

# Pfeiffer University

## Disability Services Handbook

2017-2018

“No qualified person with a disability shall, on the basis of the disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance.”

Section 504 of the Rehabilitation Act of 1973

Federal Register, Vol.45, No. 92, 5/9/80 Rules and Regulations

## **Purpose of the Handbook**

The primary purpose of this handbook is to provide an initial orientation to all students of Pfeiffer University of the philosophy, procedures , and practices of the university regarding reasonable accommodations for disabilities. This handbook is also intended to provide guidance to the students' parents, administrators, faculty, and staff in their various roles of encouraging academic success for these students. Although the manual is intended to address many important issues related to services for students with disabilities, it cannot address every nuance of each individual student's condition and needs. Therefore the reader is encouraged to use this document as a source of ongoing discussions with the university regarding the circumstances of each individual student.

## **Mission Statement**

Services for students with disabilities at Pfeiffer University are administered through the Wick S. Sharp Learning Center. The mission of the Learning Center is as follows:

The mission of the Wick S. Sharp Learning Center at Pfeiffer University is to recognize the diversity of student backgrounds, skills, needs, and goals and to create effective, innovative academic support responses which promote educational excellence. These responses include tutoring, Supplemental Instruction, computer-assisted instruction, developmental courses graduate test preparation, support services for international students, and reasonable accommodations for students with disabilities.

## **Contact Information**

**Students enrolled in programs based on the Misenheimer campus should contact:**

**Dr. Jim Gulledge**

**Director of Academic Support Services**

**Misenheimer Campus**

**The Wick Sharp Learning Center, top floor of the G.A. Pfeiffer Library**

**(704) 463-3366**

**e-mail: [jim.gulledge@pfeiffer.edu](mailto:jim.gulledge@pfeiffer.edu)**

**Students enrolled in programs based on the Charlotte campus, RTP campus, and other graduate instructional sites should contact:**

**Dr. Joanne R Zukowski**

**Director of Graduate/ Adult Student Development and Academic Success**

**Pfeiffer University, Charlotte Campus | 4701 Park Road | Charlotte, NC 28209**

**e-mail: [joanne.zukowski@pfeiffer.edu](mailto:joanne.zukowski@pfeiffer.edu) 704.945.7309**

## **WHAT IS THE LAW?**

**“No qualified person with a disability shall, on the basis of the disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance.”**

**Section 504 of the Rehabilitation Act of 1973**

**Federal Register, Vol.45, No. 92, 5/9/80 Rules and Regulations**

## **WHO IS PROTECTED UNDER THE LAW?**

**A "handicapped person" means "any person who**

- has a physical or mental impairment which substantially limits one or more of such person's major life activities;**
- has a record of such an impairment, or**
- is regarded as having such an impairment."**

**A "qualified handicapped person" is defined as one who meets the requisite academic and technical standards required for admission or participation in the postsecondary institution's programs and activities. Section 504 protects the**

**civil rights of individuals who are qualified to participate and who have disabilities such as, but not limited to, the following:**

- **blindness or visual impairments**
- **cerebral palsy**
- **Chronic illnesses, such as:**
  - **AIDS**
  - **arthritis**
  - **cancer**
  - **cardiac diseases**
  - **diabetes**
  - **multiple sclerosis**
  - **muscular dystrophy**
  - **psychiatric disorders**
- **deafness or hearing impairments**
- **drug or alcohol addiction (Section 504 covers former users and those in recovery programs and not currently using drugs or alcohol.)**
- **epilepsy or seizure disorders**
- **mental retardation**
- **orthopedic handicap**
- **specific learning disability**
- **speech disorder**
- **spinal cord or traumatic brain injury**

## **UNDER THE PROVISIONS OF SECTION 504, UNIVERSITIES AND COLLEGES MAY NOT:**

- **limit the number of students with disabilities admitted**
- **make preadmission inquiries as to whether or not an applicant is disabled**
- **use admissions tests or criteria that inadequately measure the academic qualifications of disabled students because special provisions were not made for them**
- **exclude a qualified student with a disability from any course of study.**
- **limit eligibility to a student with a disability for financial assistance or otherwise discriminate in administering scholarships, fellowships, internships, or assistantships on the basis of handicap.**
- **counsel a student with a disability toward a more restrictive career**
- **measure student achievement using modes that adversely discriminate against a student with a disability**
- **establish rules and policies that may adversely affect students with disabilities.**

