

LENOIR-RHYNE UNIVERSITY

DISABILITY SERVICES STUDENT HANDBOOK



Lenoir-Rhyne University Disability Services Policies & Procedures

The university policies and procedures for the Disability Services Office listed in this handbook are living documents subject to change due to ongoing judicial decisions. These policies and procedures are periodically reviewed by the university and revised to comply with all applicable laws.

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DISABILITY SERVICES MISSION STATEMENT:

The Disability Services Office of Lenoir-Rhyne University strives to provide the highest quality services to each student with a disability through appropriate accommodation of university policies, practices and procedures. It is the mission of this office to ensure that every student with a disability has an equal chance to benefit from all university programs. The office emphasizes personal independence and responsibility on the part of the student in the provision of services. Additionally, the Office provides information and guidance on physical accessibility issues to university personnel to enhance the integration of students with physical disabilities. The Office also serves as a community resource for information about people with disabilities and the issues that affect them.

The purpose of providing disability related accommodations is to ensure qualified students with disabilities have equal access to university programs and are given an equal educational opportunity. Provision of disability related services is not a guarantee of success and the university cannot guarantee that accommodation(s) will result in the same outcome that is obtained by any other student or participant in a university program.

Disability Services: How to Access Services

Students with disabilities may request disability related accommodations in courses, and other university programs, from the Disability Services Office located in the Cornerstone Student Support & Wellness Center. It is the responsibility of the student with a disability to request accommodations and to provide appropriate documentation of his/her impairment to the Director of Disability Services. After a request for accommodations has been made, the documentation and the request will be carefully reviewed. If there is insufficient information within the student's documentation to support the request, the Director of Disability Services may ask for additional material/documentation. All disability related documentation must be from a qualified professional, clearly state a diagnosis and illustrate the current functional limitations of the disability and how the limitation will affect the individual in an educational setting. Complete documentation guidelines are listed within this handbook and copies can be found on the Disability Services website or can be requested from the Director of Disability Services. Any student with a disability also has the right to waive his/her right to receive reasonable accommodations. A waiver form is available from the Director of Disability Services.

PROCEDURES FOR REQUESTING ACCOMMODATIONS:

1. Upon notification of acceptance into Lenoir-Rhyne University, students with disabilities need to fill out a Request for Accommodations Form and return it to the Disability Services Office.
2. Students must present complete documentation of the disability to the Director along with Lenoir-Rhyne University's Request for Accommodations Form (see pages 5-10 for specific documentation requirements based on the disability).
3. After the appropriate documentation and request form have been received, the Director will review the documentation and all related information to determine qualification for requested accommodations.
4. If there is insufficient information within the student's documentation to support the request, the Director may ask for additional materials.
5. After a complete review, the Director will schedule a meeting with the student to discuss approved accommodations.
6. At the beginning of each semester, the Director will provide faculty accommodation letters to each professor via e-mail explaining the specific accommodations approved for his/her class.
7. The student will receive this e-mail and a signed copy of the accommodation letter. Each student is encouraged to meet individually with their professors to discuss the accommodations and how they will apply to the specific course. A copy of the letter will also be placed in the student's file in the Disability Services Office.
8. At any time during the semester if a student or professor feels that changes need to be made in the approved accommodations, the student must make an appointment to discuss changes with the Director.
9. Each student is required to notify the Disability Services Office to request that new accommodation letters be sent to his/her professors each semester.

***NOTE: IF requests are made after the beginning of the semester, all approved accommodations become effective as of the date of the accommodation letter. No retroactive accommodations will be granted. While Lenoir-Rhyne University will make reasonable accommodations in policies, procedures and programs for students with disabilities, the university does not provide personal assistance services (such as personal attendants), personal devices (such as wheelchairs or shower stools) or prescriptive devices (such as eye glasses or hearing aids).*

If current documentation is not available prior to the start of the semester, provisional services may be provided. Provisional services will cease at the end of one semester.

Lenoir-Rhyne University Documentation Guidelines:

Students who are requesting modifications and/or accommodations to courses or university policies and procedures from the Disability Services Office at Lenoir-Rhyne University are required to submit documentation to verify eligibility for accommodations under the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A diagnosis of a disorder/impairment alone does not automatically qualify an individual for specific accommodations under the ADA.

