIT's colleges. The CDR will contact college liaisons when / if necessary to accommodate student needs.

V. Specific Accommodations

Please note that there are policies and procedures for the provision of specific accommodations, including housing, note-taking services, testing accommodations, sign-language interpreting services, and speech-to-text services. Please see Appendices for more information.

Disability Housing Accommodations

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), Illinois Institute of Technology provides reasonable accommodations to students with disabilities in housing. For students whose disabilities substantially limit their ability to live in IIT's traditional housing arrangements, accommodations are provided.

Housing accommodations are determined on a case-by-case basis, according to documented need, and prevailing standards for reasonable accommodations. These accommodations are made after a determination of the student's disability status and that his or her particular disability necessitates adjustments to the living environment and available housing options. With this in mind, the university has established the following procedures to ensure that students with disabilities have equal access to IIT's housing resources.

Please note: Students who have medical conditions that do not constitute a disability may also apply for a special assignment or transfer to a location that may better addresses their needs through standard housing procedures. While applications submitted after these dates will be accepted and considered, IIT cannot guarantee that it will be able to meet late applicants' accommodation needs, including any needs that develop during the semester.

Procedures:

1. Follow general housing procedures, including relevant applications; please refer to the housing website for this information: *http://www.housing.iit.edu/*. Students must be eligible for university housing in order to be eligible for housing accommodations.
2. Submit a completed* Disability Housing Accommodations Request Form and required disability documentation (see general guidelines and specific guidelines) to:

IIT Center for Disability Resources
3424 S. State St., Room 1C3-2
Chicago, Illinois 60616

Email: disabilities@iit.edu
Fax: 312.567.3845

*Incomplete applications or those without disability documentation will not be considered.

3. All requests for disability housing accommodations, along with all of the required documentation and forms referenced above, must be submitted each year* to the Center for Disability Resources by the following dates:
   - Fall semester: June 1st
   - Spring semester: December 1st

IIT students must re-apply for disability housing accommodations each year and submit new disability documentation. Students must submit updated documentation if requesting additional accommodations.

Confidentiality Policy

General Rule

The Family Educational Rights and Privacy Act (FERPA) regulates disclosure of disability documentation and records maintained by the Center for Disability Resources (CDR). Under this federal act, prior written consent by the student is required before CDR may release disability documentation or records. (See Permission to Disclose Records Form, Appendix B.)

Exception to the Rule

Under FERPA, the CDR is permitted to release information to any school official who has a "legitimate educational interest."

What does this mean?

Faculty members or other school officials, such as tutors, may request information about the impact of a student's disability on his or her ability to learn. CDR will only share information with other school officials when appropriate and will carefully balance a student's request for confidentiality and the request for additional, relevant information about the student. The CDR seeks to preserve the student's wish to keep his / her disability information and status confidential. The CDR is extremely sensitive to this issue.

Other Student's Rights under FERPA

FERPA also allows students to inspect and review their files that are maintained by the CDR. Students have the right to challenge any information contained in the files that is incorrect, misleading, or inaccurate, and request an amendment to this misinformation.

Faculty Guide

Faculty and Staff requesting accommodations for their own disabilities must contact Human Resources at 312-567-3318.

Faculty Procedures for Testing Accommodations

In many cases, students with disabilities are given accommodations related to administration of examinations. These testing accommodations modify, in specific ways, the way an exam is administered to students. Typical testing accommodations include extended time in which to complete the exam, alternate format (e.g. large print), a smaller proctored environment in which to take the exam, and the use of a computer or other assistive technology. The intent of testing accommodations is not to alter performance requirements or lessen course standards; rather, their purpose is to ensure equal access to the testing setting for students with relevant disabilities and to remove barriers that traditional exam administration presents.

Such testing accommodations can either be provided directly by course instructors or by the CDR. Many instructors have been able and prefer to coordinate these accommodations with assistance from their teaching assistants. If faculty members choose to provide accommodations, they must be prepared to:

- Provide an appropriate testing environment, including a dedicated testing space that is quiet, offers minimal distractions, and provides the ability to take and complete the exam without interruption.
- Ensure that students with disabilities have the same exam opportunities and resources as all other students (e.g. the opportunity to ask clarifying questions related to the exam.)

Frequently, students request to take exams in the CDR. The staff at the CDR is equipped to administer exams in an appropriate and secure manner. To arrange testing accommodations through the CDR, students have been instructed to notify the office at least one (1) week prior to the exam date. This lead-time is necessary so that the CDR can secure space and proctors to administer the exam.

