



General Documentation Guidelines

Indiana University's Accessible Educational Services (AES) requests documentation of a qualifying condition/disability for the purpose of demonstrating that a student is covered under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act as Amended. This information is used to provide effective accessibility measures/accommodations, auxiliary aids, and services for students with a qualifying condition. The purpose of these services is to provide equitable access to all aspects of the University's programs. Federal law defines a qualifying condition/disability as "a physical or mental impairment that substantially limits one or more major life activities" and have an expected duration of more than six months.

To aid in understanding how the qualifying condition may impact a student and provide reasonable accessibility measures, the documentation must establish the presence of a substantially limiting condition and describe its current impact on the student's academic success. ***A clinical diagnosis is not synonymous with a qualifying condition. Evidence sufficient to render a clinical diagnosis might not be adequate to determine that an individual is substantially limited in a major life activity.*** In general, the less obvious the qualifying condition, the more information may be required to assess a student's needs and make accessibility measures recommendations. Reasonable accessibility measures are individually determined through an interactive process and may vary from student to student. Documentation will be reviewed in the order it is received; therefore, it is recommended that it be submitted in advance of any accessibility measures need.

While Indiana University has no obligation to provide or adopt recommendations made by outside entities, those that are congruent with the institution's courses, programs, and services may be appropriate. AES may substitute another accessibility measures if it is considered to be effective and parallel to the one recommended or deny the recommendation if it goes beyond the scope of equitable and inclusive services. The office does not modify requirements that are essential to the program of instruction or provide accessibility measures for persons whose impairments do not substantially limit one or more major life functions. All documentation pertaining to an individual's qualifying condition will remain confidential and will be used only to provide the student with reasonable accessibility measures.

To meet AES' general criteria, all documentation must:

1. Meet specific guidelines as outlined on the AES website for: learning disabilities; attention deficit/hyperactive disorder; autism spectrum disorder; psychiatric, mobility, hearing, vision, neurological, or medical impairments/conditions.
2. Accessibility measures for temporary conditions, while not covered under federal regulations, need to meet specific guidelines to determine suggestions for reasonable academic adjustments, auxiliary aids and/or services.



3. Be prepared by a professional (unrelated to the student) who is licensed to practice within a field directly related to, and associated with, the student's condition.
4. Be printed on either official stationery or the appropriate AES form and include printed name, contact information, and signature of the provider.
5. Generally, be completed within the last four years. Conditions subject to episodes of progression or improvement may require updated documentation every six to twelve months. Sensory and/or mobility conditions unlikely to change significantly over time, provided the documentation adequately establishes the presence of significant limitations, may be acceptable if more than four years old.
6. Contain a clearly defined logic relating provider recommended accessibility measures /strategies to specific functional limitations.

AES does not accept the following documentation:

Handwritten letters from licensed professionals

Handwritten patient records or notes from patient charts

Documentation provided by a member of the student's family

Diagnoses on prescription pads

Self-evaluations

Research articles

Correspondence from educational institutions or testing agencies not directly addressed to AES

Please note that recent secondary school documentation, such as an Individualized Education Program (IEP) or Section 504 Plan, may assist in AES determination for services, but their sole submission may not meet AES documentation requirements. A possible exception would be an IEP, CER, or 504 Plan that meets all the requirements defined in the documentation guidelines as outlined on the AES website.

The cost of obtaining documentation is the responsibility of the student; this includes any additional information requested if the initial documentation does not determine the extent of the qualifying condition or support the need of the requested accessibility measures. If the student has financial needs which prohibit them from obtaining medical documentation, please notify AES.

Please submit documentation to the address below via fax or postal services. We do not recommend sending documentation via email because it is not secure.