

**POLICY  
AND PROCEDURE  
GUIDELINES**

**FOR**

**STUDENTS WITH DISABILITIES**

**AT**

**MARIETTA COLLEGE**

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Disability Services  
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# **Marietta College Policies and Procedure Guidelines for Students with Disabilities**

## Introduction

Marietta College is committed to providing equal educational opportunity and full participation for persons with disabilities. It is the policy of the college to ensure that students with a documented disability receive appropriate accommodations as mandated by state and federal law.

These policies are a reflection of the college's commitment to non-discrimination for all persons' in employment, access to facilities, student programs, activities and services. The policies are consistent with section 504 of the Rehabilitation Act of 1973 which states that no recipient of federal financial assistance may discriminate against a qualified individual with a handicap solely by reason of their disability. These policies are also congruent with the Americans with Disabilities Act of 1990.

The following policies are the guidelines by which the faculty, staff, and students of Marietta College will support the implementation of the conditions set forth in section 504 of the Rehabilitation Act and the ADA.

## Purpose

The purpose of this publication is to inform faculty, staff, and eligible students with a disability of the student's right to an accessible educational setting. These guidelines also answer some of the anticipated questions about policies and practices at Marietta College.

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### Admissions and Registration

Marietta College seeks diversity in the student body that is reflective of our society. The requirements for general admission for persons with disabilities are no different than those for other people applying to Marietta College. Students may or may not decide to self-report a need for a disability-related accommodation through the recruitment and/or admissions process. The college is not required to make major academic adjustments, fundamental changes, or substantially modify standards for acceptance into the program.

### Compliance Responsibility

Marietta College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act regarding non-discrimination against persons with disabilities. Any person having inquiries concerning Marietta College's compliance with Section 504 of the Rehabilitation Act of 1973 should contact the 504 Compliance Officer, Barb Cheadle, Academic Resource Center, Marietta College, Marietta, Ohio 45750, (740) 376-4700, who has been designated by the College to coordinate efforts to comply with Section 504.

### Confidentiality

The Academic Resource Center and the disabilities office have the responsibility to maintain the confidentiality of student disability records and files. Disabilities information is treated as medical information and handled under strict rules of confidentiality. This information includes documentation from appropriate sources of the disability and the need for accommodation. Disability-related information is collected and maintained separate from the student's college record and is kept in secure files with limited access. No part of these records may be released without the student's informed and written consent.

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**Grievance Procedure**

If a student has a question or concern related to the compliance with a particular provision of section 504 of The Rehabilitation Act of 1973 they are encouraged to resolve their concerns through informal consultation with the college's 504 Officer. If a student decides to file a formal grievance they can file under the following procedure:

- 1) **Level One:** The student will file a formal written grievance with the 504 Compliance Officer. All formal grievances will include a written statement regarding the nature of the complaint and the desired resolution. This should be submitted on the Complaint Resolution form. Formal grievances will be promptly investigated and a decision will be rendered within 14 calendar days of the receipt. If the student is not satisfied with the response at level one then they can submit an appeal to the Director of the ARC.
  
- 2) **Level Two:** An appeal for review of the decision reached at Level One, needs to be in writing, addressed to the Director of the ARC, 215 Fifth Street, Marietta, Ohio 45750-4008. The appeal shall state the nature of the complaint, actions taken up to this point, the reason the student feels the decision was wrong, and a desired resolution. The Director of the ARC will render a decision within 14 calendar days of receipt. If the student is not satisfied with the response at level two, then they can appeal to the Provost.
  
- 3) **Level Three:** An appeal for review of the decision reached at Level Two, needs to be in writing, addressed to the Provost, 215 Fifth Street, Marietta, Ohio 45750-4008. The appeal shall state the nature of the complaint, actions taken up to this point, the reason the student feels the decision was wrong, and a desired resolution. The Provost will review and render a decision within 30 working days of the receipt. The decision by the Provost is final.

If the student is not satisfied with the services provided by the college, and is unsuccessful in resolving the issue through the internal process, the student may explore other resolutions through the Office for Civil Rights within the U.S. Department of Education. Using this grievance procedure is not a prerequisite to the pursuit of other remedies, including filing a complaint with the Office for Civil Rights.

The United States Department of Education  
Office for Civil Rights  
600 Superior Ave., East, Suite 750  
Cleveland, Ohio 44114

Questions regarding this process or obtaining the Complaint Resolution form can be directed to The ARC at 740-376-4700 or 740-376-4406 (fax).

The 504 Officer is Barb Cheadle, and she may be reached at The Academic Resource Center at 740-376-4700 or (fax) 740-376-4406.

This policy and procedure shall be distributed to all employees and added to the student and faculty handbook

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Eligibility for Disability Services

Individuals with a disability who produce required documentation of their disability and request accommodations are eligible for services. **Students must register their disability with the ARC in order to be eligible for academic or other accommodations.**

Documentation Guidelines for Verification of a Disability

To ensure the provision of reasonable and appropriate services for students with disabilities, Marietta College requires current and comprehensive documentation of the student's disability. Eligibility for support services will be determined after a complete review of medical documentation substantiates the student's disability.