All exams must be delivered to the CDR at least one-day prior to the administration date. Exams can be sent via email to disability@iit.edu or dropped off at the CDR office (Tech South 1C3-2). If during the exam you provide the class additional instructions or make modifications to the exam, please contact the CDR by calling 312-567-5744 so that we may alert the student to such changes.

Frequently Asked Questions

Students

What are reasonable accommodations?
These are adjustments to policy, practice, and programs that "level the playing field" for students with disabilities and provide equal access to IIT's programs and activities. Examples include the administration of exams, note taking services, sign language interpretation, assistive technology, and coordination of accessible housing needs. Accommodation plans and services are individualized to match the disability-related needs of each student and are determined according to documentation and the student's program requirements.

How are reasonable accommodations determined?
Accommodations are determined on a case-by-case basis after the CDR considers the student's needs as described in their disability documentation. Faculty members also have the opportunity to consult with the CDR on the final determination of accommodations for each of their courses and students. Some accommodations may be appropriate in one course or program, but not in another.

What are my rights?
Illinois Institute of Technology students with disabilities have the right to equal access to all programs, facilities, and resources offered by the university. Furthermore, they have the right to make self-directed decisions about their participation in all aspects of university life. With these principles in mind, the CDR works closely with IIT students with disabilities to ensure their equal access, to promote their independence, and to support them in the efforts to make informed academic and personal choices. More on Rights and Responsibilities.

I'm having difficulty with a couple of my classes. Does the CDR provide tutoring?
For tutoring, please visit IIT's Academic Resource Center (ARC) at http://arc.iit.edu/.

Faculty

How will I know if a student with a disability is enrolled in one of my courses?
Students registered with the CDR will present an Accommodation Letter that outlines CDR recommendations for accommodations for your course. The CDR strongly encourages students with disabilities to present these letters at the beginning of the semester, however, some students elect not to for a variety of reasons. The CDR advises these students that accommodations are not retroactive and are more difficult to negotiate later in the semester. If you suspect that a student has a disability and is in need of accommodations, please contact the CDR.

Why do students with disabilities often need testing accommodations?
In some cases, students with disabilities are entitled to accommodations related to

administration of examinations. These testing accommodations modify, in specific ways, the way an exam is administered to students. Typical testing accommodations include extended time in which to complete the exam, alternate format (e.g. large print), a smaller proctored environment in which to take the exam, and the use of a computer or other assistive technology. The intent of testing accommodations is not to alter performance requirements or lessen course standards; rather, their purpose is to ensure equal access to the testing setting for students with relevant disabilities and to remove barriers that traditional exam administration presents.

How are reasonable accommodations determined by the CDR?
Accommodations are determined on a case-by-case basis after the CDR considers the student's needs as described in their disability documentation. The CDR has established strict disability documentation guidelines that provide enough information to determine the student's disability status and their related accommodation needs. Faculty members also have the opportunity to consult with the CDR on the final determination of accommodations for each of their courses and students. Some accommodations may be appropriate in one course, but not in another.

Where are you located and what are your hours?

Main Campus
Illinois Institute of Technology
Tech South Building, Room 1C3-2
3424 S State Street
Chicago, IL 60616

Office hours are by appointment and generally occur Monday – Friday, between 8:30AM and 5PM. The expedited and preferred method of contact is via email at: disabilities@iit.edu.

What should I do if a student approaches me about an accommodation that was not included in the Accommodation Letter from the CDR?
Faculty should refer students to the CDR to evaluate the student's new request. The CDR will review their request along with their disability information and consult with the faculty member to determine if the student's requested accommodation is appropriate for that course.

What is assistive technology and what types of students with disabilities benefit from it?
Assistive technology is any piece of computer software, hardware, or equipment that makes technology accessible to people with disabilities. Examples of assistive technology include screen magnification software, screen reading software, Braille translation software, accessible computer or laboratory stations, or audio textbooks.

Requesting Other Services

Information regarding Note-Taking

Note-taking services are provided as a reasonable academic accommodation for students with documented disabilities that interfere with students' ability to take notes in class. Students must receive prior approval from the CDR before this service is coordinated on their behalf. The CDR recruits a classmate to provide a set of course notes to a student through a system designed to preserve the anonymity of students receiving this service. Alternatively, student can request note-taking services from a particular student and inform the CDR of this. The CDR will then reach out to this classmate. Note-takers are compensated for their services. The CDR has established note-taking guidelines that outline the process for requesting note-taking services, student responsibilities, and note-taker responsibilities.

