

**Marian University**  
**Center for Academic Student Success and Engagement**  
**Office of Counseling and Consultation Services**  
**Academic Support Services**

**Required Documentation for Students with Disabilities**

Welcome to Marian University!

You have identified yourself as a student with a disability who is seeking academic support at Marian University. The following information is requested to enable Academic Support Services to best assist you while you are a student at Marian. Before specific accommodations can be determined and subsequently implemented, all required documentation must be on file in the Counseling and Consultation Services office. Please have all documents forwarded as soon as possible to the address/fax number/email address listed below:

Marian University/Counseling and Consultation Services  
Marj Batic, MS - Director of Academic Support Services  
3200 Cold Spring Road  
Indianapolis, IN 46222

*fax: (317) 955-6415*

*phone: (317) 955-6150*

*email: mbatic@marian.edu*

**Documentation must identify a disability as defined by the Americans with Disabilities Act:** *A person who has a physical or mental impairment that substantially limits one or more major life activities, a record of such an impairment or is regarded as having such an impairment. (To be “regarded as” having a disability, an individual must be actually regarded as having a substantially limiting impairment, not simply an impairment.).* Documentation will be reviewed and must thoroughly substantiate a disability before accommodations can be made.

Please be aware that students who received accommodations in high school may not qualify at the college level. Rules/regulations/criteria are different between high school and college.

After you have registered for classes you must contact Academic Support Services in the office of Counseling and Consultation Services to set up an appointment to arrange appropriate accommodations for each class. Do this as soon as you know which classes you will be taking to avoid any delays in the provision of accommodations. This cannot occur unless the necessary documentation is on file. Therefore your prompt attention to providing the documentation is encouraged.

If there is an accommodative housing issue contact Karen Candlish, Director of Residential Life, at (317) 955-6190/kmcnulty2@marian.edu.

Note: Sometimes it is helpful to meet with the Director of Academic Support Services before registering for classes to discuss course load and balance as they relate to your needs. If this is desired please set up an appointment.

***If you have a Physical Disability:***

- A. Have a letter sent on **letterhead stationary** from the physician who made the diagnosis and/or who is currently treating you that clearly describes::
- B. The specific diagnosis (es)
- C. History of illness, including date of diagnosis and professional’s most recent contact with you.

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- D. The nature of your condition and current level of functioning (highlighting any functional limitations): including a detailed description regarding how your condition impacts your academic performance.
- E. A listing of **all** medications utilized in treatment.
- F. Side effects of medications that may occur which could affect your academic performance.
- G. A **detailed listing** of recommended academic accommodations and medical rationale for each request.
- H. Relevant previous records.

*(See below for specific instructions for head injury, stroke, brain tumor or other neurological impairments)*

An IEP (Individualized Education Plan) may also be included to provide examples of accommodations utilized while in high school, but it **may not be used** in place of a physician's report or diagnosis. An IEP is not considered as legal documentation of a disability.

***If you have a Learning Disability:***

Forward a complete copy of your most recent psycho-educational or neuropsychological evaluation. ["Recent" means within the past 3 years if under age 18 at the time of testing. If you were tested after age 18 your results are valid regardless of when you were tested. If you do not have current testing results available, make arrangements to have the testing done prior to the start of classes]. The testing must be done by a qualified, licensed professional (i.e. psychologist, neuropsychologist, school psychologist). If requested, a referral list of examiners can be supplied.

The test report should be comprehensive and **must** include the following information:

- A. Clinical interview summary
- B. Tests of cognitive ability:  
An individually administered intelligence test, such as the WAIS IV.
- C. Tests of achievement:  
Two individually administered achievement tests, such as: the Woodcock-Johnson Psycho-Educational Battery-III, WIAT II, PIAT-R. (WRAT-IV is not accepted).
- D. A test of reading comprehension (which is more comprehensive than the WIAT II) such as the Gray Oral Reading Test or the Nelson Denny Reading Test.
- E. Scores and subtest scores **from all tests administered**. (This is important since decisions about appropriate accommodations require actual data to substantiate eligibility).
- F. A **thorough summary, DSM V Diagnostic Code(s), and detailed recommendations specific to the academic setting are required.**

**Please Note:**

Specific statistical evidence and identification of a disability must be clearly stated in the report. (Statements such as "learning difference/weakness," "learning problem" or "attention problem" do **not**, by themselves, indicate a learning disability.)

An IEP (Individualized Education Plan) may also be included to provide examples of accommodations utilized while in high school, but an IEP **may not be used** in place of required testing and the diagnostic report. An IEP is not considered legal documentation of a disability.