Documentation should:

- Be recent
- Include verification of the diagnosis and the severity of the disability from a qualified professional, such as a licensed psychologist, psychiatrist, or a physician
- Address functional limitations describing how the impairment limits a major life activity in the educational environment
- All documentation should be submitted separately to the address below:

Attn: Disabilities Specialist  
Office of the ARC  
Marietta College  
215 5<sup>th</sup> Street  
3<sup>rd</sup> Floor Andrews Hall  
Marietta, Ohio 45750

Disability specific documentation recommendations are included in the following policy guidelines.

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Documentation Guidelines (cont.)

Learning Disabilities

A diagnosis of a learning disability does not automatically qualify a student for an accommodation under the ADA.

Clinical Documentation for the purpose of seeking accommodations is expected to meet the standards set forth in these guidelines. The final determination of accommodations will be determined by the Disabilities Specialist and/or the Director of the ARC based on the review of the information as outlined below.

I. Qualifications of the Evaluator

Professionals giving a diagnosis of a learning disability must be qualified to do so. The name, title, and credentials of the evaluator must be clearly stated in the documentation. The following professionals would be considered qualified to evaluate learning disabilities provided they have training and experience evaluating adolescents /adults with learning disabilities: clinical or educational psychologists, school psychologists, and neuropsychologists. All reports should be on letterhead, typed, dated, and signed, and otherwise legible.

II. The Testing Must Be Current and Age Appropriate

The provision of reasonable accommodations and services is based upon the assessment of the impact of the student's disabilities on his/her academic performance. Therefore, it is in the student's best interest to have the documentation within the past three years and documentation that is standardized for use with the adolescent/adult population. The ARC reserves the right to request additional assessment information if questions arise.

III. Components of a Comprehensive Evaluation Report

Documentation must demonstrate that the learning disability currently and substantially limits one or more major life activities. The diagnostic process must include a thorough clinical interview.

School IEP or 504 plans may be helpful, but psychoeducational measures will be used for determining reasonable accommodations pertaining to specific learning disabilities.

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Assessment and diagnosis must be based on a battery of assessments and not any one test or sub-test.

**A. Diagnostic Interview**

Learning Disabilities are usually manifested during childhood, though not always formally diagnosed, thus relevant historical information about the student's early academic progress must be investigated and documented.

The diagnostician should provide a summary of the following:

1. Description of presenting problem
2. Developmental history
3. Relevant medical history
4. Academic testing
5. Family social history
6. Psychosocial history
7. Relevant employment history
8. A discussion of any other co-existing diagnosis

**B. Ability/Cognitive Testing**

The evaluation must contain a complete intellectual assessment with all cluster and subtests reported as standard scores. The following instruments are recommended:

- Wechsler Adults Intelligence Scale-III (WAIS III)
- Stanford-Binet Intelligence Scale- IV
- Kaufman Adolescent and Adult Intelligence Test

**C. Academic Achievement Testing**

Comprehensive Measures of Achievement

- Woodcock –Johnson III- Tests of Achievement
- Scholastic Abilities Test for Adults (SATA).

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Specific Measures of Achievement

- Nelson-Denny Reading Test
- Stanford Diagnostic Test
- Test of Written Language (TOWL-3)
- Woodcock Reading Mastery Tests-Revised

D Information Processing Testing

The following instrument is recommended:

- Woodcock-Johnson Psychoeducational Battery III- Tests of Cognitive Ability (Standard Battery- subtests 1-10)

E. Other Testing

Non-standard measures, informal assessments, or observations may be helpful in determining performance across a variety of domains. Other instruments may be incorporated with the above instruments to help rule in or out the learning disability.

F. The Documentation Must Include a Specific Diagnosis

The diagnostic report needs to include specific diagnostic impressions of the evaluator. Diagnoses based on the DSM-IV are required.

G. Actual Test Scores from Standardized Instruments are Required

Standard scores and/or percentiles rank scores must be provided for all normed measures. The data must logically reflect the presence of a substantial limitation to learning for which the student is requesting an accommodation. The test findings must document the nature and severity of the disability.

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H. Each Accommodation Recommended by the Evaluator must include a Rationale

The evaluator(s) should support accommodation recommendations with specific clinical observations and test results.

I. Clinical Summary

A good diagnostic summary will be based on a comprehensive evaluation process. It is an important part of the report. A diagnostic report must contain:

- Diagnosis and the date of onset
- Indication of the severity of the disability
- Date of the diagnosis and the date of last contact with the student
- List of tests and other measures used in the evaluation
- Summary of the student's medical, educational, and family history
- A description of how the diagnosis was reached, including an explanation of how the learning disability substantially limits a major life activity
- A list of functional limitations which may affect programs in college
- Recommendations for accommodations and other academic adjustments
- Information to contact the diagnostician such as mailing address, telephone number, e-mail address, etc.

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Documentation Guidelines (cont.)