Requesting services: Google Forms

All requests (e.g., sending out accommodation letters to professors, exam scheduling, note-taking) are to be made through Google forms using the link below:

https://sites.google.com/iit.edu/cdr-exam-scheduling/home

All students are encouraged to familiarize themselves with the CDR's Google Site. The site allows students to schedule exams to be taken in the CDR, request accommodation letters to be sent to instructors, and other services the CDR provides.
Note: students must be logged into their IIT portal to access this link.

Illinois Institute of Technology
Handbook for Students with Disabilities

APPENDIX A

Documentation Guidelines

ADHD Documentation Guidelines

The following guidelines describe the necessary components of acceptable documentation for students requesting accommodations on the basis of Attention-Deficit Hyperactivity Disorder (ADHD). Students are encouraged to provide their clinicians with a copy of these guidelines.

Documentation must include all of the following elements:

1. An evaluation performed by a **qualified, licensed professional** (e.g. psychologist or psychiatrist) who has had training in and direct experience with ADHD. Information about professional credentials, including licensing and certification, and areas of specialization must be clearly listed in the report.
2. An evaluation dated **within three (3) years**, with updates provided when relevant changes in behavior or medication occur. *Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is necessary to provide recent documentation.*
3. An **evaluation summary** based on more sources than the student's self-report and which includes a **diagnostic interview** with the following information:
    - Evidence that the condition was exhibited in childhood in more than one setting.
    - A history of the individual's attention symptomatology and presentation of current impulsive / hyperactive or inattentive behaviors, as well as relevant medication history.
4. **Neuropsychological or psycho educational assessments**. (Relevant testing needed to determine the current impact of the condition on the individual's academic functioning.)
5. A **specific diagnosis** (not merely a reference to symptoms) which corresponds with a diagnosis listed in the American Psychiatric Association's *Diagnostic and Statistical Manual – 5 (DSM-5)*.
6. A narrative **clinical summary** which includes the following:
    - An indication that other possible causes of the presenting behavior have been ruled out.
    - Whether the evaluation occurred while the student was taking medication and how the results were affected.
    - A description of functional limitations and the impact of the condition on the student's current participation in courses, programs, services, or any other university activities.
    - Documentation of the student's use of medication and its ameliorative effects.
    - Recommendations for academic accommodations, including a rationale for each.

Please note: Students described as experiencing test anxiety or difficulties with organization, memory, or concentration in specific situations may not have an impairment that rises to the level of a disability under the Americans with Disabilities Act.

Chronic Medical and Other Conditions Documentation Guidelines

Nonspecific disabling injuries include but are not limited to all chronic health conditions (asthma, diabetes, sickle cell anemia, etc.), orthopedic injuries or impairments (ankle surgery recovery, broken hand, etc.) or any other condition, which substantially limits a student's academic participation.

The following guidelines describe the necessary components of acceptable documentation for students requesting accommodations on the basis of nonspecific disabling injuries and conditions. Students are encouraged to provide their clinicians with a copy of these guidelines.

Documentation must include all of the following elements:

1. An evaluation performed by a **qualified, licensed professional** (medical or other) describing the nature of the condition including information pertaining to the history, expected course of treatment, and limitations resulting from the condition or treatments.
2. A **recent** evaluation allowing an assessment on the current impact on academic functioning. The CDR Director will assess and determine recency needed on a case-by-case basis. *Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is necessary to provide recent documentation.*
3. An evaluation which provides clear evidence of the condition(s)' functionally limiting manifestations relevant to academic or other university life participation. Evaluation and other documentation should also include:
    - A description of the impact of the condition on the student's current participation in courses, programs, services, or any other university activities.
    - Recommendations for academic accommodations, including a rationale.

Learning Disability Documentation Guidelines

The following guidelines describe the necessary components of acceptable documentation for students with learning disabilities. Students are encouraged to provide their clinicians with a copy of these guidelines.

