



Functional Diversity Department

Special Education Needs

ACADEMIC ACCOMMODATIONS
CATALOGUE 2024-2025

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Academic Accommodations:

The Functional Diversity Department helps students with disabilities access the accommodations they need to fully participate in their academic programs.

At IE University, offering equal learning opportunities to our students takes priority. Providing the necessary means for an adequate expression of knowledge is fundamental to how we approach diversity.

With this aim in mind, the University offers a range of accommodations that facilitate access to academic curricula for students with SEN (Special Educational Needs), which include cognitive difficulties, learning disorders, emotional difficulties, or sensory or physical disabilities that may hinder their learning and challenge their academic achievement.

To request special accommodations at IE University, students have to fill out an online questionnaire upon their acceptance to IE University. The questionnaire allows students to upload digital copies of the medical documentation relevant to their special educational needs. Next, our department of SEN evaluates the submitted documentation and issues a provisional list of accommodations. The list is formalized through a resolution after a personal interview with our Special Educational Needs Coordinator (SENCO) at the start of the academic year. IE University reserves the right to request additional documentation or supplementary information during the personal interview with the SENCO before the issuance of the final resolution. The information that students provide is handled confidentially and is used for the intended purposes, only.

****To qualify for services, you must self-identify by registering and submitting appropriate documentation (Officially translated into English or Spanish). Once all documents are in place, an interactive process will begin. ***.*

We urge you to contact the functional diversity department as soon as possible, as the process might take several weeks to resolve.

SPECIAL EDUCATION NEEDS 2024-2025

IE UNIVERSITY

The following is a comprehensive list of the special accommodations that IE University offersto students in class and during written and oral examinations. The accommodations available during the 2024-2025 academic year are specified according to the type of disorder, disability, or difficulty.

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SPECIFIC LEARNING DISORDER WITH IMPAIRMENT IN READING DYSLEXIA

DEFINITION:

It is a learning disorder that poses significant challenges in reading skills in the absence of sensory or psychological disorders and under conditions of appropriate academic opportunities.

The disorder results in difficulties in developing proper phonological awareness, slowness in and a lack of reading fluency, reading comprehension, and other related problems that may hinder learning. (In most cases, difficulties in writing are also present.)

IN-CLASSROOM ACCOMMODATIONS:

- Allowing the use of a laptop computer in class to take notes.
- Providing the student with more time to complete written assignments or giving him/her advance notice (the student must agree to another possible deadline with the professor beforehand).

Important note: this accommodation might not apply given the nature of the task or class dynamics.

For assignments that require one week of work, a reasonable extended due date would be 2-3 more days to complete the assignment.

- Do not ask the student to read out loud unless he/she volunteers to do so.

ACCOMMODATIONS FOR WRITTEN EXAMS:

- Reading material (the questions for the exam or any other reading material needed at the time of the exam) should be provided using a larger font size, double-spacing, and a particular font for individuals with dyslexia.
- Allowing the use of a laptop (it might depend on the type of exam).
- Providing the student with the opportunity to ask for oral examinations (applicable depending on the professor's availability).
- Allowing the student to make use of 25% additional time to complete written exams.
- Allowing the student to use blank paper to organize ideas.
- The student is allowed to ask for clarification, to make sure he/she understands the questions. Request for the teacher to read the questions out loud.

SPECIFIC LEARNING DISORDER WITH IMPAIRMENT IN WRITING DISGRAPHIA/ DISORTOGRAPHIA

DEFINITION:

It is a learning disorder that affects written expression. It includes a wide range of difficulties, including the ability to hold a pen adequately, express ideas in writing, or spell words correctly, difficulties with the use of spelling rules and the internalization of phoneme-grapheme rules.

It is a particular difficulty in translating thoughts into written form and includes basic to complex processes.

IN-CLASSROOM ACCOMMODATIONS:

- Allowing the use of a laptop computer in class to take notes.
- Providing the student with more time to complete written assignments or giving him/her advance notice. (the student must agree to another possible deadline with the professor beforehand).
Important note: this accommodation might not apply given the nature of the task or class dynamics.
For assignments that require one week of work, a reasonable extended due date would be 2-3 more days to complete the assignment.
- Not taking into consideration spelling mistakes when correcting projects or classwork. (this accommodation might not be possible during language classes).

ACCOMMODATIONS FOR WRITTEN EXAMS:

- Providing the student with the opportunity to ask for oral examinations (applicable depending on the professor's availability).
- Not taking into consideration spelling mistakes when correcting exams (this accommodation might not be possible during Languages exams).
- Allowing the use of a laptop computer (it might depend on the type of the exam).
- Allowing the use of lined sheets of paper for those activities in which the student may need to write by hand.
- Allowing the student to make use of 25% additional time to complete written exams.
- Allowing the student to make use of a pen or pencil adaptor.
- Allowing the use of blank paper to organize ideas during written exams.