**If you have incurred a *head injury, stroke, brain tumor, or have been diagnosed with a brain based neurologic impairment*:**

Forward a complete copy of your most recent neuropsychological evaluation. [“Recent” means within the past 3 years.] The testing must be done by a licensed neuropsychologist. The report should be comprehensive and include the following:

- A. A clinical interview summary
- B. Evaluation in the following areas
  - \* Sensory/perceptual functioning
  - \* Motor functioning
  - \* Language functioning
  - \* Visual-perceptual/constructive
  - \* Attention/concentration
  - \* Orientation
  - \* Learning/Memory functions (including verbal, visual, auditory)
  - \* Executive functioning
  - \* Intellectual functioning
  - \* Achievement (2 measures—WRAT IV not accepted)
  - \* Personality and adaptation (not required, but helpful)
- C. **Scores and subtest scores from all tests administered.** (This is important because decisions about appropriate accommodations require actual data to substantiate eligibility).
- D. **A thorough summary, DSM V diagnostic code(s), and detailed recommendations** specific to the academic setting are required.

An IEP (Individualized Education Plan) can be included to provide examples of accommodations that were utilized in high school, but the IEP **may not be used** in place of the required testing and the diagnostic report. An IEP is not considered legal documentation of a disability.

**If you have been diagnosed as having *Attention Deficit Disorder (ADD)* or *Attention Deficit/Hyperactivity Disorder (AD/HD)*:**

Provide a complete copy of your most recent psycho-educational or neuropsychological evaluation. [“Recent” means within the past 3 years. If you do not have current testing results available, make arrangements to have the testing done prior to the start of classes]. The evaluation must be done by a qualified, licensed professional (psychiatrist, psychologist, neuropsychologist, school psychologist). If requested, a referral list of examiners can be provided. **Note: A medical doctor such as a General Practitioner or Internist is not qualified to make the diagnosis.**

The diagnostic report should be comprehensive, and **must** include the following:

- A. Clinical interview summary
- B. Tests of cognitive ability:  
An individually administered intelligence test such as: WAIS IV.
- C. Tests of achievement:  
**Two** individually administered achievement tests, such as: Woodcock-Johnson Psycho-Educational Battery III, WIAT II, PIAT-R.  
(WRAT-IV is not accepted)

- D. Tests of Attention and Concentration:  
Examples include: TOVA (Test of Variables of Attention), CCPT (Conners' Continuous Performance Test II), Gordon Diagnostic System.
- E Rating Scales:  
Examples include: Conners' Rating Scales-Revised, Conners' Adult ADHD Rating Scales, Clinical Assessment of Attention Deficit-Adult (CAT-A)
- F. Additionally helpful is the completion of a specifically designed instrument for the determination of ADD/ADHD.
- G. **Scores and subtest scores from all tests administered.** (This is important since decisions about appropriate accommodations require actual data to substantiate eligibility).
- H. **A thorough summary, DSM V code(s) and detailed recommendations specific to the academic setting are required.**

**Please Note:**

- **Specific statistical evidence and identification of a disability must be clearly stated in the report.**(For example, a general statement by a medical doctor such as “shows signs of attention deficit” does not in itself constitute a diagnosis of ADD or ADHD).
- **The fact that an individual takes medication for the treatment of attention and/or hyperactivity deficits does not constitute a diagnosis. A full evaluation (as stated above) is required.**
- An IEP (Individualized Education Plan) may also be included to highlight examples of accommodations utilized while in high school, but an IEP may **not be used** in place of the required testing and the diagnostic report.

***If you have been diagnosed as having a Psychiatric Disability:***

- I. A letter (**on letterhead stationary**) from your Psychologist, Psychiatrist or otherwise qualified, licensed mental health professional indicating:
- J. The diagnosis [**including the DSM V code (s)**]
- K. History of illness, including date of diagnosis and professional's most recent contact with you.
- L. The nature of your condition and current level of functioning (highlighting any functional limitations): including a detailed description regarding how your condition impacts your academic performance.
- M. A listing of **all** medications (both past and present) utilized in treatment.
- N. Side effects of medications that may occur which could affect your academic performance.
- O. A **detailed listing** of recommended academic accommodations, and the medical rationale for each request.
- P. Relevant previous records.

An IEP (Individual Education Plan) may be included to highlight accommodations that were utilized while in high school, but the **IEP alone is not sufficient documentation**. An IEP is not considered legal documentation of a disability.

## Appendix

### Listing of testing instruments mentioned herein:

CAT-A:	Clinical Assessment of Attention Deficit-Adult
CCPT –II/III:	Conners' Continuous Performance Test – Second/Third Edition
CAARS:	Conners' Adult ADHD Rating Scales
CBRS:	Conners' Comprehensive Rating Scales
Gordon Diagnostic System	
GORT - 5:	Gray Oral Reading Test – Fifth Edition
Nelson Denny Reading Test	
PIAT-R:	Peabody Individual Achievement Test - Revised
TOVA:	Test of Variables of Attention
WAIS IV:	Wechsler Adult Intelligence Scale – Fourth Edition
WIAT II:	Wechsler Individual Achievement Test- Second Edition
Woodcock Johnson Psychological Education Battery – III (Third Edition)	

\*\*Evaluation for Head Injury, Stroke, Tumor, or other brain based deficits would need to include a full Neuropsychological Testing battery (in which some of the testing instruments mentioned above are included) and categories of information needed are listed on page 3.