The following guidelines are provided in the interest of ensuring that submitted documentation is appropriate and complete:

Guidelines for Documentation of a Physical or Psychiatric Disability:

Students at Lenoir-Rhyne University who are requesting special accommodations on the basis of a physical or psychiatric disability must submit appropriate documentation of the disability. Decisions regarding eligibility for reasonable accommodations can be reached only after appropriate documentation of the diagnosis and supporting data are on file with the Disability Services Office at the University.

1. Students must submit a written statement from a licensed physician or licensed therapist describing the disability/mental health issue/physical health issue on official office letterhead (prescription pad notes are not accepted.) This document must be signed and dated by a medical professional qualified to diagnosis the disorder or medical issue.
2. This statement **MUST** include: diagnosis with , treatment plan, limitations caused by the disability, possible medical complications, and prognosis for improvement.
3. The documentation should list associated lab, and test data, when appropriate.

4. Documentation must also include recommendations by the physician or therapist concerning **SPECIFIC** accommodations that may be needed for housing and classroom/academic activities here at Lenoir-Rhyne University.

(Justification for each recommended accommodation must be included if not evident in the information listed in #1.)

***Note: All documentation submitted will be retained in the Disability Services Office and will be considered confidential information.*

Guidelines for Documentation of a Specific Learning Disability:

Students who are requesting accommodations to courses or university policies and procedures from the Disability Services Office at Lenoir-Rhyne University are required to submit documentation to verify eligibility for accommodations under the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A diagnosis of a disorder/impairment alone does not automatically qualify an individual for specific accommodations under the ADA.

The following guidelines are provided in the interest of ensuring that submitted documentation is appropriate and complete:

1. Appropriate documentation to support the existence of a Learning Disability would be a full psycho-educational evaluation, performed by a licensed psychologist, licensed psychological associate or other professional who is credentialed to perform such testing. A specific learning disability must be stated within the documentation submitted. If another diagnosis is applicable, it should also be stated. The diagnosis of a specific learning disability should ideally be presented in multi-axial format, as illustrated in the current Diagnostic and Statistical Manual of Mental Disorders (DSM). A statement should be included indicating current status of the learning disability and the functional limitations of the student as a result of the learning disability and how those limitations affect the student in an educational setting.
2. The evaluation must have been completed within the last three years for students just graduating high school. It is preferred that individuals who are seventeen years of age or older be tested using diagnostic instruments normed for adults.

If the entering student has graduated from high school more than 24 months prior to enrolling at Lenoir-Rhyne, and the documentation is in excess of three years old but less than five years old, the documentation may be accepted if the documentation clearly shows the Learning Disability has been stable over a period of time and clearly indicates present functioning.

3. Average broad cognitive functioning must be demonstrated on an individually administered intelligence test. Subscale/subtest scores should be listed. One of the following instruments is acceptable: WAIS; Stanford-Binet; WISC (or any other professionally accepted assessment tool).
4. Specific cognitive processing strengths, weaknesses, and deficits should be discussed. Clear documentation of deficit areas is necessary in order for the university to provide appropriate, reasonable accommodations. Please discuss the following processing areas.
 - Visual special abilities
 - Memory (auditory and visual; short-term and long-term)
 - Fine motor/dexterity (speed/sequence of motor patterns)
 - Executive functions (verbal and nonverbal). It is also helpful to know about the student's cognitive flexibility and automaticity with cognitive tasks.
 - Selective attention/perception (auditory and visual)
5. Oral language skills should be assessed and discussed. Formal instruments or an informal analysis of a language sample are appropriate. Universities are primarily interested in whether or not a student's learning disability is impacting oral language and/or if a separate speech disorder is also present.
6. Social-emotional assessment is required in order to rule-out a primary emotional basis for learning difficulties. Social-emotional status should be assessed and discussed. Formal assessment instruments and/or clinical interview are appropriate. If applicable, a mental health diagnosis should be clearly stated. Universities need to know differential diagnoses of psychological disorders that impact upon academics from learning disabilities. Higher Education is typically quite stressful for students who have learning disabilities. In an attempt to better serve students, it is helpful to know about their personality characteristics, psychological welfare, self-esteem, and ability to respond to stress.
7. Significant specific achievement deficits relative to potential must be documented. Assessment results must be provided across the following areas:
 - a) Written language (spelling and written expression) -If a written language sample is available to review, this is most helpful. Examples of acceptable tests include [please use age appropriate norms]: BODER; WJ (Achievement); TOAL; informal writing sample; SATA; or WIAT (or any other professionally accepted assessment tool).

