

IE UNIVERSITY · FUNCTIONAL DIVERSITY
DEPARTMENT

ACADEMIC YEAR 2026 — 2027

Academic Accommodations Catalogue

SPECIAL EDUCATIONAL NEEDS · ACCESSIBLE EDITION

A guide for current and prospective IE University students. We are committed to inclusive education: every student should be able to access, participate in, and succeed in academic and campus life — whatever their abilities, background or way of learning.

Accessible edition

This edition is compliant with Directive (EU) 2019/882 (European Accessibility Act), Spanish Law 11/2023 of 8 May, Royal Decree 193/2023 of 21 March, the harmonised European standard EN 301 549 V3.2.1 and the Web Content Accessibility Guidelines (WCAG) 2.2, level AA. It has been optimised for screen readers, screen magnifiers and other assistive technology, so it can be safely published on IE University web channels and shared with prospective candidates with disabilities.

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About the Functional Diversity Department

The Functional Diversity Department's main goal is to ensure that all students with specific learning needs can access, participate in, and succeed in academic and campus life. We assist students with diverse abilities, backgrounds, and ways of functioning in accessing the accommodations available at IE University. The department also offers study-coach sessions and study-skills techniques for students who would like to improve their study skills according to their specific needs.

What this catalogue contains

1. Functional Diversity Department contact information.
2. Timeline to request accommodations and deadlines.
3. Documentation requirements.
4. Steps to apply for accommodations.
5. Academic accommodations available at IE University.

Contact information

Please always use your IE email address when communicating with the department.

Undergraduate students

Email address: [Email Functional Diversity \(Undergraduate\)](mailto:FunctionalDiversity@ie.edu)
(<mailto:FunctionalDiversity@ie.edu>)

Graduate students

Email address: [Email Functional Diversity \(Graduate\)](mailto:FunctionalDiversity_masters@ie.edu)
(mailto:FunctionalDiversity_masters@ie.edu)

Timeline and deadlines for requesting accommodations

Contact the Functional Diversity Department as soon as possible. The review process may take several weeks to resolve.

Students who submit complete and current documentation by the deadlines below will be given priority in the review process.

Important deadline note

If your request is not submitted by the dates listed below, no accommodation will be provided for final exams.

Fall term

- Request by: 15 November.

Spring term

- Request by: 15 April.

Documentation requirements

To qualify for services, you must self-identify by registering and submitting appropriate documentation. The requirements are specified below. Documentation must be officially translated into English or Spanish if originally written in any other language.

Documentation will only be reviewed once it is complete. Students are notified by email if additional documentation is necessary. It is the student's responsibility to submit this information before the established deadlines to allow sufficient time for review and coordination of services.

Academic accommodations are not applied retroactively, and may only be provided to students registered with Functional Diversity. As required by law, Functional Diversity maintains the confidentiality of all records.

Students are responsible for monitoring their IE email account for important information about their accommodations. Students are notified by email of the official decision.

Requirements that all reports must meet

- Be originals or certified copies, accompanied by a sworn or certified translation into English or Spanish if originally written in any other language.
- Be legible, signed, and dated.
- State the title, name, and professional credentials of the person who carried out the evaluation.
- State the tests or techniques used to identify the difficulties, together with the results.

Specific learning disorders and ADHD

If you have been diagnosed with a learning disorder (such as dyslexia or dyscalculia) or ADHD, all reports must establish the existence of a special educational need by means of standardised, psychometric, objective diagnostic tests that are recognised internationally and carried out by a qualified professional.

Examples of accepted tests include: WISC and WAIS, TOVA, CPT, D2, WIAT, CTOPP, and DASH, among others.

Important note about medical reports

Medical notes or reports based only on symptom checklists, clinical observation, or questionnaires will be accepted as complementary information only. They will not be considered sufficient on their own to apply for academic accommodations at IE University.

Chronic or temporary medical conditions

When you apply because of chronic or temporary medical circumstances, all reports should contain: your diagnosis; symptoms; medical prognosis; medical tests carried out; specific results; recommendations; and a date for the next medical check-up. New medical reports may be requested every semester or year.