**Properly understood and implemented, however, disability laws will lead to none of these feared outcomes. In fact, students with disabilities are required to meet the "essential" "academic" and "technical" standards of the college or university, with or without reasonable accommodation.**

**The term "essential" serves to ensure that colleges and universities need never "fundamentally alter" their programs of instruction to accommodate students with disabilities. Federal courts have readily upheld insistence that such students meet "academic" standards (for example, a requirement for all students to maintain a certain GPA) and "technical" standards (for example, a requirement that all dental students demonstrate fine motor dexterity). Moreover, persons whose disabilities manifest a "direct threat" to the health and safety of themselves or others may be excluded from an educational program.**

## Documentation Criteria to Request Reasonable Accommodations

Please provide the following documentation to support your request for reasonable accommodations. However, *please do not send copies of high school IEP's*. High Schools disability services are governed by the IDEA (Individuals with Disabilities Education Act). College and university disability services are governed by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; therefore, IEP's are part of the planning process for high school services and are not binding in the consideration of appropriate postsecondary services for students with disabilities.

ADD/ADHD- signed letter on professional letterhead from a licensed physician, psychologist or psychiatrist stating the diagnosis, treatment plan, functional limitations within a college setting, and recommended accommodations. Students should also submit a psycho-educational evaluation completed within three years of their date of matriculation to Pfeiffer University.

Learning Disabilities- Students should submit a psycho-educational evaluation completed within three years of their date of matriculation to Pfeiffer University. The assessment should include descriptions of the student's ability, strengths, weaknesses, and achievement. Typically educational psychological will include developmental history, testing observations, an adolescent or adult test of intelligence, various achievement tests, a statement of diagnosis, and

recommendations for accommodations. A new assessment should be requested within the last year of a student's enrollment in high school whenever possible ,and a copy of the transition plan should be sent to Pfeiffer. All psycho-educational evaluations should be completed and signed by a professional who is certified or licensed for each assessment instrument included in the testing document.

Emotional/Behaviorial/Mental Illness- Students should submit a signed letter on professional letterhead from a licensed psychologist or psychiatrist stating the diagnosis, **treatment plan, functional limitations within a college setting,** and recommended accommodations. Psycho-pharmaceutical plans should be filed with the university's health services office. Students should also submit a psycho-educational evaluation completed within three years of their date of matriculation to Pfeiffer University if available.

Physical disabilities- Students should submit a signed letter on professional letterhead from a licensed physician stating the diagnosis, **treatment plan, functional limitations within a college setting,** and recommended accommodations. Students should also submit a psycho-educational evaluation completed within three years of their date of matriculation to Pfeiffer University if available.



## **Transition Guidelines for Matriculation from High School to College and Transfer from Another Postsecondary Institution**

**Students often want to know what they should be doing during their senior year of high school or the last semester at their transfer institution to prepare for their time at Pfeiffer. Taking some or all of the following steps can facilitate a smooth transition from your former school:**

- When possible, schedule a meeting with the Director of Academic Support Services or the Coordinator of Disability Services as part of your first campus visit.**
- Complete the Disability Self-Disclosure Form in Appendix A. and mail to the Director of Academic Support Services or Coordinator of Disability Services.**
- Review the guidelines for the documentation of disability and forward all appropriate documentation to the disability official on your campus of residence/study.**
- If you are a first year college student become familiar with the contents of your assessment documents and practice articulating your needs at your current school.**
- Assume full responsibility for all medications which have been prescribed for your needs. Become familiar with any potential adverse side effects of your medications. NEVER consume alcohol without full knowledge of its potential interactions with any prescription or non-prescription drugs which you are taking. Take all medications when and as they have been prescribed by**

**your physician. Stay in regular contact with your doctor(s) regarding your medical needs.**

- **Participate in orientation programs prior to matriculation.**
- **If you are currently a high school student, please read the following materials on differences between high school and college:**

## **How is College Different from High School?**

<b>Personal Freedom in High School</b>	<b>Personal Freedom in College</b>
High School is <i>mandatory</i> and <i>free</i> (unless you choose other options).	College is <i>voluntary</i> and <i>expensive</i> .
Your time is usually structured by others.	You manage your own time.
You need permission to participate in extracurricular activities.	You must decide whether to participate in extracurricular activities. (Hint: Choose wisely in the first semester and add later.
You need money for special purchases or events.	You need money to meet basic necessities.
You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.	You will be faced with a large number of moral and ethical decisions you have not had to face previously. <u>You must balance your responsibilities and set priorities.</u>
Guiding principle: You will usually be told what your responsibilities are and corrected if your behavior is out of line.	Guiding principle: You're old enough to take responsibility for what you do and don't do, as well as for the consequences of your actions.