- b) Reading (decoding and comprehension) -Please indicates the student's ability to comprehend longer passages, more typical of university texts than some assessment instruments provide. Examples of acceptable tests include [please use age appropriate norms]: WJ (Achievement); Woodcock Reading Mastery Tests; SATA; WIAT; or Stanford Diagnostic Reading Tests (or any other professionally accepted assessment tool).
- c) Mathematics (applied [word problems] and calculations) -Please indicate whether or not the student was successful with algebra problems. Scores rarely provide this. For example, students can score within the low average range on the WRAT without attempting any of the algebra problems. Examples of acceptable tests include [please use age appropriate norms]: SATA; WJ (Achievement); Stanford Diagnostic Mathematics Tests; KeyMath-Revised/NU; or WIAT; (or any other professionally accepted assessment tool).
- d) Oral expression -Please indicate the student's ability to convey information in a detailed, organized manner. Examples of acceptable tests include [please use age appropriate norms]: Informal assessment during evaluation or WIAT.
- e) Listening Comprehension -Please indicate the student's ability to comprehend complex verbal material or information. Examples of acceptable tests include (please use age appropriate norms): Informal assessment during evaluation or WIAT.
8. The documentation must include the following information:
- Name of the assessment instrument(s) used
 - Quantitative and qualitative information which supports the diagnosis
 - Severity of the learning disability and impact in and out of the classroom
 - Recommendations for specific accommodations
 - Notation of medication(s) prescribed if any, and potential impact on learning
 - Additional observations or recommendations, which could assist us in adequately serving the student.
 - The name(s), title(s), credentials, address(s), and phone number(s) of the evaluator(s), as well as date(s) of testing. The material should be on letterhead of the individual professional or the agency/firm of which the professional is employed.

For students wishing to request entrance into LR's cultural enrichment program to satisfy the foreign language requirement, the evaluator must clearly state that as a result of the diagnosed impairment the student is unable to learn a foreign language. Merely showing

that learning a foreign language will be difficult or challenging is not sufficient for entrance into the cultural enrichment program, as the study of a foreign language can be difficult or challenging for non-disabled students. Also, being exempted from foreign language in High School under the requirements of the Individuals with Disabilities Education Act (IDEA) does not automatically mean the student will be exempted from the study of a foreign language in a post-secondary institution. Please contact the Director of Disability Services for details about the cultural enrichment program.

The aforementioned guidelines are provided so that the Disability Services Office can respond appropriately to the individual needs of the student. In regard to the evaluator(s) recommended accommodations, the evaluator(s) recommendations will be considered, however, the Director of Disability Services will make the final determination regarding what accommodations will be provided based on the severity of the diagnosis and whether the requested accommodation will fundamentally alter the nature of the course/assignment or the program. Additionally, under the Americans with Disabilities Act of 1990, the university can deny a requested accommodation that poses an “undue” financial or administrative burden on the institution.

***Note: All documentation submitted will be retained in the Disability Services Office and will be considered confidential information.*

Documentation Guidelines for Attention Deficit/ Hyperactivity Disorder (ADD/ADHD)

In order to establish that an individual is covered under the Americans with Disability Act (ADA) and Section 504 of the Rehabilitation Act of 1973, documentation must be provided that indicates that a disability substantially limits one or more major life activity, including learning. The following documentation guidelines are provided to assure that documentation of ADHD demonstrates a significant impact on a major life activity and supports the request for accommodations.

