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Students with Disabilities at Mary Baldwin College

Mary Baldwin College is sensitive to the needs of students with disabilities who are academically qualified and is committed to providing appropriate support. The college does not waive requirements for degrees or alter admissions requirements for any student, but we make every effort to accommodate students with identified and documented disabilities.

Students with Disabilities Need to Know

- *Can a postsecondary school deny my admission because I have a learning disability?*
No, as long as you meet the essential requirements for admission.
- *Do I have to inform a postsecondary school that I have a disability?*
No. However, you must identify and document your disability (at your expense) if you wish to receive special accommodations.
- *What academic adjustments must a postsecondary school provide?*
Academic adjustment does not include lowering or making substantial modifications to essential requirements. Appropriate adjustments are made on the basis of your disability and needs, and may include auxiliary aids and services such as priority registration, untimed tests, note takers, substitution of courses, or other methods.
- *If I want an academic adjustment, what must I do?*
Because postsecondary schools are not required to identify you as disabled nor assess your needs, you must inform the school about your disabilities if you wish to request academic adjustment. The college will require you to follow reasonable procedures to document your disabilities. You may request academic adjustment at any time, but the earlier the better, as some adjustments take more time than others. It is your responsibility to get and provide necessary documentation.
- *May a postsecondary school charge me for providing academic adjustments?*
No. You will be charged the same for activities and programs as all other students.
- For more information about your rights and responsibilities, you may contact:

Customer Service Team	Tele	800-421-3481
Office of Civil Rights	TDD	877-521-2172
U.S. Department of Education	e-mail	ocr@ed.gov
Washington DC 20202-110	web	www.ed.gov/ocr

Documenting Your Disability

Students need current documentation of disability — documentation that has been completed within three years of admission to postsecondary school — that consists of evaluation by an appropriate professional and describes the current impact of a disability as it relates to the request for accommodation. Mary Baldwin College does not offer disabilities testing but can provide information on local testing services. Documentation must include these seven elements:

- Diagnostic statement identifying disability, date of most recent diagnostic evaluation, and date of original diagnosis.
- Description of diagnostic tests, methods, and/or criteria used.
- Description of current functional impact of disability, including specific test results and examiner's narrative interpretation.
- Treatments, medications, and/or assistive devices/services currently prescribed or in use.
- Description of expected progression or stability of the impact of the disability over time, particularly in next five years.
- Credentials of diagnosing professional (psychologist, psychiatrist, physician), if not clear from letterhead or forms.
- Diagnosing professional may not be a family member.

Coordinating Services for Students with Disabilities

Once a student has the necessary documentation, she should contact the director of the Learning Skills Center at Mary Baldwin College for a meeting. At that time, the student should be prepared to present the documentation and complete a Confidential Memo to define her request for accommodations.

The student will take the memo to her professors to discuss needs. Since all students at Mary Baldwin College receive individual attention, special requests are not usually difficult to manage. The director of the Learning Skills Center will help negotiate accommodations as needed.

Significant Differences in Disability Services Between High School and College

HIGH SCHOOL	COLLEGE
APPLICABLE LAWS	
Individuals with Disabilities Education Act (IDEA) Section 504, Rehabilitation Act of 1973	Title II of Americans with Disabilities Act (ADA) Section 504
REQUIRED DOCUMENTATION	
Individual Education Plan (IEP) Section 504 School provides evaluation at no cost to student. School conducts triennial evaluation.	IEP and Section 504 are not applicable. Documentation required from licensed professional; report must include diagnosis and functional limitations. Student must get evaluation at own expense. Student is not required to be re-tested after initial documentation approved.
STUDENT ROLE	
Student is identified and supported by parents/teachers. Primary responsibility for accommodations belongs to the school.	Student must self-identify to the disabilities services (or other designated) office. Primary responsibility for accommodations belongs to the student.
PARENTAL ROLE	
Parents have access to student records. Parents advocate for student.	Parents do not have access to disability-related records unless student is under 18 or provides written consent. Students advocate for themselves.
TEACHERS/PROFESSORS	
Modifications to curriculum and/or alterations to pace of assignments may be made (classes for college credit cannot be modified). Multi-sensory approaches used. Weekly testing, mid-term, final, and graded assignments Used. Attendance taken and reported.	Modifications to curriculum are not required. Multi-sensory approaches may or may not be used. Lecture may dominate delivery mode. Testing and assignment frequency vary. Attendance often is not taken; student is responsible for attending class.
GRADES	
Grades may be modified based on curriculum.	Grades reflect quality of work submitted.