Attention Deficit Hyperactivity Disorder/ Attention Deficit Disorder

The following guidelines are provided to assist in the determination and development of appropriate accommodations. Documentation is used to legitimize a student's request for accommodations. Recommended documentation includes:

1. A comprehensive evaluation that includes a DSM-IV diagnosis for ADHD/ADD
2. Information or test scores that rule out other conditions such as learning disorders, mood disorders, relational problems, etc., must be complete
3. Clear and specific evidence of ADHD/ADD must be documented
4. Documentation must be current. The evaluation should have been completed with in the past three years
5. The test scores and/or other appropriate data should be reported to reflect the diagnosis process.
6. The use of, or recommendation for any medication should be noted
7. Licensed professionals such as psychologists, psychiatrists, and physicians are qualified to render a diagnosis of ADHD/ADD. The license number, date of the evaluation, and the title of the evaluator should be included in the report on letterhead.

Psychiatric/Psychological

The following guidelines for documentation are recommended:

1. Clear statement of the DSM-IV diagnosis
2. Date of initial diagnosis
3. Current documentation usually within a year
4. A description of the assessment process used to make the diagnosis
5. Presenting symptoms
6. Summary of the current impact of the condition (including medication )
7. Current treatment and/or services prescribed
8. Estimated duration of the condition
9. A description of the functional limitation on learning or other major life activity
10. Medical information on letterhead signed by an appropriate physician

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Documentation Guidelines (cont.)

Mobility and/or Chronic Health Disabilities

The following guidelines for documentation are recommended:

1. A clear statement of the medical diagnosis from a neurologist, physician, or other medical specialist.
2. An evaluation of the functional limitations that require accommodations
3. A description of current symptoms, which meet the criteria of the diagnosis
4. Any medications currently being used or recommended.
5. Medical information relating to the student's needs, and the student's ability to meet the demands of the college academic program.
6. A list of adaptive equipment being used.
7. Suggestions of reasonable post secondary accommodations supported by the diagnosis.
8. If there are any special parking or housing accommodations requested, medical providers must provide the following:
  - a. Maximum walking distance
  - b. Can the student negotiate stairs?
  - c. Can the student ride in the campus golf cart?
  - d. Does the student have a valid, state issued handicapped parking placard or plate?
9. Documentation should be current.

Low Vision or Blindness

The following guidelines for documentation are recommended:

1. An evaluation should be conducted by a professional evaluator, including license /specialization information. Evaluations must be on letterhead, signed and dated.
2. Documentation should be current
3. A vision assessment from an ophthalmologist with a primary diagnosis
4. When appropriate, a low-vision evaluation of residual function
5. Medical information relating to the student's needs and the impact of the demands of the college academic program
6. List of any assistive technology and/or adaptive equipment being used. Include a description of the equipment, brand name, and model.

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Documentation Guidelines (cont.)

Deafness or Hard of Hearing

The following documentation guidelines for documentation are recommended:

1. Documentation should be current
2. The evaluation should be conducted by a qualified professional, including license/specialization information. Evaluations must be on letterhead, signed and dated.
3. An audiological evaluation and/or audiogram from any otolaryngologist and/or physician.
4. Medical information relating to the student's needs and the impact on the demands of the college academic program.
5. A list of any assistive technology and/or adaptive equipment being used. Include a description of the equipment, brand name, and model.

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Rights and Responsibilities of Eligible Students with a Disability

Students have the right to:

- Appropriate accommodations after providing the ARC with documentation of their disability.
- Confidentiality. Records and information are kept confidential unless the student agrees to release them in writing.
- Advocacy from the ARC with the faculty when you have not received an approved accommodation.
- File a complaint resolution if you feel your right to an appropriate accommodation is not being met.
- File a civil rights complaint with the Office of Civil Rights, U.S. Department of Education if you are not satisfied with the services provided to you by the college.

Students are responsible to:

- Register their disability with the ARC and provide documentation of their disability in order to be eligible for any accommodations from the college
- Contact the Disabilities Specialist for assistance in identifying supports and accommodations.
- Contact the Disabilities Specialist to coordinate sending out accommodation notices to the agreed upon faculty members.
- Meet with faculty members to discuss appropriate arrangements for accommodations in their class.
- Request classroom and testing accommodations in advance.
- Inform the ARC if there is a change in name, address, or phone number.

The student with a disability must maintain the same responsibility for his/her education as non-disabled students e.g. Marietta College academic levels, class attendance, appropriate behavior, and timely notification of any special needs.

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Faculty Responsibility

Faculty members are often the first to know that a student with a disability is in class and they are encouraged to work with the student. It is important, however, that the student be referred to the ARC for appropriate review and potential support.

The ARC Responsibility

It is the responsibility of the ARC to meet the student's needs under section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

Reasonable Accommodations

Accommodations by the college are possible only after contact with the ARC has been initiated. Requests for accommodations shall be assessed after reviewing the diagnostic evaluation and the student's previous scholastic performance. Students are encouraged to self-report their disability to their professors at the beginning of each semester to avoid delays in receiving the accommodations. If the student is new, accommodations will be implemented within a reasonable time period, usually two weeks following the presentation of documentation. In order to receive accommodations students should sign an internal release of information and work with the ARC to send accommodation notices to their instructors. Please review Appendix A for a chart of timelines to assist students with accommodations.