It is the responsibility of the student to obtain the documentation and present a copy to the Disability Services Office. Any correspondence regarding the adequacy of the submitted documentation will be sent to the student. It is the student's responsibility to obtain additional information or clarification.

Qualifications of the Evaluator

The name, title, and license/certification credentials of the evaluator must be stated in the documentation. The following professionals are considered qualified provided they have training in the differential diagnosis of ADHD and direct experience with an adolescent or adult ADHD population: A licensed/certified psychologist (e.g., clinical or school psychologist) or a member of a medical specialty (e.g. psychiatrist, neuropsychiatrist).

neurologist or relevantly trained medical doctor) who has expertise in evaluating the impact of ADHD on an individual's educational performance. A diagnosis of ADHD by someone whose training is not in these fields is not acceptable. All reports must be on letterhead, dated, and signed.

Documentation Should Be Current

Evaluation should be no more than three years old; however older documentation may be considered under appropriate circumstances, and on case-by-case basis. Current documentation is particularly important because reasonable accommodations and services are based on the assessment of the current impact of the disability on academic performance. If the documentation is not adequate in content or does not address the individual's current level of functioning and need for accommodation(s), a reevaluation may be requested by Disability Services. In some cases, changes may have occurred in the student's performance since a previous diagnosis or new medication may have been prescribed or discontinued. In such cases it may be necessary to have a reevaluation. The update should include a detailed assessment of current impact of the ADHD. The examiner should also include an interpretive summary of relevant information from the previous diagnostic report. Documentation must specifically address and substantiate the need for accommodations based on the student's current functioning in an educational setting.

Documentation must be comprehensive

A comprehensive evaluation must include a clinical interview, evidence of early impairment, statement of presenting problems, evidence of current impairment, rule out of alternative diagnoses, assessment of attention difficulties, and a diagnosis of ADHD using all DSM criteria.

A school plan such as an Individualized Education Plan (IEP) or a Section 504 Accommodation Plan is insufficient documentation to support a student's eligibility for accommodations, but may be included as part of a more comprehensive report.

Clinical Interview

ADHD is by definition first exhibited in childhood and manifests itself in more than one setting; as such, relevant historical information is essential. A student's academic history should be included. Medical, developmental, and social histories should be investigated and reported, along with any family history of educational medical or psychosocial difficulties. A description of the individual's presenting attentional symptoms should be provided as well as any history of such symptoms. A family history of ADHD and the student's medication history also are important.

Statement of Presenting Problems and Evidence of Current Impact

A statement of the presenting problem as well as a history of the individual's presenting attentional symptoms should be provided. This should include evidence of ongoing impulsive/hyperactive or inattentive behaviors that significantly impair functioning in two or more life activities.

Rule out alternative diagnosis

The evaluator should include any assessment data that supports or refutes a diagnosis of ADHD. It is imperative that the evaluators investigate and discuss the possibility of a dual diagnosis. This process should include exploration of alternative diagnoses and medical and psychiatric disorders as well as educational and cultural factors affecting the individual, which may result in symptoms that mimic ADHD.

Assessment of ADHD

Assessments such as checklists and rating scales are very important, but checklists, surveys, or subtest scores should not be used as the SOLE criterion for a diagnosis of ADHD

Diagnosis of ADHD Using DSM-V Criteria

Individuals who exhibit general problems with organization, test anxiety, memory and concentration alone do not fit the diagnostic criteria for ADHD. Likewise, a positive response to medication by itself does not confirm a diagnosis of ADHD. The diagnostician should use direct language in the diagnosis of ADHD, avoiding the use of terms such as "suggests", "is indicative of", or "attention problems". A specific statement that the student is diagnosed as having ADHD with the sub-type and the accompanying DSM-V criteria are required for services and accommodations.

It is important to determine the current impact of the disorder on the individual's ability to function in multiple settings. As such, the evaluator must describe the substantial limitation(s) to academic learning, emotional and psychological functioning, interpersonal relationships, and independent living skills. All data must logically reflect a substantial limitation to learning for which the individual is requesting accommodation.