Psychological or emotional difficulties

If your specific needs are related to psychological or emotional difficulties, you must justify your difficulties with a written report signed by a clinical psychologist or psychiatrist. The report must establish that you have been attending therapy for at least one month, or three to four sessions, before applying for accommodations, and that you are committed to continuing your periodic sessions.

The report must state your diagnosis, symptoms, the date therapy started, the periodicity of sessions, and the recommendations. In these cases, the accommodation suggested by the Functional Diversity office will always be temporary, and the student must forward an updated report each term.

How to apply: step by step

Before you start

You must be an enrolled student with an IE email account. Sign in using your IE email credentials.

6. Verify that your documentation meets the University's requirements.
7. Sign up and submit your documentation, using your IE email, on the appropriate channel.
8. Open the Special Education Needs Questionnaire (link below). Make sure you are signed in with your IE user account.

Link: [Open the Request for Exam and Classroom Accommodations form \(https://www.ie.edu/university/students/student-experience/functional-diversity/\)](https://www.ie.edu/university/students/student-experience/functional-diversity/)

9. Scroll down and fill in your personal information.

10. Upload your documents and submit the form.
11. The Functional Diversity Department will evaluate your request.
12. Contact the Functional Diversity Department to set up an appointment, using the relevant email address listed in the Contact information section.
13. In coordination with the Programme Office, where necessary, the Functional Diversity Department will issue the official resolution of the student's accommodations. The resolution is communicated to the Programme Office and Professors within 7 to 10 days.

Academic accommodations available

Accommodations for students with Special Educational Needs

IE University's specialised team of learning specialists reviews each request on a case-by-case basis. All accommodations included in this catalogue are subject to the Functional Diversity team's psychoeducational professional criteria. The University reserves the right to request further documentation if needed.

Criteria taken into account

- Official documentation issued or validated by the University's Functional Diversity Department.
- Individual assessment of needs.
- Institutional regulations and available resources.

In-class accommodations

The accommodations below are the in-class accommodations that IE University currently offers its students.

1. Assessment timing adjustment

Accommodations that adjust when, or for how long, assessments may be completed.

1.1 Extended examination time for in-class quizzes, tests and timed assessments (25% extra time)

Description: Additional time in written, oral, or numerical exams, tests, and quizzes (timed assessments). Extra time is allocated within the established class time.

1.2 Extended time or advance notice for individual written assignments

Description: Provision of extended deadlines, or advance notice, for individual written assignments.

The student is responsible for requesting this accommodation as soon as the written assignment is announced. Up to a maximum of three days will be provided, and the new due date must be agreed with the professor in advance.

Scope notes

This accommodation does not apply to the written part of the final thesis project, and is strictly for individual written work. For students enrolled in the School of Architecture and Design, it does not apply to any studio or design lab work.

2. Format adjustment for class work

Accommodations that change the tools or format used during class work.

2.1 Use of laptop for note-taking and written coursework

Description: Permission to use a laptop during classes and for written assignments. This accommodation ensures that students who have difficulty with spelling, reading, or writing can use their computer in class to take notes.

2.2 Spell checker permitted for in-class work

Description: Digital spelling aids are allowed, and spelling accuracy is not assessed unless it is an essential learning outcome. Spell-checker software is permitted during classwork and note-taking. If the spell checker is not available, spelling mistakes will not be penalised.

Scope note

This accommodation does not apply to language courses, since spelling is an essential learning outcome. However, professors will take the student's difficulties into consideration when grading.

2.3 Calculator permitted

Description: Use of a calculator is permitted when calculation accuracy is not the primary learning objective.

A basic, four-function calculator (non-programmable, non-graphing, non-scientific) or an Excel spreadsheet may be used.

2.4 Enlarged materials

Description: Provision of enlarged visual materials. Examples include using a magnifying glass and contrasted material. Students with this accommodation may need all handouts and class materials in enlarged font or print. The font size can vary depending on the student's needs, and students should notify

instructors of the font size required for access. Electronic versions of the material can often be enlarged on a computer screen, which can serve as an alternative to printing documents in enlarged font for classes.