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### Determination of the Need for Reasonable Accommodations

Under section 504, institutions are required to make modifications in academic requirements as necessary to ensure that those requirements do not discriminate or have the effect of discrimination against a student with a disability. Upon acceptance to the college, students may contact the ARC to arrange a meeting with the Disabilities Specialist or the Director of the ARC. The Disabilities Specialist will work with the student to arrange for accommodations. Students who request reasonable accommodations must provide documentation of their disability by a qualified professional prior to the implementation of accommodations.

### Adaptive Equipment

Marietta College has a variety of adaptive equipment for students to access. Arrangements are made on an individualized basis for this equipment each semester. Students should discuss their needs for the upcoming semester with the Disabilities Specialist at least a week prior to the start of the semester. Some items may require additional lead time. Consultation with the Disabilities Specialist is recommended. Available equipment includes:

- Kurzweil 3000 scan/read system
- Dragon Naturally Speaking voice/dictation software
- Text Telephone (TTY)
- Braille, tactile image enhancement, and other alternate text materials are available, but will require a special order.

### Referrals

The Academic Resource Center and the Disabilities Specialist reserves the right to refer students to other resources as might be appropriate, i.e. counselor, physician, BVR, etc. Marietta College faculty and other staff members may make a referral to the ARC through the Academic Warning System. This is an online procedure to alert ARC of students who are having academic difficulties. An e-mail about the warning goes out to the student with an offer of assistance. Copies are sent to the student's academic advisor, resident advisor, and coaches. A referral to the Early Alert Program is another avenue to pursue if you believe a student is struggling. If you are concerned about a student, and want to know more about the Early Alert Program, phone the ARC at 376-4700. All information will be kept confidential.

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Services Available through the ARC

- Tutoring
- Study skills assistance
- Test administration
- Personalized accommodations
- Advising and guidance in collaboration with faculty advisors and related departments as needed
- Adaptive technology i.e. Kurzweil 3000 Scan/read system, Dragon Naturally Speaking Voice dictation/recognition software, Text Telephone (TTY).
- Note Taker Services
- Alternate Textbooks
- Access to wheelchair accessible computer stations
- Other individualized one on one assistance

The student and the faculty member shall:

- Discuss the implementation of appropriate accommodations
- Note their respective agreement on the back of the accommodation notice
- Return the signed form to the attention of the Disabilities Specialist at the ARC

Students may elect not to disclose their disability. Should the student seek accommodations late in the semester, then he/she should be aware that all grades stand as earned and accommodations will be implemented in a timely manner, in most cases two weeks. For Students who are newly identified during the course of a semester, consideration will be made on an individualized basis.

If agreed upon accommodations did not meet the needs of the student, the student should contact the Disabilities Specialist at the ARC for further assistance. If a student is not satisfied with the assistance they receive they should follow the procedure outlined in the complaint resolution section of these policies.

Marietta College seeks to offer support to all students and strives to make reasonable accommodations for individuals with documented disabilities.

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Common Academic Accommodations

Reasonable accommodations are individualized and flexible. The following academic accommodations represent a partial list of common accommodations:

- Exam modifications (e.g. extended time, alternate format, segmented in two parts, quiet separate room, etc.)
- Preferential seating in the front of class by the door, helps to reduce audio/visual distractions
- Accessible classroom/location/furniture
- Auxiliary aid services (e.g. volunteer note taker, tutor, interpreter, etc.)
- Alternative text (large print, taped books, Braille, etc.)
- Taped lectures

To obtain disability-related academic accommodations, students must apply for these services through the ARC in a timely manner. The Disabilities Specialist will outline the process for the accommodations and present them to the student.

There are procedures regarding three commonly used services. These are auxiliary services which include requests for a tutor, exam modifications, and taped lectures.

Requests for a tutor, note taker, etc.:

1. The student will come to the ARC and see the Tutor Coordinator.
2. The student will review the “should you request a tutor” guidelines pamphlet
3. The student will complete a “Tutor Request” form
4. The Tutor Coordinator will assign a peer student tutor who is qualified to tutor in a particular subject requested
5. The student will receive a pink “Tutor Assignment” form in campus mail indicating the assigned tutor’s name, telephone number, and e-mail address
6. The student is responsible for contacting the tutor to set up a convenient time to meet
7. The tutor will have the student sign a green “Tutoring Log” form after each session to be turned into the Tutor Coordinator
8. A student may request (2) hours per week per subject of tutoring at no charge to the student.
9. If the Student drops the class in which he/she is receiving tutoring, or no longer wishes to be tutored, they must inform the tutor and the Tutor Coordinator.

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Exam Modifications

To request exam modifications, the student needs to provide the appropriate documentation to the ARC's Disabilities Specialist. The Disabilities Specialist will assist the student in identifying the appropriate testing accommodation.