Recommendations for Accommodations

The diagnostic report should include specific recommendations for academic accommodations. It is important to reflect upon the functional impact and limitations of the disorder on the student's ability to learn in the classroom. A history of accommodations does not in itself warrant the provision of similar accommodations. If

accommodations are not identified specifically in the diagnostic report, the Disability Services Office must request and receive this information before services can be provided. The final determination of appropriate and reasonable accommodation rests with the Disability Services Office.

A summary of diagnostic findings is a valuable component of the report. The summary might include an indication of how patterns of inattentiveness and/or hyperactivity validate the presence of ADHD, elimination of alternative explanations for academic problems (e.g., poor study habits, lack of motivation, psychosocial or medical problems), and a rationale for the academic accommodations requested.

NOTE: *The guidelines listed above are provided so that the Disability Services Office can respond appropriately to the individual needs of the student. In regard to the evaluator(s) recommended accommodations, the evaluator(s) recommendations will be considered, however, the Director of Disability Services will make the final determination regarding what accommodations will be provided based on the severity of the diagnosis and whether the requested accommodation will fundamentally alter the nature of the university's course/assignment or program. Additionally, under the Americans with Disabilities Act of 1990, the university can deny a requested accommodation that poses an "undue" financial or administrative burden on the institution. Furthermore if you were not diagnosed through a full diagnostic report as described above for ADD/ADHD, please see the documentation guidelines for Physical/Psychiatric Disability.*

Confidentiality:

Disability related documentation is maintained in a confidential manner. If specific information about a student's disability needs to be revealed in order to coordinate a service or accommodation, the Director will obtain the student's permission prior to divulging any confidential information. All confidential documentation will be kept in the Disability Services Office for five years after the student is no longer enrolled at the university or has graduated.

Physical Accessibility at Lenoir-Rhyne University

It is the policy of Lenoir-Rhyne University to provide physical accessibility for people with disabilities whenever it is feasible to do so. In instances where programs or services are not accessible because of physical barriers, every reasonable effort will be made to relocate the program or service to an accessible location. Examples of how access may be provided when a program or service is physically inaccessible are:

- Reassignment of a course to an accessible classroom, if the original classroom was in an inaccessible location;
- Providing a first floor residence hall room for a student who is unable to use stairs, when stairs are the only means of accessing upper level floors.
- Scheduling meetings with staff or faculty members whose offices are not physically accessible in a meeting area that is accessible.

Changes to programs and services for accessibility will be considered on a case-by-case basis. Any questions or concerns regarding campus accessibility may be directed to the Director of Disability Services.

Housing Accommodations

For students with physical disabilities who wish to reside on campus, there are a limited number of accessible residence hall rooms available. It is the practice of the Residence Life Office of Lenoir-Rhyne University to ensure equal access to its programs and activities for students with documented disabilities. All requests for housing related accommodations will be carefully considered and decisions will be made only after thorough review of all pertinent information.

Students with disabilities who wish to request accommodations related to housing should first contact the Disability Services Office and present the Director with appropriate documentation. The Director of Disability Services will route a written request for the accommodation on behalf of the student to the Director of Residence Life. After reviewing the request, as well as the documentation, and conferring with other appropriate university personnel or outside professionals (if necessary), the Director will send the final decision to the student and the Director of Disability Services. During the consideration process, additional documentation may be requested to assist with making an appropriate housing related accommodation decision.

Lenoir-Rhyne will consider modifying its general room rate structure for students with disabilities who are found eligible for a private residence hall room due to a documented disability, unless doing so would result in a fundamental alteration in the housing program or pose an undue financial burden on the university.

Accommodations based on a disability must be requested annually. The deadline for requesting accommodations in housing policies must be made each year when housing applications are due.

For more information about disability related housing accommodations, please contact the Office of Residence Life.

Emotional Support Animal in University Housing

An Emotional Support Animal/Comfort Animal is defined as an animal that is selected for or prescribed to an individual with a disability by a healthcare or mental health professional to play a significant part in a person's treatment process in alleviating the symptoms of that individual's disability. An emotional support animal does not assist a person with a disability with activities of daily living, and does not accompany a person with a disability at all times. An emotional support animal is not a "Service Animal" as defined by the ADA.