High School Classes	College Classes
Each day you proceed from one class directly to another.	You often have hours between classes; class times vary throughout the day and evening.
You spend 6 hours each day – 30 hours a week – in class.	You spend 12 to 16 hours each week in class.
The school year is 36 weeks long; some classes extend over both semesters and some do not.	The academic year is divided into two separate 15-week semesters, plus a week after each semester for exams (not including summer school).
Most of your classes are arranged for you.	You arrange your own schedule in consultation with your academic adviser. Schedules tend to look lighter than they really are.
Teachers carefully monitor class attendance.	Professors may not formally take roll, but they are still likely to know whether or not you attend.
Classes generally have no more than 35 students.	Classes may number 100 students or more.
You are provided with textbooks at little or no expense.	You need to budget substantial funds for textbooks, which will usually cost more than \$200 each semester.
You are not responsible for know what it takes to graduate.	Graduation requirements are complex, and differ for different majors and sometimes different years. You are expected to know those that apply to you.

High School Teachers	College Professors
Teachers check your completed homework.	Professors may not always check completed homework, but they will assume you can perform the same tasks on tests.
Teachers remind you of your incomplete work.	Professors may not remind you of incomplete work.
Teachers approach you if they believe you need assistance.	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.
Teachers are often available for conversation before, during, or after class.	Professors expect and want you to attend their scheduled office hours.
Teachers have been trained in teaching methods to assist in imparting knowledge to students.	Professors have been trained as experts in their particular areas of research.
Teachers provide you with information you missed when you were absent.	Professors expect you to get from classmates any notes from classes you missed.
Teachers present material to help you understand the material in the textbook.	Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or they may expect you to relate the classes to the textbook readings.
Teachers often write information on the board to be copied in your notes.	Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.
Teachers often take time to remind you of assignments and due dates.	Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.

Studying in High School	Studying in College
You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	You may need to study at least 2 to 3 hours outside of class for each hour in class.
You often need to read or hear presentations only once to learn all you need to learn about them.	You need to review class notes and text material regularly.
You are expected to read short assignments that are then discussed, and often re-taught in class.	You are assigned substantial amounts of reading and writing, which may or may not be directly addressed in class.
Guiding principle: You will usually be told in class what you needed to learn from assigned readings.	Guiding principle: It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so.

Tests in High School	Tests in College
Testing is frequent and covers small amounts of material.	Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester.
Makeup tests are often available.	Makeup tests are seldom an option; if they are, you need to request them.
Teachers frequently rearrange tests to avoid conflict with school events.	Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
Teachers frequently conduct review sessions, pointing out the most important concepts.	Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.
Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown to solve.	Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.

Grades in High School	Grades in College
Grades are given for most assigned work.	Grades may not be provided for all assigned work.
Consistently good homework grades may help raise your overall grade when test grades are low.	Grades on tests and major papers usually provide most of the course grade.
Extra credit projects are often available to help you raise your grade.	Extra credit projects, generally speaking, be used to raise a grade in a college course.
Initial test grades, especially when they are low, may not have an adverse effect on your final grade.	Watch out for your first tests. They are usually wake-up calls to let you know what is expected—but they also may account for a substantial part of your course grade. You may be shocked when you get your grades. If you receive notice of low grades (Deficiency Report), see your academic adviser.
You may graduate as long as you have passed all required courses with a grade of D or higher.	You may graduate only if your average in classes meets the departmental standard—typically a 2.0 or C.
Guiding principle: <i>Effort counts</i> . Courses are usually structured to reward a good-faith effort.	Guiding principle: <i>Results count</i> . Though good-faith effort is important in regard to the professor’s willingness to help you <i>achieve</i> good results, it will not <i>substitute</i> for results in the grading process.