SPECIFIC LEARNING DISORDER WITH IMPAIRMENT IN MATHEMATICS DYSCALCULIA

DEFINITION:

It is a learning disorder associated with mathematical skills. It affects the ability to understand and work with numbers and mathematical concepts, including the comprehension and solution of math problems or concrete number operations.

IN-CLASSROOM ACCOMMODATIONS:

- Allowing the use of a calculator in all those classes in which working with numerical data is required.
- Allowing the use of graph paper sheets that may help with spatial organization.

ACCOMMODATIONS FOR EXAMS:

- Allowing the use of a calculator.
- Allowing the student to make use of 25% additional time to complete exams that include numerical operations.
- When correcting an exam, take into consideration the whole process and not only the final result. The answer might be wrong, but the student may be able to solve it correctly.
- Allowing the use of graph paper to help the student to place the numbers.
- Allowing him/her to draw or make schemes to solve math problems (graphic representation).
- Allowing the student the use of the mathematical formulae needed to solve the problems.

ATTENTION DEFICIT/HYPERACTIVITY DISORDER (ADD/ ADHD)

DEFINITION:

ADHD is a neurodevelopmental disorder characterized by the inability to focus or maintain the attention span. It hinders the ability to organize the information that is necessary to carry out multi-sequence tasks, and it affects the individual's time management skills.

These symptoms are frequently accompanied by hyperactivity and impulsivity, which results in high motor restlessness and significant difficulties in controlling impulses.

IN-CLASSROOM ACCOMMODATIONS:

- Reserve a place in the front rows of the classroom.

ACCOMMODATIONS FOR WRITTEN AND ORAL EXAMS:

- Allowing the student to make use of 25% extra time to complete written exams and 35% extra time for oral exams (including the oral defense of the Thesis Project). It is also important to guide the student with time management with the help of a clock.
- Allowing the student to take written exams in a separate classroom, controlling the different stimuli around him/her. The classroom may be shared with other students with similar difficulties. The student is responsible for notifying their program office of the need to use a separate classroom during each exam period. The student must notify their program office at least one week prior to exams.
- Allowing the use of earplugs to avoid possible distracting noise.

MOTOR DISORDERS DYSPRAXIA/ DYSARTRIA

DEFINITION:

Dyspraxia is a psychomotor disorder that affects coordination, which generates slowness, clumsiness, and a lack of coordination in those activities that imply a motor response, including writing. It often affects speech, as well.

IN-CLASSROOM ACCOMMODATIONS:

- Allowing the use of a laptop computer in class to take notes.
- Extra time for written assignments/ receive notice well in advance (the student must agree to another possible deadline with the professor beforehand).

Note: This accommodation might not apply given the nature of the task or class dynamics.

For assignments that require one week of work, a reasonable extended due date would be 2-3 more days to complete the assignment.

ACCOMMODATIONS FOR WRITTEN AND ORAL EXAMS:

- Providing the student with the opportunity to ask for oral examinations (applicable depending on the professor's availability). For some people, the oral language may be affected too, so it would be necessary to evaluate the best option for each student.
- Allowing the use of lined sheets of paper (template) for written exams.
- Allowing the use of a laptop during written exams (this might change according to the type of exam).
- Allowing the student to make use of additional time to complete exams (25% extra time if it is a written exam and 35% extra time if it is an oral exam).

NONVERBAL LEARNING DISORDER

DEFINITION:

Non-verbal learning disorders mainly affect abilities related to motor skills, perception, orientation, and spatial organization, which cause difficulties when carrying out activities such as drawing, getting dressed, or writing.

Socialization and communication are frequently compromised, as well. It is due to the lack of skills to interpret all the non-verbal cues that often accompany speech, e.g., facialexpressions or tone of voice.

IN-CLASSROOM ACCOMMODATIONS:

- Allowing the use of a laptop computer in class to take notes.

ACCOMMODATIONS FOR WRITTEN EXAMS:

- Allowing the student to make use of 25% additional time to complete written exams.
- Allowing the use of a laptop computer during written exams (this might depend on the type of exam).
- Providing the student with the opportunity to ask for oral examinations (applicable depending on the professor's availability).
- Allowing the use of lined or graph paper (template) for the exam to make the spatial organization easier for the student.

HEARING IMPAIRMENT

DEFINITION

Hearing impairment refers to the alteration of the quality or quantity of the information perceived auditorily. Its subtypes are classified according to when and how much of the hearing capacity was lost.