After accommodations have been approved and accommodation notices sent out, then the student should do the following:

- Arrange to meet with the instructor to discuss the accommodations
- The proctor/scribe request form must be completed at least 3 days to a week prior to the test date if the student will be taking exams in the ARC, and/or requires a test reader, and/or a scribe.
- Final exam arrangements need to be made two weeks in advance. If you do not make these arrangements, the ARC may not be able to make space available for your exam.
- To cancel or reschedule a test, it is the student's responsibility to contact both the instructor and the ARC.
- During the test, the student will be allowed to bring and use only the materials provided by the instructor. The student should leave all other materials including jackets, purses, and book bags in the office with the testing coordinator.
- If difficulties arise with any exam modifications, the student should contact the Disabilities Specialist or the ARC office for assistance as soon as possible.
- If a student has an accommodation of extended time on exams this typically requires 1 and ½ times the amount of time allotted for the exam. Any variations will be specified in the accommodation notice.

Tape-recorded Lectures

Students with disabilities who are unable to read or take notes have the right to tape record class activity for their personal study only. Lectures taped for this purpose may not be shared with others unless the lecturer gives written permission. Taped lectures may not be used against faculty member, other lecturers, or students whose comments are taped as part of the class activity. Information contained in the lecture is protected under federal copyright laws and may not be published or quoted without written consent of the lecturer. If a student requires a taped lecture as part of an approved accommodation, they need to sign the "Taped-recorded Lecture Policy Agreement" form. This form is found in Appendix B of these policies.

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Housing Accommodations

Marietta College provides limited on-campus housing space, which has been specifically reserved for occupancy by students with a documented disability. The college will provide and assign students with disabilities to housing, as such space is available. It is the responsibility of the student to identify him/herself as a student with a documented disability seeking housing. The housing accommodation application is included in appendix B of these policies and is available in the ARC. Application for a housing accommodation should be completed at least one month prior to the start of the semester and sent to the ARC. Priority will be based on the greatest physical need. Final selection for the reserved space will be completed mid-summer of each year. Students will be informed of their room assignment by Housing Services.

Parking

All handicap parking spaces are marked with blue stripes and signs and should be used by persons displaying state registered handicap permits or license plates. Handicap permits should be prominently displayed. Violators are subject to towing and or fines. All parking lots that are the property of Marietta College are enforced as permit only for student, faculty, and staff. Parking permits for students are available from [marietta.parkadmin.ca](http://marietta.parkadmin.ca). Student parking registration stickers shall be displayed on the lower corner of the passenger side of the rear windshield. All campus parking or traffic violations are subject to either a campus citation or a state of Ohio traffic citation.

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Campus Safety

The Campus Police offer a couple of programs to enhance student safety. The MAP (motorist assistance program) provides assistance if you have a flat tire, your car won't start, or you run out of gas. All you have to do is call extension 4611 and the police will help you out. Another program is an escort service. If it's late, you feel unsafe, or just uncomfortable walking from one part of campus to another, the police will escort you no questions asked. Again dial extension 4611 for escort services.

Other safety tips include the following:

- Stay alert and tuned in to your surroundings
- Never leave your personal property unattended
- Always lock your room and your car
- Never give your keys or your student ID keycard to anyone
- Familiarize yourself with emergency procedures, phone numbers, and blue poles around campus to auto dial the campus police.
- Stick to well-lighted and busy areas
- Travel in groups of two or more
- Avoid displaying large amounts of cash or jewelry, expensive clothing, or other valuables.
- Place valuables under your seat, trunk, or somewhere else out of sight

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**Accommodation Request Grid**

| Accommodation          | Suggested Timeframe                            |
|------------------------|--|
| Housing Accommodations | 4-6 weeks (prior to the beginning of semester) |
| Alternate Textbooks    | 6-8 weeks                                      |
| Interpreter            | 2-3 weeks                                      |
| Note taker             | 1-2 weeks                                      |
| Braille                | 6-8 weeks                                      |
| Special Furniture      | 6-8 weeks                                      |
| Reader/writer          | 2-3 weeks                                      |
| Tutoring               | 3 days-week                                    |
| Adaptive Equipment     | 4-8 weeks                                      |
| Test Proctoring        | 3 days-week                                    |

\*\* Students must apply for services in a timely manner. Some accommodations take more lead time than others. This grid was developed to ensure that care is taken to order items as needed for effective student use. Questions regarding timelines should be directed to the Disabilities Specialist at the ARC.

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**FORMS:**

Documentation Checklist

Tutor Request

Tutoring Log

Proctor/Scribe Request

Testing Accommodation Agreement

Electronic Text End User Agreement

Release of Information (Internal)

Release of Information (External)

Accommodation Notice

Complaint Resolution

Tape-recorded Lecture Policy Agreement

Housing Accommodation Application



## Documentation Checklist

To facilitate the collection of critical documentation, please provide a comprehensive report that contains those items listed in the following checklist.

A diagnostic report must contain:

- \* Date of onset and a specific diagnosis; and
- \* Severity of the disability; and
- \* Date of the diagnosis and the date of the last contact with the student
- \* List of tests given or other measures used to assess the following: Aptitude, achievement, and information processing; and
- \* Summary of the student's medical, educational, and family history that may relate to the learning disability; and
- \* List of functional limitations that may affect programs in college; and
- \* Summary of how the diagnosis was reached and how the disability substantially limits a major life activity; and
- \* Recommendations for appropriate accommodations; and
- \* Other information relevant to this student's academic adjustment; and
- \* Signature and contact information of the diagnostician.