Lenoir-Rhyne University provides reasonable accommodations for a student with a disability who has a verifiable need of having an Emotional Support Animal (ESA) in University housing as required by the Fair Housing Act. A reasonable accommodation is an exception to the University's rules, policies, practices, or services that a student with a disability may need to have an equal opportunity to use and enjoy University housing.

To request an ESA in housing:

1. Complete the Request for An Emotional Support Animal (ESA) form
2. Request that your medical provider complete the Documentation Form in support of your request for an ESA
3. Review the university Guidelines for ESAs with Director of Disability Services
4. If approved, student registers with the LR Disability Services Office
5. If approved, provide proof of vaccinations (especially Rabies) as well as proof of recent veterinary exam to show that the animal is healthy.
6. If approved, set appointment to bring the animal to campus, and meet with Director of Disability Services and Director of Residence Life to sign final form.

All necessary forms can be located in the appendices of this handbook or by requesting forms from the Disability Services Office.

Classroom/Academic Programs Accommodations

Accommodations in the classroom and to academic programs are provided for “qualified people with disabilities” based upon a documented disability to ensure that people with disabilities have equal access to the class or academic program. Accommodations in such areas will be granted only when the requested accommodation is “reasonable” and does not fundamentally alter the course and does not pose an “undue burden” on Lenoir-Rhyne University. Also, there must be a direct relationship between the documented disability and the requested accommodation.

Decisions regarding requests for accommodations will be made on a case-by-case basis by considering the requested accommodation, the nature and type of the documented disability and the impact the accommodation will have on the course, academic program or individual assignment or test. It is impossible to illustrate every possible situation where an accommodation will be either granted or denied, because an accommodation that will fundamentally alter one class or assignment may not fundamentally alter another.

Class Attendance:

Class attendance is not determined by the Disability Services Office. Faculty members determine the attendance policy for each class and it should be noted on the course syllabi. Students should recognize the advantages of regular class attendance, accept it as a personal responsibility, and apprise themselves of the consequences of poor attendance. Disability Services can provide written verification of a disability based on appropriate documentation. This verification may address the legitimacy of but not necessarily excuse an absence. Should issues regarding class attendance arise, students are encouraged to make an appointment with the faculty member as quickly as possible. Requests for modification of attendance policies may be part of the accommodation letter, however this is applied/limited based on the nature of the course. Absences are not excused by the Disability Services Office.

Class Accommodations:

Depending on the nature and type of disability, examples of possible accommodations that students with disabilities may receive include:

Preferential Seating	E-text books	Extended time on tests
Note taking	Accessible tables/desks	Test Reader
Lecture Notes	Tape Recorder	Test Scribe
Large Print Materials	Private Testing Area	Interpreter/captionist

Foreign Language Requirements

The study of a foreign language is a requirement within Lenoir-Rhyne University's core curriculum and is considered essential to a liberal arts education and to the educational experience offered by Lenoir-Rhyne. The university will modify the foreign language requirement for a student with a disability; **ONLY** if the student's documentation shows clear and compelling evidence that the student **CANNOT** learn a foreign language because of his/her disability—learning disability and/or Deaf/Hard of Hearing.

If upon thorough review of the request, the student has shown they are unable to learn a foreign language, the Director of Disability Services will submit a written recommendation to the University Provost that the student be placed into the "Cultural Enrichment Program." The final decision regarding placement into the Cultural Enrichment Program lies with the Provost. Decisions are made on a case-by-case basis. After the Provost approves the placement into the Cultural Enrichment Program, he/she will notify the Registrar, the student's academic advisor and the Disability Services Office of the decision in writing. This written notification of a curriculum change will become a part of the student's academic record thus ensuring all required courses are taken to fulfill graduation requirements. The academic advisor can assist students in course planning, however the student is ultimately responsible for ensuring that graduation requirements are met. If approval is not granted by the Provost, the student will be required to take a foreign language.

