



STUDENT ACCESS CENTER

Guidelines for Providing Documentation for a Housing Accommodation

The following guidelines have been developed to provide necessary information to the Student Access Center when requesting a campus housing accommodation.

Documentation is required to provide adequate information that establishes the presence of a disability and the functional impact on major life activities, specifically related to housing. The disabling condition must substantially restrict access to the residential educational environment and/or residential activities unless reasonable accommodations are provided.

The healthcare professional providing documentation for the student must be qualified to diagnose the disability and recommend appropriate accommodations. The name, title, and professional credentials of the provider, including information about license or certification, area of specialization, and state in which the individual practices, must be clearly stated in the documentation. It is not appropriate for professionals to provide documentation for members of their families. All submitted documents should be on letterhead, typed, dated, signed, and otherwise legible.

A diagnosis alone will not necessarily establish disability status or warrant accommodations under state and federal laws. Accommodations must be necessary, reasonable, and appropriate. A clear link between the student's functional limitations and the requested accommodations is important.

It is strongly recommended that documentation include the following, as relevant to the student's individual situation:

- 1) A specific diagnosis utilizing categorization or classification from the DSM-V or ICD-10. The diagnosis should indicate primary, secondary, etc., conditions and significant findings that are specifically relevant to the presenting problem(s), as well as the extent to which the diagnosis is temporary or permanent.
- 2) Date the examination/assessment/evaluation was performed for the presenting diagnosis; or, if following the student for an extended period of time, date of onset of condition and most recent date that demonstrates current functioning level.
- 3) Identification of current limitations on function or performance of major life activities that relate to campus housing and residential education, which include but are not limited to mobility, eating, sleeping, breathing, and housing conditions/arrangements.
- 4) Inclusion of prescribed medications and any prescribed interventions that have successfully alleviated the symptoms of the disabling condition.
- 5) All recommendations for accommodations must be justified and supported by a clear link between the request and the student's functional limitations.

Important notes:

- Accommodations are meant to offset the impact of the disabling condition and do not include interventions that are remedial; needed for personal study or care; or designed to ensure desired outcomes.
- Self-report, self-assessment, or brief screening tools alone are not sufficient sources of documentation of a disability.

All documentation, which will remain confidential under the scope of the pertinent laws regarding post-secondary education, can be submitted via ground mail, email, or fax:

Student Access Center

University of New England

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Email: bcstudentaccess@une.edu

Attn: Jessica White, Coordinator