Return this information marked confidential to:  
Disabilities Specialist  
Marietta College  
The Academic Resource Center  
215 Fifth Street  
Marietta, OH 45750-4008



## TUTOR REQUEST FORM

SEMESTER \_\_\_\_\_

Name \_\_\_\_\_ Social Sec. No. \_\_\_\_\_

Campus Box \_\_\_\_\_ Phone (Campus) \_\_\_\_\_ Phone (Cell) \_\_\_\_\_

E-mail address \_\_\_\_\_

Best time to Contact \_\_\_\_\_ Preferred Method \_\_\_\_\_

Major \_\_\_\_\_ GPA \_\_\_\_\_ Number credit hours enrolled \_\_\_\_\_

Class (circle one) FR SO JR SR GR OTHER

Do you participate in collegiate athletics at MC? \_\_\_\_\_ If yes, what sport? \_\_\_\_\_

Are you currently on Academic Probation? YES NO

Have you had a tutor through the ARC before? YES NO

### COURSE(S) IN WHICH TUTORING IS REQUESTED:

| COURSE | TITLE | INSTRUCTOR | CURRENT GRADE | REPEAT? |
|--------|-------|------------|---------------|---------|
|--------|-------|------------|---------------|---------|

### BRIEFLY EXPLAIN WHY YOU FEEL YOU NEED A TUTOR:

### PLEASE INDICATE DIFFICULTIES IN ANY OF THE FOLLOWING AREAS (OPTIONAL):

\_\_\_\_\_ General course content      \_\_\_\_\_ Taking notes      \_\_\_\_\_ Learning Disability  
\_\_\_\_\_ Understanding text      \_\_\_\_\_ Understanding instructor      \_\_\_\_\_ Physical Disability

\_\_\_\_\_ Managing time

\_\_\_\_\_ Study skills

\_\_\_\_\_ Other \_\_\_\_\_









## PROCTOR/SCRIBE REQUEST

\*\*\*Per ARC policy, all requests for proctor/scribes must be completed 3 days in advance.\*\*\*

DATE OF REQUEST \_\_\_\_\_

Name \_\_\_\_\_

Campus Box # \_\_\_\_\_

Phone (Home) \_\_\_\_\_ Phone (Cell) \_\_\_\_\_

E-mail address \_\_\_\_\_

### COURSE INFORMATION

Date of Exam \_\_\_\_\_ Time of Exam \_\_\_\_\_

Course \_\_\_\_\_

Instructor \_\_\_\_\_

Have you met with the ARC's Disabilities Specialist this semester?      YES      NO

Have you already made appropriate arrangements with your instructor?  
(e.g.: exam delivered to ARC, process after exam completed)      YES      NO

### RECOMMENDATIONS / COMMENTS FROM ARC STAFF

Accommodation Notice on File?      YES      NO      Time allotted for Exam \_\_\_\_\_

Proctor / Scribe's Name \_\_\_\_\_

Time Exam Started \_\_\_\_\_

Time Exam Finished \_\_\_\_\_

Professor Notified: \_\_\_\_\_ Professor Picked-Up \_\_\_\_\_

Comments \_\_\_\_\_

# Academic Resource Center

## Testing Accommodation Policy

**Students: Please read the following policy for taking your exams in the ARC and sign below.**

- You must bring identification with you. For security reasons, tests will not be given without proper identification.
- Once you begin the exam, you must complete that exam in one sitting. You cannot leave the testing area.
- You must leave your books, purses, cell phones, and other personal belongings with the ARC Staff while taking the exam. You may not take materials with you, unless specified by the instructor.
- Any suspected evidence of cheating will be documented and reported to the appropriate faculty member. As a result, you may be charged with academic misconduct.

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Print Name

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Date

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Signature

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Date

# Academic Resource Center

## Electronic Text End User Agreement

I verify and agree that:

- I have purchased a printed copy of the textbook and will share a copy of the receipt with the Academic Resource Center.
- I am enrolled in the course that the text has been adopted.
- I acknowledge that I do not own the electronic text. I also acknowledge that the text is furnished “As Is,” and contains copyrighted and/or proprietary and confidential information of the publisher and its licensors.
- I will not revise, convert or otherwise modify the text files.
- I will not share, sell, rent or otherwise distribute the electronic files.
- In using the electronic files provided by the publisher, I understand that the student, the Academic Resource Center, and/or any other college official will abide by the Copyright Law of the United States of America, as amended (17 U.S.C. Sec 101 et seq.) and the applicable code of conduct and policy of Marietta College.
- I will return the electronic files to the ARC upon completion of the course.
- I also understand that if the textbooks are not available in electronic text that the ARC has made available scanning equipment for me to utilize.
- If needed I will request the ARC to assist me in identification of other available resources.

By signing this agreement, I indicate I have read, understood, and accepted the terms of this agreement.

Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Academic Resource Center*  
**Marietta College**

**RELEASE OF INFORMATION  
 (INTERNAL)**

Term\_\_\_\_\_

I authorize Academic Resource Center personnel to release designated information to pertinent Marietta College personnel regarding

(Student's Name)

(Social Security Number)

(Date of Birth)

Information to be released: any pertinent data

Purpose of release of information: to facilitate educational planning and/or provision of accommodations

Excluded personnel, if any: \_\_\_\_\_

(Date)

(Signature of Student OR Legal Guardian if under 18)

(Date)

(Witness)

**Documented Disability**   Yes   No

**Parent Contact Allowed**   Yes   No

| Accommodation Notices Sent: |                  |           |                  |
|-----------------------------|------------------|-----------|------------------|
| Date Sent                   | Faculty / Course | Date Sent | Faculty / Course |
|                             |                  |           |                  |
|                             |                  |           |                  |
|                             |                  |           |                  |
|                             |                  |           |                  |

*Academic Resource Center*  
**Marietta College**

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**RELEASE OF INFORMATION  
(EXTERNAL)**

I authorize \_\_\_\_\_ to release

designated information to pertinent Marietta College personnel regarding

\_\_\_\_\_  
(Student's Name)

\_\_\_\_\_  
(Social Security Number)

\_\_\_\_\_  
(Date of Birth)

Information to be released: any pertinent data regarding learning and/or physical disabilities, e.g., diagnosis(es), testing results, treatments, recommended accommodations

Purpose of release of information: to facilitate educational planning and/or provision of accommodations

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\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature of Student OR Legal Guardian if under 18)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Witness)

**ADDITIONAL IDENTIFYING DATA:**

Current Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone #: \_\_\_\_\_

Send Information to:

Debra R. Higgins, M.Ed.  
Academic Resource Center  
Marietta College  
215 Fifth Street  
Marietta, Ohio 45750  
740-376-4700  
740-376-4406 (fax)

*Academic Resource Center*

**Marietta College** \*CONFIDENTIAL\*

Semester: \_\_\_\_\_

**ACCOMMODATION NOTICE**

To: \_\_\_\_\_  
(Professor's Name / Course)

Re: \_\_\_\_\_  
(Student's Name)

Date: \_\_\_\_\_

Please be advised this student has documentation of a disability on file in the Academic Resource Center and has met with a member of the ARC's professional staff to establish the following recommended accommodations for this course:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This student has been advised to contact you to arrange accommodations to best suit his/her needs in your course without compromising academic standards. On the back of this page, space has been provided to record your conversation with this student as to his/her accommodations. If you wish to discuss these recommendations, or if I may be of further assistance, please contact the ARC (376-4700).

\_\_\_\_\_  
(ARC Staff Member)



**Marietta College**  
**Grievance Procedure**  
**Conflict Resolution Form**

Student Name: \_\_\_\_\_

Date filed: \_\_\_\_\_

Nature of Complaint

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Desired Resolution:

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Date discussed with 504 Compliance Officer \_\_\_\_\_

Outcome of Level I:

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\_\_\_\_\_  
504 Compliance Officer Signature

\_\_\_\_\_  
Date

Referred to Level II- Sent to Director of the ARC on \_\_\_\_\_

Outcome of Level II:

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Decision sent to student on \_\_\_\_\_  
Date

\_\_\_\_\_  
Director of The ARC Signature

Referred to Level III- sent to the Provost on \_\_\_\_\_

Outcome of Level III:

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Decision sent to student on \_\_\_\_\_  
Date

\_\_\_\_\_  
Provost Signature

## **Tape-Recorded Lecture Agreement Policy**

Students with disabilities who require the accommodation of taping lectures should know the following policy. Lectures taped for this purpose may not be shared with others without the written consent of the lecturer. The taping of class activities should only be used for the student's personal study. Taped-recorded lectures may not be used against a student, faculty member, or another lecturer whose comments may have been recorded as part of the class function. Information contained in the taped-recorded lecture is protected by federal copyright laws and may not be published or quoted without expressed written consent of the lecturer and without giving proper identity and credit to the lecturer.

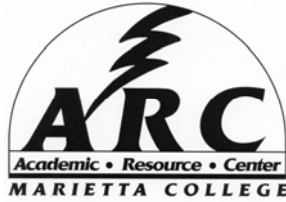
I have read and understand the aforementioned policy on taped-recorded lectures at Marietta College, and I agree to abide by this policy in regard to any lectures I tape while enrolled at Marietta College.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date



## Marietta College Housing Accommodation Application

This form is to be completed by any Marietta College student seeking housing accommodations due to a documented disability. To assist in the full and fair evaluation of such requests, the student seeking accommodations is responsible for completing the following process:

- 1) The student must send a letter to the Director of Residence Life (with a copy sent to the Director of the Academic Resource Center) advising of the intended request.
- 2) The student must visit the Academic Resource Center to meet with a staff member to discuss his/her disability and the potential need for accommodations, AND sign a release form allowing relevant staff members to collaboratively assess the request.
- 3) This *Housing Accommodation Application* must be completed in full and returned to the Director of the ARC a minimum of one month prior to the start of the semester for which the accommodation is being requested.