Cultural Enrichment Eligibility Requirements

If eligible and approved, students with disabilities must satisfy the foreign language requirement by successfully completing the required number of hours/courses from the approved Cultural Enrichment courses. Students should consult the current college catalog for a list of these options. The purpose of the cultural enrichment courses is to expose students to the past and/or present cultural heritage of countries other than the United States, or of groups of people within the United States that share a distinctive cultural heritage. The listing of courses that would satisfy this requirement may be found at: [List of Cultural Enrichment Courses](#).

Disability Services: Grievance Procedures

The Disability Services Office strives to provide the highest quality service to each student with a disability through appropriate modification of college policies, practices and procedures. It is also the intent of this office to comply with all applicable laws in making decisions for accommodations.

Students who believe that they have been denied reasonable accommodations for their documented disability should follow the following steps to file a grievance.

- 1.** The student should file a written complaint with the Director of Disability Services.
- 2.** The Director will investigate the complaint and attempt to resolve the problem with all parties involved.
- 3.** If a resolution cannot be reached, then the Director will refer the complaint to the Assistant Dean of Students for Personal Development and Student Support.
- 4.** The Assistant Dean will review all related information and meet with the student to attempt to resolve the complaint.
- 5.** If the student is still not satisfied with the resolution, he/she can request a review with the Assistant Provost and Dean of Student Life for an additional attempt to resolve the issue.

Other Assistance Available on Campus:

In addition to the services and accommodations provided by the Disability Services Office and listed in this handbook, Lenoir-Rhyne University also offers many other support services which are available to ALL Lenoir-Rhyne students on campus.

Lohr Learning Commons:

Located on the 2nd floor of the Rudisill Library provides:

Tutoring Services:

Contact the Learning Commons at 828-328-7024 or 828-328-7622 or e-mail

Carla.Fowler@lr.edu

Online Requests may be made at--- [Tutoring Request Form](#)

Writing Assistance:

The Writing Center provides assistance with written assignments and oral presentations for any class. Contact the Writing Center at 828-328-7436 or e-mail

[Writing Center](#)

Math Assistance:

All students at Lenoir-Rhyne University are eligible to receive tutoring through the Math lab. Additional information may be found at:

[Math Lab Website](#)

Speech Lab:

The speech lab provides you a place to practice speeches and presentations.

Assistants provide you feedback on how to improve your speech or presentation.

Study Skills Assistance:

All students at Lenoir-Rhyne University are eligible to participate in various study skills workshops offered by Lenoir-Rhyne University's Learning Commons. Also, Study Skills Assistance is available online at: [How to Study-Study Tips](#).

Career Counseling:

Located in Schaeffer Hall

All students at Lenoir-Rhyne University are eligible to receive career counseling from the Alex Lee Career & Professional Development Center. All services are free and confidential

For Career Counseling, contact Katie Wohlman at 828-328-7699 or e-mail [Career Center Website](#)

Personal Counseling:

Located in Cornerstone Student Support & Wellness Center

All students at Lenoir-Rhyne University are eligible to receive personal counseling from the Counseling Center. All services are free and confidential.

For Personal Counseling, contact Jenny Smith, Director of Counseling Services at 828-328-7252 or Jenny.Smith@lr.edu.

REFERENCES & RESOURCES:

U.S. Department of Education, Office of Civil Rights, (2002) Students with Disabilities Preparing for Postsecondary Education: know your rights and responsibilities. Heath Resource Center, Washington, D.C.

To view on-line: [DOE-- Know Your Rights and Responsibilities](#)

American Council on Education. Section 504: The Law and Its Impact on Postsecondary Education. Heath Resource Center, Washington, D.C.
202-939-9300

Association on Higher Education & Disability (AHEAD)
P.O. Box 21192, Columbus, OH 43221-0192. [AHEAD Website](#)

Recordings for the Blind & Dyslexic—RFB&D
20 Roszel Road, Princeton, NJ 08540; 1-800-221-4792; [Recordings for the Blind and Dyslexic Website](#)

Success for College Students with Learning Disabilities, edited by Susan Vogel & Pamela Adelman. New York: Springer-Verlag, 1993