Responsibility note

The student is responsible for these assistive materials.

3. Learning environment adjustment

Accommodations that change the classroom set-up, sensory conditions, or access to materials.

3.1 Class material handed out before lectures

Description: Advance access to PowerPoint slides and class readings before lectures. When available, teachers' notes can also be uploaded to the student's Blackboard.

3.2 Preferential seating

Description: A specific seating location within the classroom. Based on individual needs, the Functional Diversity office will inform the programme and teachers of the student's required seating plan.

3.3 Use of earplugs

Description: Permission to use non-electronic earplugs during class.

3.4 Food and drink permitted in class

Description: Permission to consume food and drinks when required. This accommodation provides access to food and drinks when medically necessary. A student's disability may require them to have access to food or drink during class. The student must bring their own provisions. In classrooms where food and drink are not permitted (for example, a sterile lab), the student should discuss an equally effective alternative with the instructor.

3.5 Medical equipment and medication permitted

Description: Permission to keep mobile phones when used as a medical-monitoring device, or to keep medical devices accessible. Permission to take prescribed medication during class.

Procedural note

To check medical equipment, you must notify the professor.

4. Participation and attendance flexibility

Accommodations that support participation or attendance requirements.

4.1 Exemption from reading aloud in class

Description: Students are not required to read aloud during classroom activities, and should not be asked to read aloud in class.

Scope note

This accommodation does not exempt the student from oral participation or class discussion.

4.2 Temporary exit from the classroom

Description: Permission to leave the classroom briefly when necessary. This accommodation allows for bathroom breaks or medically necessary breaks during class lectures. A student may need to leave class for a disability-related reason. The student is expected to do this as discreetly as possible. The accommodation does not require the entire class to have breaks, only the individual, and only when needed. Students will be marked as present for the whole class.

Exam accommodations

The accommodations below are the exam accommodations that IE University currently offers its students.

1. Assessment timing adjustments

Accommodations that adjust when, or for how long, assessments may be completed.

1.1 Extended examination time (25% extra time)

Description: Additional time in written, oral, or numerical exams, tests, and quizzes (timed assessments). Extra time is allocated within the established class time.

2. Assessment format adjustment

Accommodations that change the tools or format used during assessment.

2.1 Use of laptop during examinations

Description: Permission to complete exams using a computer. Students and faculty are advised to discuss this accommodation in advance of any exam to ensure correct implementation.

2.2 Spell checker permitted; spelling not penalised (except in language exams)

Description: Use of spelling aids is permitted. Faculty will create a duplicate exam in Blackboard that does not require the student to use the Respondus lockdown browser. Students and faculty are advised to discuss this accommodation in advance of any exam to ensure correct implementation.

Scope note

This accommodation does not apply to language exams.

2.3 Calculator permitted during examinations

Description: Use of a calculator is permitted when calculation accuracy is not the primary learning objective.

A basic, four-function calculator (non-programmable, non-graphing, non-scientific) or an Excel spreadsheet may be used.

2.4 Blank paper for planning and organisation

Description: This accommodation allows the use of blank paper during exams. The draft paper must be handed in to the professor at the end of the exam.

Responsibility note

Students are responsible for taking the blank paper to the exam.

2.5 Accessible fonts in written exams

Description: Exams must be in enlarged print. The font size can vary depending on the student's disability.

2.6 Backtracking permitted in digital exams

Description: Free navigation between exam questions. Professors are responsible for enabling backtracking during exams delivered on Blackboard.

2.7 Enlarged exam materials or assistive technology

Description: Provision of enlarged or accessible exam materials. This accommodation can be applied to paper-based exams by providing printed material in a large, accessible font. It can also include using a computer to adjust contrast and font size, and to use the magnifying-glass function. Examples include the use of a magnifying glass (digital or physical), change of contrast, and use of computers to zoom in on text and images as needed.

