ACCESSibility Documentation Guidelines

Everyone is unique, a conversation about your experiences and expectations will help us identify the types of accommodations you may need and what information needs to be gathered to support those accommodations.

Let’s start the conversation! Please bring in the documentation that you currently have available. When ACCESS reviews your documentation, we will need enough information to know that you have a disability and to understand its current impact well enough to anticipate accommodations you may need or to support accommodations that you are requesting.

The information below provides basic guidelines that may be helpful as you gather any relevant documentation:

- **Documentation provided must be on the letterhead of the professional conducting the assessment.**

- **Documentation must be provided by a qualified professional in the relevant field.**
  Documentation from family members, even if they are qualified professionals, will not be accepted.

- **It is the student’s responsibility to provide documentation of his/her disability.**
  Students who are unsure if their documentation is sufficient should schedule an interview by contacting the Accessibility Office by phone or email to discuss their documentation questions. We can be reached at (914) 674-7523/7284 or accessibility@mercy.edu.

- **Documentation should reflect the student’s current situation.**
  Typically documentation should be no more than 3 years old. However, on a case-by-case basis, ACCESSibility staff will determine whether documentation that dates further back is acceptable. For example, if a disability does not change over time, then older documentation may be accepted. On the other hand, more recent documentation may be necessary if changes in a disability have resulted in a request for additional accommodations.

- **When accommodation requests are clearly consistent with a visible disability, documentation may not be needed.**
Common Examples of Acceptable Documentation include, but are not limited to:

- **A full detailed evaluation or diagnostic report** would provide the richest information to determine the best possible accommodations and support.

- **A report that provides proof of prior accommodations.** This could include:
  - Individualized Education Plan (IEP), 504 Plan, Evaluation Team Report
  - Documentation that illustrates past use of post-secondary accommodations

- **A healthcare professional can submit a letter of their own.** Please provide the following information to our office on letterhead with the date and signature of professional.
  - A diagnostic statement identifying the disability (with the date of diagnosis)
  - Severity of the disorder (mild/moderate/severe)
  - Medication or treatment currently prescribed
  - An assessment of major life activities that are affected by the impairment (concentration, memory, social interactions, class attendance, learning, reading, thinking, etc.)
  - Recommended accommodations that my assist the student in minimizing the impact of the condition in an academic setting (examples: test taking, class attendance, taking notes, understanding materials, speaking, comprehension, transportation, housing, etc.)
  - Include test scores when applicable

**Temporary Disabilities**

Although we are not required by law to accommodate students with temporary disabilities, it is our practice to facilitate access and accommodations as needed and within reason. Please complete an *Application for Accommodations* and provide any applicable documentation with length of expected time of temporary disability. An meeting with ACCESS will be scheduled to discuss and brainstorm reasonable access and accommodation options together.