Documentation must include all of the following elements:

1. Test performed by a **qualified evaluator**: clinical or educational psychologist, learning disabilities specialist, or physician known to specialize in learning disabilities. Information about professional credentials, including licensing and certification, and areas of specialization must be clearly listed in the report.
2. Current testing: administered **within the past three (3) years** for students age eighteen and older, and within one year for students under the age of eighteen. *Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is necessary to provide recent documentation.*
3. Comprehensive psycho-educational evaluation with appropriate standardized instruments (see below), and includes a diagnostic interview and clinical summary. The evaluation report should also include:
    - **Dates** of testing.
    - An indication to the **norm-reference group**. For example, the report must specifically indicate how the student performs in relationship to the average person in the general population.

The following areas must be assessed using standardized instruments. Actual scores from all above instruments must be provided. If grade equivalent scores are included, they must be accompanied by standard scores and/or percentile rank scores.

Aptitude:
The *Weschler Adult Intelligence Scale IV (WAIS-IV)* with subtest scores is the preferred instrument. The *Woodcock-Johnson Psycho educational Battery III: Tests of Cognitive Ability* or the *Stanford-Binet Intelligence Scale-IV* is acceptable.

Achievement:
Assessment of comprehensive academic achievement in the areas of reading (decoding and comprehension), mathematics (calculation and problem solving), oral language, and written expression (spelling, punctuation, capitalization, writing samples) is required. The *Woodcock-Johnson Psycho-educational Battery III: Tests of Achievement* is the preferred instrument. The *Scholastic Abilities Test for Adults (SATA)* and the *Stanford Test of Academic Skills (TASK)* is acceptable.

Other specific achievement tests such as the *Test of Written Language-3 (TOWL-3)*, *Woodcock Reading Mastery Tests-Revised*, the *Stanford Diagnostic Test*, and the *Nelson-*

Denny Reading Test can be helpful when results are utilized to support other standardized instruments.

Please note:

- The *Wide Range Achievement Test 3 (WRAT-3)* is NOT a comprehensive measure of achievement and therefore should not be the only measure of overall achievement utilized.
- The Reading, Math, and Writing Fluency subtests of the Woodcock-Johnson Psycho-educational Battery III: Tests of Achievement and the One Minute Reading Rate subtest of the Nelson-Denny Reading Test should not be provided as the sole documentation of processing speed and/or reading, math, and writing speeds.
- Results from the Nelson-Denny Reading Test form G or H should be included for students who are documenting a reading disability. If the impairment involves reading speed, the *NDRT* should be administered under both standard and un-timed conditions.

Information Processing:

Specific areas of information processing (e.g. short- and long-term memory, sequential memory, auditory and visual perception processing, and processing speed) must be assessed. Use of the *Woodcock-Johnson Psycho-educational Battery III-Tests of Cognitive Ability* (Standard Battery-subtests 1-10) or subtests from the *Wechsler Adult Intelligence Scale III (WAIS-III)* is acceptable.

A diagnosis as per the American Psychiatric Association's *Diagnostic and Statistical Manual – 5 (DSM-5)* is also required. Terms such as "learning problems," "learning differences," "weaknesses," etc. are not the equivalent of learning disability.

Testing must demonstrate that the Learning Disability currently and substantially limits a major life activity, and indicate how the student's current participation in courses, programs, services, or any other activity of the university may be affected.

Please also note:

- While a student's Individualized Educational Plan (IEP) may be submitted as evidence of past accommodations, it is not sufficient documentation. An IEP is the plan that the student's high school team developed to promote their academic success.

Physical Disability, Neurological Conditions, or Mobility Impairments Documentation Guidelines

The following guidelines describe the necessary components of acceptable documentation for students requesting accommodations on the basis of mobility, systemic, or disease-related disabilities. Students are encouraged to provide their clinicians with a copy of these guidelines.

Documentation must include all of the following elements:

1. Identification of the disabling condition(s).
2. An evaluation provided by a **qualified, licensed medical professional**
   Note: Typically M.D.s are the only professionals qualified to perform these assessments.
3. An evaluation which provides the functionally limiting manifestations of the condition(s) relevant to academic or other university life participation.
4. An evaluation dated **within three (3) years**, with updates provided when relevant changes in behavior or medication occur. *Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is necessary to provide recent documentation.*

Psychiatric Disability Documentation Guidelines

The following guidelines describe the necessary components of acceptable documentation for students requesting accommodations on the basis of psychiatric disability. Students are encouraged to provide their clinicians with a copy of these guidelines.