Responsibility note

The student is responsible for these assistive materials.

3. Participation and instructional support during exams

Accommodations that support participation requirements during assessment.

3.1 Exam questions read aloud

Description: Exam questions may be read aloud by authorised staff at the student's request.

3.2 Consideration of the problem-solving process in mathematics

Description: Partial credit is awarded based on demonstrated reasoning, not only on final results.

4. Learning environment adjustment during exams

Accommodations that change the room set-up, sensory conditions, or access to materials during assessment.

4.1 Food and drink permitted during exams

Description: Permission to consume food and drinks when medically required. A student's individual needs may require them to have access to food or drink during the exam. The student must bring their own provisions. In rooms where food and drink are not permitted (for example, a sterile lab), the student should discuss an equally effective alternative with the instructor.

4.2 Medical equipment and medication permitted

Description: Authorised assistive or medical devices are permitted during exams. The student is allowed to take prescribed medication during exam conditions when necessary. Before checking medical devices, the student must notify the professor or invigilator by raising their hand.

4.3 Use of earplugs

Description: Permission to use non-electronic earplugs during exams.

4.4 Preferential seating during exams

Description: Allocation of a specific seating location within the classroom during the exam.

5. Exceptions for sensory, motor, or chronic medical difficulties

Academic accommodations are determined on an individual basis. When a student with documented needs requires additional or exceptional support, the Functional Diversity team will review the request and recommend appropriate accommodations within reasonable and available resources.

Resources note

The University does not supply personal equipment, interpreters, or specialised software.

Quick reference: summary of accommodations

The following table summarises the accommodations described above. The first row is the table's header row, which assistive technology will announce before each cell value.

Category	Accommodation	Where it applies
Assessment timing	25% extra time on quizzes, tests, in-class assessments and final exams	In-class and exam settings
Assessment timing	Extended deadline or advance notice for individual written assignments (up to 3 days)	Individual written work; not thesis or design studio
Format	Use of a laptop for note-taking, coursework and exams	Class and exam
Format	Spell checker permitted; spelling not penalised	Class and exam, except language courses and language exams
Format	Basic 4-function calculator permitted	Class and exam, when calculation is not the learning objective
Format	Enlarged or accessible materials and assistive zoom	Class and exam
Format	Blank paper for planning and organisation	Exams
Format	Backtracking permitted between digital exam questions	Blackboard exams

Category	Accommodation	Where it applies
Environment	Class material handed out before lectures	Class
Environment	Preferential seating	Class and exam
Environment	Use of non-electronic earplugs	Class and exam
Environment	Food and drink, medical equipment and prescribed medication permitted	Class and exam, when medically required
Participation	Exemption from reading aloud (oral participation still expected)	Class
Participation	Temporary exit from the classroom; counted as present	Class
Participation	Exam questions read aloud by authorised staff	Exam
Participation	Partial credit for problem-solving reasoning in mathematics	Exam

Accessibility statement

IE University is committed to making this document accessible to all readers, including people who use assistive technology such as screen readers, screen magnifiers, voice-input software, or alternative keyboards.

Standards followed

- Directive (EU) 2019/882 — European Accessibility Act, transposed in Spain by Title I of Law 11/2023, of 8 May.
- Royal Decree 1112/2018, on accessibility of websites and mobile apps in the public sector.
- Web Content Accessibility Guidelines (WCAG) 2.2, level AA.
- Harmonised European standard EN 301 549 V3.2.1 (the technical reference cited by the European Accessibility Act for ICT products and services).
- Royal Decree 193/2023 of 21 March, on the basic conditions of accessibility and non-discrimination of persons with disabilities for access to and use of goods and services available to the public.
- ISO/IEC 40500:2012 — formal ISO publication of WCAG 2.0, used as the normative baseline for EN 301 549.

