

## GUIDANCE FOR DOCUMENTATION - SINGLE ROOM REQUESTS

**Purpose of Documentation** - Requests for a single room as a disability-related accommodation are reviewed through an individualized interactive process, as required under the ADA and Section 504. The suggested form and alternative submission instructions are available on the AES [website](#).

**The Interactive Process** - AES meets with each student to understand how their condition affects shared living, explore what strategies have been used in the past, and to identify barriers. This conversation is an essential part of determining whether a single room is the most appropriate accommodation, as it allows AES to consider the student's lived experience alongside clinical information.

**The Role of Provider Documentation** - Provider documentation offers a perspective on the disability-related need. Documentation is strongest when it comes from a provider with relevant expertise who has an ongoing treatment relationship with the student. Examples of appropriate providers include psychiatrists, licensed therapists, allergists, gastroenterologists, neurologists, orthopedic specialists, and other licensed professionals directly involved in the student's care.

Provider documentation should use clear, clinical language. Requests based primarily on discomfort, preference, or difficulty adjusting to college housing typically do not support a single room accommodation. While these experiences are valid, the University supports community living as part of the student experience. Roommates are a standard part of that experience, and single rooms are considered only when disability-related barriers cannot be addressed through more flexible, student-centered solutions.

### Effective documentation must include:

- A description of the diagnosed condition and how it results in a substantial functional barrier in a shared living environment
- Information describing specific functional limitations in a shared living environment that cannot be effectively managed through typical residential supports or strategies, rather than a general need for decompression, recharging, quiet space, or time alone
- A rationale for why the student is unable to manage the barrier using individualized strategies such as noise-canceling devices, privacy tools, or roommate agreements
- A statement indicating whether the need is expected to be temporary or ongoing

### Important Notes

- All requests are reviewed individually through the interactive process
- A single room is not guaranteed and depends on the full interactive process including provider documentation and student input.
- General stress, anxiety, or preference alone are not sufficient to justify a single room