Source: Old Dominion University with funding from the Virginia Department of Education.

Revised by Southern Methodist University in collaboration with colleagues in the Dedman College Advising Center and faculty from the Provost’s Commission on

Teaching and Learning and the English Department’s First-Year Writing Program.

Further adaptations made by the Office of Academic Support Programs, Baylor University.

## **Responsibilities Once the Semester Has Begun**

### **Faculty and Staff Responsibilities**

1. Treat all requests for accommodations with respect.
2. If a student requests special accommodations, first ask the student if he or she has submitted documentation to the Learning Center verifying the disability.
3. Call the Learning Center at extension 3366 to verify the presence and adequacy of the student's documentation.
4. Allow students with disabilities to bring guide dogs to class or tape record class sessions if there is documentation to support the accommodation.
5. Contact the Learning Center if assistance is needed in providing an accommodation. For instance, if the request is for extended testing time, you can send the test and the test environment requirements to the Learning Center for administration. We will return the test to you marked confidential through campus mail or will deliver it to your office if requested.
6. Please remember that information regarding disabilities is highly confidential and should not be shared with anyone else.

## **Student Responsibilities**

1. Students must submit documentation to the 504 Officer (Jim Gullledge, ext. 3366) supporting their disabilities and the need for accommodations. If documentation is not submitted, legally, the disability does not exist. Universities do not bear responsibility for diagnosing disabilities. In primary, middle school, and secondary settings, the legal responsibility for identifying and accommodating disabilities is primarily on the institution. In post-secondary settings that responsibility shifts to the individual. If testing has not been done prior to the student entering the university, it is the student's financial responsibility to pay for the evaluation. If the student cannot afford to do so, he or she can go to vocational rehabilitation for testing or attempt to go back to high school and have the school assume the responsibility for failing to previously identify problems.
2. Students must meet with the 504 Officer or individual faculty members to request accommodations and prepare a 504 plan at the beginning of each semester or summer session. If a student does not request accommodations, the institution does not have responsibility for the disability as long as reasonable attempts have been made to encourage students to utilize services.
3. Any requests for accommodations must be supported by documentation to have any legal basis.
4. All requests made by students for special accommodations must be made with sufficient advance notice so as not to place unreasonable stress upon the faculty member.
5. Most students with disabilities will have to update their testing information at least once during college to meet the requirements for testing accommodations for graduate admissions exams. ETS will not accept testing material which is more than 5 years old.



## **Accommodations Provided**

**Although Pfeiffer University does not offer a formal learning disabilities program, the university does offer comprehensive support services to provide reasonable accommodations for students with learning disabilities and other handicapping conditions. With appropriate documentation, the following services can be provided:**

- **Extended time on tests**
- **Individual test administration**
- **Oral administration of tests**
- **Preferential seating within classes**
- **Note taking assistance**
- **Assistive technology (text to voice)**
- **Development of proactive strategies for disabilities management**
- **Other accommodations as supported by appropriate documentation**

**Even without documentation, the following services are available to all students of the university:**

- **Individual and small group face-to-face tutoring ( no more than five students per session)**
- **On-line content-centered tutorial assistance**
- **Face-to-face and/or on-line writing assistance**
- **Individualized and/or classroom instruction in study skills, time management, and transition to campus life**

**Assistance can be arranged by scheduling an appointment with the Director of Academic Support Services or the Coordinator of Disability Services at the beginning of each semester.**

## **ACCOMMODATIONS LIKELY TO BE SUSTAINED**

For students who have given notice and provided sufficient documentation, the following accommodations are likely to be sustained:

- time and a half to double time on examinations
- moderately reduced course loads
- extra time to complete a degree program to the extent curricular continuity is not unreasonably impaired
- limited leaves of absence for medical treatment and recovery
- registration assistance
- assistance in applying for financial aid
- classroom modifications, such as preferential seating, taping, and note-taking assistance
- priority in housing for students who need a single or a large room
- priority in parking for students with mobility impairments and certain psychological disabilities

Paul Grossman, Chief Regional Attorney of the San Francisco Office of the U.S. Department of Education's Office for Civil Rights

## **ACCOMMODATIONS LESS LIKELY TO BE SUSTAINED**

Accommodations less likely to be sustained, but within the range of accommodations that may be required in a particular set of circumstances, are:

- more than double time on examinations
- long-term leaves of absence
- course substitution or waiver
- reduced participation and attendance in the classroom

## **ACCOMMODATIONS UNLIKELY TO BE SUSTAINED**

Accommodations unlikely to be sustained are:

- unlimited time for examinations
- unlimited time for degree completion
- unlimited leaves of absence
- permission to entirely avoid attendance expectations applied to students in general
- reassignment to another teacher
- provision of examinations or instructional services off campus except when generally provided to students
- individualized instructor or tutoring except when commonly provided to students
- restructuring of the curriculum to address the student's individual learning style

## Testing Accommodations

In order to receive testing accommodations, a student should follow the following process:

- Provide relevant and adequate documentation supporting the need for testing accommodations to the Director of Academic Support Services or Coordinator of Disability Services.
- Participate in the construction of a 504 plan which includes testing accommodations.
- Sign a release form authorizing the services provider to contact your faculty regarding the need for testing accommodations.
- Remind your faculty with timely notice of your need to take a test with accommodations.
- Contact the services provider with the date and time of the test as soon as you know of an upcoming examination if you do not intend to take the test within the classroom setting. This is very important in order to guarantee that the test proctor will be available to administer your test. Unless otherwise approved by the faculty member, the test **MUST** be taken at the same time that it is being administered in the classroom.
- Standard time extension for all tests and exams is time and a half.

## **Note Taking Assistance**

- **Provide relevant and adequate documentation supporting the need for note-taking assistance to the Director of Academic Support Services or Coordinator of Disability Services.**
- **Participate in the construction of a 504 plan which includes note-taking assistance.**
- **Sign a release form authorizing the services provider to contact your faculty regarding the need for note-taking assistance.**
- **Once the request for note-taking assistance has been authorized, the service provider will contact the faculty member and negotiate assistance. The assistance may include: copies of the faculty member's lecture notes, summary material posted by the faculty member on BlackBoard, notification of the tape recording of classes, use of assistive technology, or copies of peer notes.**
- **If peer notes are used, your identity will be kept confidential. A system will be devised to make the notes available to you without compromising your privacy. Once you begin to receive notes, it is your responsibility to notify the services provider if there is any disruption in the notes process.**

## **Tutorial and Writing Assistance**

**Course content and general writing assistance are available at all Pfeiffer University campuses and instructional sites. Please contact the Director of Academic Support Services at (704) 463-3366 or [jim.gulledge@fsmail.pfeiffer.edu](mailto:jim.gulledge@fsmail.pfeiffer.edu) to arrange assistance.**

# Accommodations Review Board and Related Policies

## **Purpose**

The purpose of the Accommodations Review Board is to provide all students at Pfeiffer University with documented disabilities an opportunity to request a formal review of accommodations arranged through the Director of Academic Support Services in the Wick Sharp Learning Center. The board is also available to hear any complaint related to the quality of services provided and concerns regarding mistreatment or discrimination based on disability. Grievances will not be reviewed if a student has not provided documentation in accordance with the requirements of the university or for situations which occur prior to the submission of adequate disability documentation.

## **Membership**

The voting membership of the Accommodations Review Board shall consist of four faculty members at least two of whom have expertise in reading educational psychological reports and other cognitive, physical, and emotional assessment materials. All voting shall be conducted by secret ballot. The Provost/Vice President for Academic Affairs serves as the chair of the Board and shall vote only in the event of a tie. The Director of Academic Support Services and the Dean of Student Development shall also serve on the Board, but in an ex officio capacity. In the event that any member of the Board shall be a part of the review request, the member shall recuse herself/himself from the proceedings unless called upon by the Board to provide testimony. A substitute will be appointed by the Provost if the recused member holds voting privileges.