- United Nations Convention on the Rights of Persons with Disabilities (CRPD), in particular Article 9 (Accessibility) and Article 24 (Education), ratified by Spain and the European Union.
- Spanish Organic Law 2/2023 of 22 March, on the University System (LOSU), Article 49, on the right of students with disabilities to reasonable adjustments, support and accommodations.
- Royal Legislative Decree 1/2013, which approves the consolidated text of the General Law on the Rights of Persons with Disabilities and their Social Inclusion.

Accessibility features applied to this document

- The document language is declared as English so that screen readers use the correct pronunciation.
- Document title, author, and subject are set in the file properties so that they appear in screen-reader announcements and in search results.
- All headings use real heading styles (Heading 1, Heading 2, Heading 3) and follow a logical hierarchy, allowing readers to navigate by section.
- Lists use real list semantics, so assistive technology announces the number of items and the position of each one.
- The body text uses Montserrat 11 pt (IE University corporate typeface) — a humanist sans-serif, legible font above the recommended 10 pt minimum, with Arial declared as a fallback to guarantee correct rendering on devices where Montserrat is not installed.
- Text is aligned to the left, never justified, to avoid uneven spacing between words.
- Colour contrast between text and background exceeds the 4.5:1 ratio required by WCAG 2.2 AA.
- Underline is reserved for links only. No information is conveyed by colour alone.
- Hyperlinks have descriptive text and the full URL is shown alongside, so they remain useful in print.
- The summary table has a true header row and no merged cells; alt text describes its purpose.
- Page numbers appear in the footer to support orientation.
- A Table of Contents links to each section so readers can jump directly to the part they need.
- The reading order matches the visual order, so screen readers and reflow tools announce the content in the same sequence in which it is displayed.
- Decorative coloured bands and accent rules on the cover are purely visual; they carry no information and are skipped by assistive technology because they contain no text.

- The document does not rely on images of text; if any image were added in the future, it would require alternative text and would not encode information visually only.
- No flashing, blinking or auto-playing content is used, in line with WCAG 2.2 success criterion 2.3.1 (Three Flashes or Below Threshold).
- Plain language has been used throughout, with abbreviations expanded on first use (e.g. ADHD, WCAG, EAA), supporting WCAG 2.2 success criteria 3.1.3 and 3.1.4.
- Line spacing is at least 1.15 and paragraph spacing exceeds 1.5 times the line height, supporting readers with dyslexia or low vision (WCAG 2.2 success criterion 1.4.12 — Text Spacing).
- The document is exported as a tagged PDF when published on the IE University website, preserving headings, lists, table semantics and reading order for screen readers.
- The file has been validated with Microsoft Word's built-in Accessibility Checker (no errors or warnings) before publication.

Statement of compliance

This document is fully compliant with the requirements set out in Directive (EU) 2019/882 (European Accessibility Act), Spanish Law 11/2023 of 8 May (Title I), Royal Decree 193/2023 of 21 March, and the Web Content Accessibility Guidelines (WCAG) 2.2 at level AA, as transposed into the harmonised European standard EN 301 549 V3.2.1.

The accessibility of this document was last reviewed on 8 May 2026 by the IE University Functional Diversity Department. The next scheduled review will take place no later than 8 May 2027, or sooner if relevant legislation, standards or content change.

Alternative formats

If this electronic document does not meet your accessibility needs, you can request the same information in any of the following alternative formats free of charge: large print, plain text, accessible HTML, audio recording, easy-to-read summary, Spanish Sign Language video, or a printed Braille version. Requests are processed within a reasonable period and never longer than fifteen working days, in line with Article 12 of Royal Decree 1112/2018.

Help, complaints and feedback

If you find an accessibility barrier in this document, you need it in an alternative format, or you wish to file a formal complaint about its accessibility, please contact the IE University Functional Diversity Department using the email addresses provided in the Contact information section. You will receive an acknowledgement within five working days and a substantive reply within twenty working days.

If you are not satisfied with the response, you may escalate the matter to the competent body designated under Spanish Law 11/2023 and Royal Decree 193/2023 for the supervision of accessibility obligations. You may also lodge a complaint with the Spanish Ombudsman (Defensor del Pueblo) or, where applicable, with the relevant regional ombudsman.