Documentation must include all of the following elements:

7. An evaluation performed by a **qualified, licensed professional** (e.g. psychologist, psychiatrist, psychiatric nurse practitioner, or clinical social worker.) An assessment from a general physician typically does not suffice.
8. An evaluation dated **within six (6) months** of the date of CDR registration or when relevant changes in behavior or medication occur, whichever is more recent. Older evaluations will be considered if submitted with more recent supplemental documentation. In addition, documentation will need to be updated at the beginning of each academic year in order to assess up-to-date accommodation needs. *Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is important to provide recent documentation.*
9. **Current treatment**, including counseling, specific therapies, prescribed medications and any resulting side effects that could compromise academic functioning.
10. A **specific diagnosis** (not merely a reference to symptoms) which corresponds with a diagnosis listed in the American Psychiatric Association's *Diagnostic and Statistical Manual – 5 (DSM-5)*. Please note that a diagnosis in and of itself does not automatically warrant approval of requested accommodations.
11. A narrative **clinical summary** which includes:
    - A history of presenting symptoms, the current severity and expected duration of symptoms, a description of functional limitations, and the impact of the disability on the student's current participation in courses, programs, services, or any other university activities and a basis for the opinion.
    - Recommendations for academic accommodations, including a rationale.

Please see specific guidelines for ADHD documentation on page 21.

Sensory Disability Documentation Guidelines

The following guidelines describe the necessary components of acceptable documentation for students requesting accommodations for sensory disabilities. Students are encouraged to provide their clinicians with a copy of these guidelines.

Hearing

Students requesting accommodations due to deafness or hard-of-hearing must provide documentation with all of the following elements:

- An audiological evaluation and/or audiogram **dated within six (6) months**, particularly if the condition is subject to change. *Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is important to provide recent documentation.*
- A clinical summary of the functional implications of the diagnostic data.
- A **history** of accommodations received in the past.
- **Recommendations** for reasonable accommodations that address the student's functional impairments, with particular regard to communication devices and methods (e.g. sign-language interpreting services, assisted listening devices, C-Print, or CART services) and a rationale in support of each recommendation.

Visual

Students requesting accommodations on the basis of low-vision or blindness must provide documentation with all of the following elements:

- An ocular assessment or evaluation from an ophthalmologist, or a low vision evaluation of residual visual function, where appropriate, **dated within six (6) months**, particularly if the condition is subject to change*. Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is important to provide recent documentation.*
- An assessment of functionally limiting manifestations of the vision disability.
- A **history** of accommodations received in the past.
- **Recommendations** for reasonable accommodations that address the student's functional impairments, with particular regard to assistive technology and alternate formats for print materials and a rationale in support of each recommendation.

Traumatic Brain Injury (TBI) Documentation Guidelines

The following guidelines describe the necessary components of acceptable documentation for students requesting accommodations on the basis of a traumatic brain injury (TBI). Students are encouraged to provide their clinicians with a copy of these guidelines.

Documentation must include all of the following elements:

1. An evaluation performed by a **licensed neuro-physiologist or neurologist**.
2. A thorough **neuropsychological evaluation** which includes an assessment of: attention, visual perception/visual reasoning, language, academic skills, memory/learning, executive functioning, sensory, motor, and emotional status.
3. Evidence of current impairment, including a history of individual's presenting symptoms and evidence of behavior that significantly impairs functioning.
4. An evaluation dated **within three (3) years**, with updates provided when relevant changes in behavior or medication occur. *Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is necessary to provide recent documentation.*
5. A narrative **clinical summary** which:
    a. Indicates the substantial limitations to major life activities posed by the disability
    b. Describes the impact of the disability on the student's current participation in courses, programs, services, or any other university activities and a basis for the opinion.
    c. Recommendations for academic accommodations, including a rationale.

Illinois Institute of Technology
Handbook for Students with Disabilities

APPENDIX B

Important Forms

ILLINOIS INSTITUTE OF TECHNOLOGY

Center for Disability Resources

APPLICATION FOR ACCOMMODATIONS & SERVICES

Please allow at least two weeks for the Center for Disability Resources to review your application and supporting documentation. Please note that your application cannot be reviewed until documentation is received. Documentation Guidelines are available in the CDR office and online. Please also note that a separate application and guidelines are available for housing accommodations. After the CDR has reviewed your application, you will be contacted via e-mail with information about the status of your application. Please contact the CDR if you have questions regarding the CDR registration process.