Students are to complete Part I and attach the requested personal statement (see instructions in Part I) prior to forwarding the form to the certifying professional to complete Part II and return to the ARC.

***PLEASE NOTE:***

*As a primarily residential college, Marietta College's learning environment and residential living are central to the student experience. To this end, requests for release from the college's residency requirements are considered very carefully.*

***Initiating this process does NOT guarantee the accommodations will be approved.***

**PLEASE DIRECT ANY QUESTIONS AND  
RETURN COMPLETED FORMS TO:**

Debra Higgins, Director  
Academic Resource Center  
Marietta College  
215 Fifth Street  
Marietta, Ohio 45750  
(740) 376-4700 phone / (740) 376-4406 fax  
Email: [arc@marietta.edu](mailto:arc@marietta.edu)

**MC Housing Accommodation Application**

**I. TO BE COMPLETED BY STUDENT**

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Social Security Number: \_\_\_\_\_ MC Student ID #: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Campus Address: \_\_\_\_\_ Campus Box #: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Campus Phone \_\_\_\_\_

Campus Mailbox \_\_\_\_\_

Class: FF FR SO JR SR GR OTHER

Disability: \_\_\_\_\_

Please list the semester and year for which this request is being made: \_\_\_\_\_

Requested accommodation: \_\_\_\_\_ Single Room \_\_\_\_\_ Off Campus Housing  
\_\_\_\_\_ Ground Floor Room \_\_\_\_\_ Housing for an Attendant \_\_\_\_\_ Private Bath  
\_\_\_\_\_ Other (Specify: \_\_\_\_\_)

**\*\*ATTACH A PERSONAL STATEMENT TO THIS APPLICATION SUPPORTING YOUR REQUEST. YOU WILL WANT TO INCLUDE A FULLER DESCRIPTION OF AND RATIONALE FOR YOUR HOUSING NEED; BENEFITS IF YOUR REQUEST IS GRANTED OR THE CONSEQUENCES IF IT CANNOT BE MET; POSSIBLE ALTERNATIVE TO YOUR FIRST CHOICE REQUEST; AND ANY OTHER SUPPORTING INFORMATION TO BE CONSIDERED.**

PLEASE READ AND SIGN BELOW:

*In requesting housing accommodations, I realize it is necessary for relevant staff members outside the ARC to have access to the information within this application. I hereby grant permission for ARC staff members to share this information as needed with the understanding that this form will remain on file only in the ARC due to the confidential nature of the information.*

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**MC Housing Accommodation Application**

**II. TO BE COMPLETED BY CERTIFYING PROFESSIONAL**

Name: \_\_\_\_\_

Credentials: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

License number and state of licenser: \_\_\_\_\_

Diagnosis of student making request for housing accommodations based on a disability:

\_\_\_\_\_  
\_\_\_\_\_

Date of diagnosis: \_\_\_\_\_

Diagnostic criteria or tests used: \_\_\_\_\_

Treatments, medications, devices or services currently prescribed or used to minimize the impact of the condition: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Date of initial contact with student: \_\_\_\_\_

Date of last contact with student: \_\_\_\_\_

Please describe impact upon the student if the requested accommodation cannot be made:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Rationale: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**MC Housing Accommodation Application**

Are there other ways to meet the student's needs that allow full participation in the residential/roommate experience? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Other information pertinent to this request: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**\*\*PLEASE ATTACH ANY OTHER SUPPORTING INFORMATION TO BE CONSIDERED.**

Signature of certifying professional: \_\_\_\_\_

Date \_\_\_\_\_

**ARC Use Only**

Date Application Received: \_\_\_\_\_

ARC File? \_\_\_\_\_ Semester opened: \_\_\_\_\_

Documentation on file: \_\_\_\_\_

Previous Accommodations Requested: \_\_\_\_\_

Approved: \_\_\_\_\_ Date: \_\_\_\_\_

Disapproved: \_\_\_\_\_ Date: \_\_\_\_\_

Deferred for further documentation: \_\_\_\_\_ Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

April 2, 2003

**Marietta College  
Policies and Procedure Guidelines for  
Students with Disabilities**

Other Resources and Websites:

National Center for Learning Disabilities

<http://www.ld.org>

Phone: 212-545-7510 or 888-575-7373

National Institute of child Health and Human Development

<http://www.nichd.nih.gov>

Phone: 301-496-5133

National Institute of Mental Health

[nimhinfo@nih.gov](mailto:nimhinfo@nih.gov)

Phone: 3014434513

Learning Disabilities Association of America

[ldanati@usaor.net](mailto:ldanati@usaor.net)

Phone: 412-341-1515

Children and Adults with Attention Deficit/ Hyperactivity Disorder

[national@chadd.org](mailto:national@chadd.org)

Phone: 301-306-7070 or 800-233-4050

King, Warren, Testing Accommodations for Students with Disabilities, AHSSPPE, 1997

International Dyslexia Association

[info@interdys.org](mailto:info@interdys.org)

Phone: 410-296-0232 or 800-ABCD123