

Americans with Disabilities Act Compliance

The Illinois College of Optometry is committed to providing a supportive and accessible educational environment for students with disabilities. The College recognizes its legal and ethical responsibilities to comply with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504). The College will provide reasonable and appropriate accommodations for qualified students for whom a disability substantially limits one or more major life activities. Inquiries about and requests for accommodation should be made to the Senior Director of Student Development.

It is the student's responsibility to request accommodation by completing the "Request for Accommodation" form and provide documentation of his or her disability. The College has established guidelines to assist students in obtaining the appropriate documentation.

Documentation Guidelines

As appropriate to the disability, documentation should include:

1. A diagnostic statement identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis.

The diagnostic systems used by the Department of Education, The State Department of Rehabilitative Services, or other State agencies and/or the current editions of either the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Statistical Classification of Diseases and Related Health Problems of the World Health Organization (ICD) are the recommended diagnostic taxonomies.

2. A description of the diagnostic criteria and/or diagnostic test used.

The description should include the specific results of diagnostic procedures, diagnostic tests utilized, and when administered. When available, both summary and specific test scores should be reported as standard scores and the norming population identified. When standard scores are not available; the mean, standard deviation, and the standard error of measurement are requested as appropriate to the construction of the test. Diagnostic methods used should be congruent with the disability and current professional practices within the field. Informal or non-standardized evaluations should be described in enough detail that a professional colleague could understand their role and significance in the diagnostic process.

3. A description of the current functional impact of the disability.

The current functional impact on physical, perceptual, cognitive, and behavioral abilities should be described either explicitly or through the provision of specific results from diagnostic procedures. Currency will be evaluated based on the typical progression of the disability, its interaction with development across the life span, the presence or absence of significant events (since the date of the evaluation) that would impact functioning, and the applicability of the information to the current context of the request for accommodations.

4. Treatments, medications, assistive devices/services currently prescribed or in use.

A description of treatments, medications, assistive devices, accommodations and/or assistive services in current use and their estimated effectiveness in ameliorating the impact of the disability. Significant side effects that may affect physical, perceptual, behavioral, or cognitive performance should also be noted.

5. A description of the expected progression or stability of the impact of the disability over time should be included.

This description should provide an estimate of the change in the functional limitations of the disability over time and/or recommendations concerning the predictable needs for reevaluation.

6. The credentials of the diagnosing professional.

Information describing the certification, licensure, and/or the professional training of individuals conducting the evaluation should be provided.

Once appropriate documentation is received, it will be confidentially reviewed. Due to the time involved in the review process, students are encouraged to request accommodations in advance. After the review, the student and the Senior Director of Student Development will meet to discuss the accommodations.