## **Duties**

- 1. To review individual 504 plans if a student, faculty member, or another relevant member of the campus community challenges the appropriateness or adequacy of particular accommodations called for in the plan. The Board is authorized with the authority to mandate changes in the accommodations plan if the changes are warranted as long as those changes are consistent with all federal and state laws and follow principles of best educational practice.**
- 2. To act upon requests for course substitutions/waivers based on disability. The Board is authorized with the authority to request changes in the student's educational plan through the Provost to Deans of the Schools, and other officials and bodies that administer the educational programs and standards of Pfeiffer University.**
- 3. To serve as a first university body of reconciliation in the review of all complaints by students regarding potential mistreatment, neglect, and discrimination believed to be based on accommodation for disability.**

## **Procedures**

- 1. The student, faculty member, or other party taking issue with any matters related to accommodations for disability is required to provide adequate documentation of disability based on the university's documentation standards and "timely notice" of the complaint to the Director of Academic Support Services. Timely notice means that the issue should be addressed to the Director as soon as the complainant is aware of a problem. This should occur as early in the semester as possible before there have been possible negative effects on the student's grade for the semester. The Director of Academic Support Services will then meet with the student and possibly other parties to see if the matter can be amicably resolved. If an acceptable outcome is not reached, the complainant will be instructed to write a letter to the Provost/Vice President for Academic Affairs who serves as the chair of the Accommodations Review Board outlining her/his concerns. If the complaint involves the Director, the complainant should address his concern directly to the chair of the**



**Accommodations Review Board. Within 14 days of the receipt of the complainant's letter, the chair will schedule a meeting of the Board to review the case.**

**2. The Board is charged with the responsibility of conducting the review of accommodations. The complainant and other relevant parties will be contacted by the Board to arrange personal testimony, written statements, and other supporting materials as deemed appropriate. Only those parties deemed appropriate and necessary to the resolution of the complaint will be allowed access to the proceedings.**

**3. Following the completion of all testimony and the review of all materials, the Board will issue an outcome to all relevant parties within 48 hours of the conclusion of the hearings. If additional time is necessary to resolve the case, the complainant will be notified within the 48 hour time period of the duration of additional time necessary before an outcome can be rendered.**

**4. Should the complainant wish to appeal the outcome of the Accommodations Review Board, a letter requesting review must be submitted to the Deans Council within 48 hours of the complainant's notification of the findings of the Board. The review of the case will be of the tape recording of the earlier proceedings. An outcome will be issue within 48 hours of the completion of the review of the tape unless the complainant is notified otherwise during that time period. New hearings will not be conducted unless they are deemed to be necessary by the President of the university under the advisement of legal counsel.**

## **Confidentiality Policy**

**In accordance with federal law, all testimony and documents regarding the review of academic accommodations for students with disabilities will be held in the strictest of confidence. Only relevant portions of a student's educational assessments, medical records, and mental health assessments will be reviewed by the Accommodations Review Board and only after express written consent of the student. ( confirm)**

## Appendix A

### **Disabilities Disclosure and Request for Accommodation**

If you have a documented disability (a learning disability, ADD, ADHD, mobility problems, health concerns, significant hearing or vision problems) that will require accommodation, please complete this form and provide documentation from an appropriate licensed or certified professional. The requirements for the documentation can be obtained from the Learning Center.

#### **Misenheimer students:**

Dr. Jim Gulledge

Director of Academic Support Services/504 Officer

Pfeiffer University

P.O. Box 960

Misenheimer, North Carolina 28109

(704) 463-3366

[jim.gulledge@pfeiffer.edu](mailto:jim.gulledge@pfeiffer.edu)

#### **Charlotte and RTP students:**

Dr. Joanne Zukowski

Director of Graduate/Adult Development and Student Success

Pfeiffer University-Charlotte

4701 Park Road

Charlotte, North Carolina 28209

(704) 945-7309

joanne.zukowski@pfeiffer.edu

Full name \_\_\_\_\_

Phone number \_\_\_\_\_

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

ALL INFORMATION ABOUT YOUR DISABILITY WILL BE TREATED CONFIDENTIALLY.

What is your disability? (Be specific: health, dyslexia, etc.) \_\_\_\_\_

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How does this disability affect your class work, class schedule or class location? \_\_\_\_\_

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What accommodations are required?

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Please note that all appropriate documentation must be submitted before accommodations can be implemented. We request that you give permission for the Disabilities Officer to share information related to accommodations that you require with others (professors, advisors and counselors) on a “need to know” basis. If you agree, the Disabilities Officer will prepare letters concerning appropriate accommodations for your professors and advisor.

Yes, I agree that the Learning Center arrange my accommodations, sharing information only as needed once I have provided all of the necessary documentation.

No, I am not requesting accommodations at this time.

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Student signature

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Date