

FORDHAM UNIVERSITY SCHOOL OF LAW
**DOCUMENTATION GUIDELINES FOR PSYCHOLOGICAL/PSYCHIATRIC
CONDITIONS**

Fordham Law School's Disability Services facilitates equal access for law students with disabilities by coordinating accommodations and support services and cultivating a campus culture that is sensitive and responsive to the needs of students. The following Guidelines are provided to assist students who intend to request accommodations or services on the basis of Psychological/Psychiatric Conditions. Students are encouraged to carefully read these Guidelines and share them with their evaluators.

If you are a student with a psychological or psychiatric condition requesting extended time on exams on the basis of a cognitive impairment, a neuropsychological, psychological or psychoeducational assessment battery to document the impact on cognition will be required.

1. The evaluation must be current.

- Documentation must be current due to the fact that the severity and manifestations of the condition may change over time, it is helpful if the documentation reflects the current impact of the disability on academic performance.
- Typically, documentation shall not be older than **six (6) months**.

2. A qualified professional must conduct the evaluation.

- Professionals conducting assessments, rendering diagnoses, and making recommendations for appropriate accommodations must be qualified to do so.
- The name, title, and professional credentials of the evaluator, including information about license or certification, shall be included.
- All reports should be on letterhead, typed in English, dated, signed, and otherwise legible.
- Diagnoses documented by family members will not be accepted even when the family members are otherwise qualified by virtue of training and licensure/certification.

3. Documentation must be comprehensive.

- The following information shall be included in the evaluation:
 - a. A specific diagnosis or diagnoses based on the DSM-5 or ICD-10-CM diagnostic criteria, history of presenting symptoms, duration and severity of disorder, and prognosis.
 - b. A description of the current functional limitations in the academic environment.
 - c. Relevant information regarding medication and any anticipated impact/sideeffects from the medication.
 - d. Relevant information regarding current treatment.
 - e. A rationale must be established for each requested accommodation.

- f. A history of accommodations received in the past.
- g. Any further relevant information that may be helpful in assessing appropriate accommodations which may include, but not limited to, historical and familial data.

4. Multiple Diagnoses.

Multiple diagnoses may require a variety of accommodations beyond the typical accommodations associated with just a single diagnosis. For this reason, documentation shall meet the individual guidelines for each condition. For example, if an individual has anxiety accompanied by a learning disability, the individual will need to provide documentation for both learning disabilities and psychological conditions.

Submitting Documentation

Documentation should be submitted via email (amontez@fordham.edu) to the attention of Abel P. M3nchez, Director, Fordham University School of Law, Disability Services, 150 West 62nd Street, Room 4-101E, New York, NY 10023. Tel: 212-636-7955.

Documentation may be submitted via fax at (212) 636-7167 (but please contact Mr. Montez before doing so).

Please note: The Law School reserves the right to require that a certified copy of the evaluation be transmitted directly from the evaluator to the Disability Services Office. Disability Services will make the final determination of eligibility for accommodations.