Section I: Student Information

Name: _____

Today's date: _____

IIT ID #: _____

Date of Birth: _____

Gender: _____

Permanent Address: _____
(Street & Apt. #)

_____
(City) (State) (Zip)

Campus Address: _____

Phone # (Campus): _____

Phone # (Cell): _____

Phone # (Permanent): _____

IIT E-mail Address (If Available): _____

Other E-mail Address:

In case of emergency, whom may we contact on your behalf?

Name: _____

Phone: _____

Address: _____
(Street & Apt. #)

_____
(City) (State) (Zip)

Relationship:

❑ *Intensive English Program (IEP) students please check this box and move to Section III*

Section II: Education Information

School: _____

Major / Program: (Include Graduate or Undergraduate) _____

First Semester at IIT: _____

Anticipated Graduation Date: _____

Please briefly describe your program. Be sure to include information about fieldwork, clinical or laboratory components, comprehensive examinations, a thesis/dissertation, or other requirements that may impact your disability or need for accommodations:

_____

_____

Section III: Disability Related Information

Please answer the following questions regarding your disability and how it impacts your ability to learn, attend, or participate in university life.

1. Please indicate your disability type(s). Check all that apply:

- ❑ Learning Disability
- ❑ Attention Deficit/Hyperactivity Disorder (AD/HD)
- ❑ Chronic Medical Condition

- ❑ Physical Disability (mobility impairment)
  - ➢ Please specify:
- ❑ Psychiatric Disability (psychological or mental illness)
  - ➢ Please specify:
- ❑ Visual Impairment or Blindness
- ❑ Deaf or Hard-of-Hearing
- ❑ Traumatic Brain Injury
- ❑ Temporary Injury/Condition
  - ➢ Please specify:
- ❑ Other
  - ➢ Please specify:

2. Please check all that apply:

- ❑ I use a wheelchair.
- ❑ I use assistive mobility devices (braces, crutches, cane, or prosthesis).
- ❑ I wear a hearing aid.
- ❑ I need to read lips of instructors.
- ❑ I rely on sign-language interpreting services.
- ❑ I need speech-to-text services.
- ❑ I have difficulty reading the blackboard.
- ❑ I have difficulty taking notes in class.
- ❑ I have difficulty writing.
- ❑ I have difficulty standing for long periods of time.
- ❑ I tire easily when I walk distances.
- ❑ I have difficulty walking up/down stairs.
- ❑ I utilize assistive technology.
  - ➢ Please specify:
- ❑ Please describe any other mobility or disability related difficulties or assistive tools you are currently experiencing / using:

_____

3. Are you currently taking any medication related to your disability or medical condition?

(circle one)

Yes No

If yes, list all of the medications you are taking:

_____

_____

If yes, please also list any side effects of the medications that you are taking and their impact on your academic/cognitive abilities and/or other activities:

_____

_____

_____

4. Please check all of the reasonable accommodations that you are requesting:

- ❑ Testing Accommodations
  - o Extended time for testing:
    - ➢ Amount Requested:
  - o Smaller proctored environment
  - o Reader for exams
  - o Scribe for exams (answer recorded or written for student)
  - o Use of computer for exams
  - o Use of spell-check device for exams (when appropriate)
  - o Use of calculator for exams (when appropriate)
- ❑ Classroom Accommodations
  - o Note-taking services
  - o Class notes and other materials in an alternate format
    - ➢ Please specify:
  - o Permission to tape record lectures/classes
  - o Preferential classroom seating
  - o Accessible classroom and furniture
- ❑ Communication Accommodations
  - o Sign-language interpreters

- Assistive listening devices
- Speech-to-text Services

- ❑ Other Accommodations
  - Assistive technology
    - ➢ Please specify:
  - Textbooks in an alternate format
  - Course substitution
    - ➢ Please specify:
- ❑ Elevator and lift access
- ❑ Other Accommodation(s)
    - ➢ Please specify:

5. Briefly describe why you are requesting the above accommodations:

_____

_____

_____

_____

_____

6. Please list any services/accommodations you received as an undergraduate or at any previously attended school:

Please note that while such services do not necessarily carry over to your current program, the information is helpful to give the CDR background information on your disability-related needs.

