

CHICAGO STATE UNIVERSITY
(110 ILCS 195/) Policy Removing Barriers to Higher Education Success Act

Students with Disabilities Policy

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Reasonable Accommodations and Support Services

Students with disabilities are required to request accommodations for each academic term that they will need accommodations. This process supports modifying accommodations as

Disability Determination

The first step of the process is a determination of whether the student is disabled within the meaning of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. To be disabled under those laws, a person must have a physical or mental impairment that substantially limits one or more major life activity. Under those laws, to be "substantially limited" by impairment means that the student cannot perform a major life activity that the average person in the general population can perform or that the student is significantly restricted in performing that major life activity compared to the average person in the general population. In making the disability determination, Student Disability Services considers:

1. Is there a physical or mental impairment;
2. Does the impairment limit a major life activity that an average person can perform with little or no difficulty (e.g. learning, reading, walking, hearing); and
3. Does the impairment substantially limit the major life activity compared to the average person?

Documentation of Disability

Disability determinations normally are based on information that the student provides during an intake meeting as well as current documentation from an appropriate professional regarding the nature and severity of the impairment and a description of the student's functional limitations. The documentation guidelines are available on the Abilities Office website.

Students are to review this information in advance of submitting disability documentation. Once Student Disability Services receives complete documentation, the Abilities Office Coordinator may consult with external medical professionals to review the assessment and any recommended accommodations.

Review of Documentation

Documentation may include an individualized education program (IEP) in accordance with Section 614(d) of the federal Individuals with Disabilities Education Act. The Abilities Office Coordinator may request additional documentation from a student if the IEP was not in effect immediately prior to the date when the individual exited high school. In addition, the Abilities Office Coordinator may request additional information from a student when documentation of a plan or record of service for the individual from a private school, local educational agency, a State educational agency, or an institution of higher education provided under a Section 504 plan.