IN-CLASSROOM ACCOMMODATIONS

- Reserved seat in the front row, away from the windows and doors (preference seat depending on perception to sound).
- Content taught in class/PowerPoints must be offered before lectures.
- Getting a summary of the information discussed in class so the students can participate during class debates in equal conditions.

ACCOMMODATIONS FOR WRITTEN AND ORAL EXAMS:

- Providing the student with the list of materials and questions for the exam in writing (especially in oral exams).
- The accommodations approved for dyslexia and oral language disorders may apply to those cases in which the acquisition of verbal or written language has been affected.

VISUAL IMPAIRMENT

DEFINITION

Visual impairment refers to the alteration of the quality or quantity of the information perceived visually. Its subtypes are classified according to when the individual suffered visual loss and how much of it was preserved.

IN-CLASSROOM ACCOMMODATIONS

- Reserving a place in class adapted to the student's needs.
- Providing all the possible material/content given in class to the student by e-mail, virtualcampus, or pen drive whenever possible.
- Allowing the use of electronic devices or physical support material that might help follow the class (computer, magnifying glass, or a book rest, for example).
- Allowing the use of a guide dog, walking stick, or any other mobility aid.

ACCOMMODATIONS FOR WRITTEN AND ORAL EXAMS:

- Providing the student with the opportunity to request oral examinations (applicable depending on the professor's availability).
- The accommodations approved for dyslexia and oral language disorders may apply to those cases in which the acquisition of written language has been affected.
- Allowing the use of electronic devices or physical support material to complete exams (computer, magnifying glass, or a book rest, for example).
- Allowing the use of a guide dog, walking stick, or any other mobility aid.
- Reserving a place during exams adapted to the student's needs.
- Additional time adapted to the student's needs (up to 50% extra time).

COMMUNICATION DISORDER

DEFINITION:

This category may include a wide range of difficulties. Both verbal language comprehension and expression may be compromised.

Some examples of these difficulties may include:

Stammering (stuttering): Marked by involuntary interruptions when speaking, which affects fluency.

Dysphasia: Marked by difficulties to speak coherently, finding the correct words, or understanding speech.

ACCOMMODATIONS FOR WRITTEN AND ORAL EXAMS:

- Allowing the student to make use of 35% extra time when delivering an oral presentation or exam (including the oral defence of the Thesis Project).
- The accommodations approved for dyslexia may apply to those cases in which the acquisition of written language has been affected.

EMOTIONAL DIFFICULTIES

*IMPORTANT NOTE: Students with emotional difficulties, must provide a report from a clinical psychologist or a medical doctor specialized in psychiatry, proving they have been attending regular therapy for at least one month prior to applying for accommodations.

In addition, the student will need to justify that he/she needs accommodations by providing a report from a clinical psychologist or psychiatrist to justify that is attending therapy every semester.

ACCOMMODATIONS FOR WRITTEN AND ORAL EXAMS:

- Allowing the student to make use of 25% extra time to complete written exams and 35%extra time for oral exams (including the oral defense of the Thesis Project).
- Additional accommodations might be granted depending on each case.

MEDICAL CONDITIONS

Students with disabilities who navigate disability-related experiences that are particularly chronic or episodic - such as diabetes, concussions, gastrointestinal disorders, lupus and other autoimmune diseases, fibromyalgia, migraines, cancer, and significant medical procedures - may be approved for this accommodation.

***Each case will be individually studied; the following is an example for a student with diabetes:

IN-CLASSROOM ACCOMMODATIONS:

- The student is allowed to have a snack in case blood sugar levels are altered.
- The student is allowed to bring in her/his insulin pen/syringes and blood sugar monitor (phone app or monitor).
- Bathroom breaks are allowed.

ACCOMMODATIONS FOR WRITTEN AND/OR ORAL EXAMS:

- Make use of extra time to perform exams (25% extra time to complete written exams.)
- The student is allowed to have a snack in case blood sugar levels are low. Snacks should be brought in a see-through container.
- The use of a separate classroom during exams. Such a classroom can be shared with other students. The student is responsible for notifying their program office of the need to use a separate classroom during each exam period. The student must notify their program office at least one week prior to exams.
- The student is allowed to bring in her insulin pen/ syringes and blood sugar monitor. The blood sugar monitor is controlled by an app on her phone. The phone should be placed on the table facing upside down. If the student is notified of a low sugar level the teacher should also be notified before the student looks at her phone.
- In case the student does not wish to use a separate classroom, she will use her manual blood sugar monitor in the classroom.