APPENDICES



LENOIR-RHYNE UNIVERSITY

Request for Accommodations Form

Please PRINT

Date: _____ LR ID#: _____

Name: _____ Date of Birth: _____
 First Middle Last

Address: _____

City/State/Zip: _____

Phone #: _____ E-Mail: _____

Name/s of Parent or Guardian: _____

Disability(ies):

<input type="checkbox"/> ADD/ADHD	<input type="checkbox"/> Psychological/Emotional Impairment
<input type="checkbox"/> Autism Spectrum Disorder	<input type="checkbox"/> PTSD
<input type="checkbox"/> Blind	<input type="checkbox"/> Speech./Language Impairment
<input type="checkbox"/> Chronic Health Impairment	<input type="checkbox"/> TBI
<input type="checkbox"/> Deaf	<input type="checkbox"/> Visual Impairment
<input type="checkbox"/> Hard of Hearing	<input type="checkbox"/> Temporary
<input type="checkbox"/> Learning Disability	<input type="checkbox"/> Other: (specify)
<input type="checkbox"/> Mobility Impairment	<input type="checkbox"/> Other: (specify)

Current Medications: _____

Medical Restrictions: _____

Are you registered with Vocational Rehabilitation? ____ Yes ____ No

If yes, Name of Counselor: _____

Address: _____

Phone #: _____

E-mail: _____

Are you a Veteran of the U.S. Armed Forces? ____ Yes ____ No

If yes, what branch? _____

(OVER)

LR Campus: ____ Hickory ____ Asheville ____ Columbia, SC

Do you or have you previously had an IEP/504 Plan? ____ Yes ____ No

ACCOMMODATIONS:

Please list any academic accommodations or support services that you have received in the past: _____

Please list any academic accommodations or support services that you would like to request here at Lenoir-Rhyne University:

In your own words, please describe the current impact and limitations of your disability:

NOTE: Please return this form with the required Disability Documentation information to:

**Sherry P. Proctor
Director of Disability Services
Lenoir-Rhyne University
P.O. Box 7470
FAX: 828-267-3441**

Specific documentation guideline information is available at

[Disability Services Website](#)

LENOIR-RHYNE UNIVERSITY

Disability Services Office

Phone: (828) 328-7296

Sherry.proctor@lr.edu

Student Information Form

Please PRINT

Date: _____

Semester/yr: Fall 2020 _____ Spring _____ Summer _____

Full Name: _____

Student ID #: _____ Date of Birth: _____

LR E-Mail Address: _____

Cell Phone: _____

Campus Address: _____

Home Address: _____

City _____ State _____ Zip _____

Home Phone: _____

Major: _____

Minor: _____

Academic Advisor: _____

GPA From Last Semester: _____ Cumulative GPA: _____

Class Status: Freshman Sophomore Junior Senior Graduate

Diagnosed Disability/ies: _____

LENOIR-RHYNE UNIVERSITY

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Student Authorization for Release of Information

The Disability Services Office, the Director of Disability Services and the Assistant Dean of Students for Personal Development and Student Support at Lenoir-Rhyne University have my permission to contact university faculty or staff regarding my classes and to discuss my disability. It is my understanding that either the Director, or designee, will explain the extent of my disability, as well as, identify and discuss possible accommodations within that course that may assist me in my academic performance.

I also understand that this is confidential information and will be disclosed on a “need-to-know” basis to individuals having direct contact with me through course work or any other Lenoir-Rhyne University program, service or activity, where this information is needed to facilitate my access to that program, service or activity.

Student Name (Please Print)

Director of Disability Services

Student's Signature

Date

Student Identification Number

Date

I, _____ (Student ID# _____), give my permission to the Director of Disability Services and/or Assistant Dean of Students for Personal Development and Student Support to release information that is, or may be, protected by the Family Education Rights and Privacy Act (FERPA) to my parents and/or guardians.

Student Signature:

Date:

LENOIR-RHYNE
UNIVERSITY
Hickory, NC

Disability Services Office
Phone: (828) 328-7296

Waiver of Services

I, _____, understand my rights to receive reasonable accommodations from the Disability Services Office of Lenoir-Rhyne University based on my documented disability.

However, at this time, I am waiving my rights and privileges to the following services:

Student Signature

Date

Director Signature

Date