_____

_____

_____

_____

_____

Section IV: Agency Information

Do you receive services from any of the following agencies? Check if no ❑

- ❑ Vocational Rehabilitation Services
  - ➢ Specify State and Agency:
- ❑ Commission for the Blind & Visually Handicapped (CBVH)
- ❑ Veterans Administration (VA)
- ❑ Recordings for the Blind & Dyslexic (RFB&D)
- ❑ Other:

If yes, please provide the following information:

Counselor's name:

Office Address or Location:

_____

Phone #:_____Ext:

Services currently receiving from agency:

_____

_____

_____

Send Form To:

IIT Center for Disability Resources
Tech South Building, Room 1C3-2
3424 S State Street
Chicago, IL 60616
disabilities@iit.edu
Fax: 312.567.3845

ILLINOIS INSTITUTE OF TECHNOLOGY

Center for Disability Resources

DISABILITY HOUSING ACCOMMODATIONS REQUEST FORM

Illinois Institute of Technology is deeply committed to the full participation of students with disabilities in all aspects of university life, including residential life. With this in mind, the university has established procedures to ensure that students with disabilities have equal access to IIT's housing resources. Please refer to the *Disability Housing Accommodations Procedures & Guidelines* for the complete process for requesting disability-related housing accommodations, including deadlines. Students must follow these procedures and provide all of the required information in order to be considered for disability housing accommodations.

Name: _____ Date: _____

Semester Requesting Accommodations:

☐ Fall ☐ Spring ☐ Summer

Academic Year: _____

Mailing Address: _____

Current Campus Address:_____

E-mail Address: _____

Home Phone: _____

Cell: _____

Current Academic Status:

☐ First Year ☐ Sophomore ☐ Junior ☐ Senior ☐ Graduate

☐ Other:

College: _____

Program/ Major: _____

Disability: _____

CDR Registration Date: _____

Have you previously applied for disability housing accommodations? ☐ Yes ☐ No

If yes, what semester/year: _____

If yes, please list any accommodations that you received:

_____

_____

_____

Accommodations Currently Requesting:

_____

_____

_____

In the space below, please provide a personal statement describing your condition and your need for each of the accommodations that you are requesting. You may also attach a separate document with this information.

_____

_____

_____

_____

_____

_____

_____

If you have not done so already, please attach documentation from a qualified medical or other provider in support of your requested accommodation(s.) Please refer to documentation guidelines in this handbook.

Please sign below, indicating that you have read IIT CDR *Disability Housing Accommodations Procedures and Guidelines* and have presented information accurately and to the best of your knowledge.

Student Signature: _____ Date: _____

Send Form To:

IIT Center for Disability Resources
Tech South Building, Room 1C3-2
3424 S State Street
Chicago, IL 60616
disabilities@iit.edu

ILLINOIS INSTITUTE OF TECHNOLOGY

Center for Disability Resources

PERMISSION TO DISCLOSE RECORDS (HIPPA-COMPLIANT)

I, _____, hereby authorize the following individuals and/or organizations to disclose all records in their possession regarding me to the Center for Disability Resources (CDR) at Illinois Institute of Technology, Tech South Building Rm 1C3-2, 3424 S State Street, Chicago, IL 60616 (phone) 312.567.5744 and for the CDR to release information it has to said individuals and/or organizations:

_____

_____

_____

_____

(Provider's Information)

This authorization allows the above individuals and/or organizations to copy and send records to the CDR and allows representatives of the CDR to inspect the records. This authorization allows the above individuals and/or organizations to discuss my condition and needs with the CDR staff.

This authorization encompasses ***all*** records pertaining to my condition, including "third party records" created by any other individuals or organizations.

Pursuant to HIPAA, the following are specified as part of this authorization:

a. The purpose of disclosure is to assist Illinois Institute of Technology in determining whether I have a disability as defined by the Americans with Disabilities Act and what accommodations may be appropriate.

b. This authorization expires one year after the date it is signed.

c. I understand that I may revoke this authorization at any time by providing written notification to Illinois Institute of Technology or the individuals and organizations listed above, except to the extent that this authorization has already been relied upon.

d. I have been informed that the individuals and organizations listed above may not condition treatment, payment, enrollment, or eligibility for benefits on whether I sign this authorization.

e. I have been informed of the potential for information disclosed pursuant to this authorization to be subject to redisclosure by the recipient and to be no longer protected by HIPAA. I am also aware that any information disclosed to Illinois Institute of Technology is subject to other state and federal privacy laws.

_____ Date: _____
Student Signature

_____ Date: _____
Parent/Guardian Signature
(If Student is Under Age 18)

Send Form To:

IIT Center for Disability Resources
Tech South Building, Room 1C3-2
3424 S State Street
Chicago, IL 60616
disabilities@iit.edu