

Guidelines/Procedures for Documentation for Students with Disabilities

Those students who possess either a physical (including hearing and visual), learning, or psychological disability and who wish for MCNY to make the necessary accommodations for them, must:

OBTAIN DOCUMENTATION OF THE DISABILITY

Provide official documentation of the disability along with recommendations for accommodating the disability. This must be from a licensed medical professional on official letterhead, signed and dated. If medication is prescribed, how this medication may affect the student must be included.

SUBMIT DOCUMENTATION TO THE OFFICE OF ACCOMMODATION & ACCESSIBILITY SERVICES

Documentation can be dropped off directly to either the Bronx or Manhattan campus locations, or it can be emailed to access@mcny.edu. To drop off documentation at the Bronx campus, (463 E 149th St., Bronx, NY 10455), go to Floor 2, Room 237 and request Loretta Foy, Coordinator of Student Services, Bronx Campus. To drop off documentation at the Manhattan campus, go to 6th floor Student Services Desk and request Shannon Schmutz, Director of Student Success.

EXAMPLES OF ACCEPTABLE FORMS OF DOCUMENTATION

- Deaf and Hard of Hearing: Audiogram accompanied by audiologist's report documenting a hearing loss that necessitates support service in order to participate in class.
- Visually Impaired: Report from ophthalmologist/optometrist documenting the need for services other than corrective lenses. Prescription pad not acceptable.
- Psychological Disability: Clinical diagnosis should be by a licensed mental health professional (social worker, mental health counselor, psychologist, psychiatrist, or neurologist) based on the DSM-V criteria indicating functional limitations and how the disability impacts one's ability to function as a college student in a learning environment. In some circumstances, licensed mental health counselors from MCNY's counseling services program may be able to assess and diagnose students with a psychological disability.
- Medical Disability: Documentation of a disease, disorder or illness from an appropriate Physician or Specialist, listing any functional limitations and its impact.
- Learning-Based Disability: A school plan such as an Individual Education Program (IEPs) or a 504 plan generally is insufficient documentation, but can be included as part of a more comprehensive assessment battery. A comprehensive assessment battery should include a diagnostic interview, assessment of aptitude, academic achievement, information processing and a clear diagnosis.

Additional Guidelines

IT IS THE STUDENT'S RESPONSIBILITY TO PROVIDE DOCUMENTATION OF DISABILITY

Students who are unsure if their documentation is sufficient should schedule an appointment with the Office of Accommodation and Accessibility Services or email to discuss documentation questions. We can be reached at (212) 343-1234 ext. 2802 or access@mcny.edu.

DOCUMENTATION SHOULD REFLECT YOUR CURRENT SITUATION

- The provision of all reasonable accommodations and services is based upon a case-by-case assessment of the impact of the student's disability and his/her academic performance. Therefore, it is in the student's best interest to provide recent and appropriate documentation that are within 3 years old.
- Furthermore, based on the type of disability, some documentation may be outdated or inadequate in scope or content; it may not address the student's current level of functioning or need for accommodations because changes may have occurred since the previous evaluation was conducted. In such cases, MCNY may request an updated report. Since the purpose of the update is to determine the student's current need for accommodation, the updated report, conducted by a qualified professional, should include recommendation(s) supported by diagnostic findings for continued services and accommodations.
- Accommodations might be provisionally approved with the expectation that updated or additional documentation is provided for accommodations to continue.

TEMPORARY DISABILITIES

Students with temporary disabling conditions may be provided services on a case-by-case basis, taking into consideration both the duration of the condition and the extent to which it actually limits academic performance and/or college participation; such students may need to periodically (e.g. each semester), update and re-submit documentation regarding their condition before services can continue.