



STUDENT ACCESS CENTER

Guidelines for Providing Documentation of Cognitive Disabilities

These Guidelines may be used to document the following conditions:

- Specific Learning Disorder
- Attention-Deficit / Hyperactivity Disorder (ADHD)
- Traumatic Brain Injury/Concussion
- Autism Spectrum Disorder

The following guidelines are designed to provide students and professional diagnosticians with a common understanding of the components of documentation necessary to validate the existence of a disability, its impact on the individual's educational performance, and accommodations that may be necessary for equal access in the post-secondary setting.

Documentation is required to provide adequate information that establishes the presence of a disability and the functional impact on major life activities, along with justification of the need for requested accommodations. Documentation must be recent and age-appropriate to demonstrate the current effects on the student. Well established assessment tools will assist in developing a thorough description of the student's functioning. If documentation is inadequate in scope or content, and does not support the presence of a disability and need for accommodation, The Student Access Center may require additional information.

The 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 is necessary and a DSM diagnosis is preferred.
- 2) A history of the presenting problems, including an academic history, previous assessments, family history, and medical history.
- 3) If the diagnosis/presenting problem is the result of a specific traumatic event, the date should be reported.
- 4) Objective and standardized test batteries that are adult normed, presented with the scaled scores and age percentiles.
- 5) A history of any previous accommodations, medications, or strategies that have been utilized by the student.
- 6) 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.
- The University's documentation requirements may not meet the scope and content requirements of licensing and certification agencies. If, in the future, the student will be sitting for graduate entrance, licensing, or certification exams, such agencies or institutions may require additional documentation and/or testing.

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:

For students taking classes on the **Biddeford Campus**:

Student Access Center
University of New England
11 Hills Beach Road
Biddeford, ME 04005
Fax: 207-602-5971
Email: bcstudentaccess@une.edu
Attn: Jessica White, Coordinator

For students taking classes on the **Portland Campus** or **Online**:

Student Access Center
University of New England
716 Stevens Avenue
Portland, ME 04103
Fax: 207-523-1919
Email: pcstudentaccess@une.edu
Attn: Laura Schulz, Coordinator

Additional documentation guidelines can be found at:

une.edu/student-access-center/request-for-accommodations