All qualified University of Illinois-Springfield students must provide appropriate documentation for the diagnosis of Autism and Autism Spectrum Disorders prior to receiving academic accommodations based upon that disability. Accommodations will be determined on an individual basis.

It is the student’s responsibility to initiate contact with the UIS Office of Disability Services and to provide appropriate documentation of the disability and related functional limitations for which they are requesting accommodations. This process follows the guidelines of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973*, current case law and is designed to assure that reasonable, appropriate accommodations are provided to all qualified students in a timely manner. A diagnosis of a disorder/condition/syndrome in and of itself does not automatically qualify an individual for accommodations.

All diagnostic evaluation reports submitted as documentation of Autism and Autism Spectrum Disorders must meet all of the following requirements in order to receive disability related academic accommodations:

1. Be on official letterhead, typed, signed and dated by a qualified and licensed professional, such as a psychiatrist or licensed psychologist, trained in the differential diagnosis of autism and autism spectrum disorders;
2. Include a clear statement of diagnosis;
3. Provide adult normed test data; must be less than five years old; address both the current level of functioning and present need for accommodations and/or modifications;
4. Include a summary of assessment procedures and results used to make the diagnosis and the rationale for suggested accommodations and/or modifications;
5. If appropriate, include evaluation results substantiating a significant impairment to a major area of academic functioning and/or learning, such as executive functioning, math, reading and/or written language;**
6. Include a history of functional limitations of major life activities, such as, communication or language skills; social interaction; restricted, and/or stereotypical behaviors; sensory sensitivity functioning; motor planning;
7. Describe present symptoms and fluctuating conditions/symptoms in relation to the diagnosis; If accommodations are requested based upon multiple diagnoses, documentation of all disabilities for which accommodations are being requested must meet documentation criteria for each disorder.

*In order to meet the adult criteria of “disability” under these federal laws a person must provide documentation of how their significant impairment “substantially limits” their academic functioning.

** A significant impairment means below average functioning as measured by an objective psychoeducational/neuropsychological/psychological evaluation. An IEP or 504 plan from the public school system is not documentation of a disability for the purposes of providing accommodations at the University level.

***Poor grades in and of themselves are not acceptable as indicators of significant impairment in academic functioning for the purpose of documenting a disability.

Contact the UIS Office of Disability Services for more information
e-mail: ods@uis.edu
Alternative formats are available on request

Source: http://disabilityservices.wvu.edu/new_students/criteria