



Accessibility Services Handbook

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Civil Rights and Nondiscrimination Policy

The policy of Bushnell University is to provide equal opportunity for all qualified persons to participate in the educational programs and activities that the University operates. The University does not discriminate on the basis of race, color, national or ethnic origin, sex, age, disability, sexual orientation, religion, marital status or any other protected status in its admission policy, employment, scholarship and loan programs, educational, athletic, or other activities.¹

Commonly Used Terms and Definitions

Americans with Disabilities Act (ADA)	The ADA prohibits discrimination based on disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress.
ADA Amendments Act	The ADA Amendments Act of 2008 was signed on September 25, 2008. This law was intended to clarify the scope of the definition of disability under the ADA and took effect on January 1, 2009.
Disability	A physical or mental impairment that substantially limits one or more major life activities, a history or record of such an impairment, or a perception by others as having such an impairment.
Fair Housing Act	As amended in 1988, prohibits housing discrimination on the basis of race, color, religion, sex, disability, familial status, and national origin. Its coverage includes private housing, housing that receives Federal financial assistance, and State and local government housing.
Interactive Process	Meetings where the student and Accessibility Staff work together to determine if a disability exists, what barriers the student experiences and extent of those barriers, and what accommodations make sense for the student with regard to their pursuits. The student and staff collaborate to create an individualized plan and modify the plan as needed.

¹ The University reserves the right to hire only Christians for full time faculty and adjunct teaching positions in its effort to faithfully carry out its mission to be a university grounded in the Christian faith.

Rehabilitation Act	Prohibits discrimination based on disability in programs conducted by Federal agencies, in programs receiving Federal financial assistance, in Federal employment, and in the employment practices of Federal contractors. The standards for determining employment discrimination under the Rehabilitation Act are the same as those used in title I of the Americans with Disabilities Act.
Reasonable Accommodation	A reasonable accommodation is a modification or adjustment to a course, program, service, job, activity, or facility that enables a student with a disability to have an equal opportunity to enjoy the benefits, opportunities, and privileges that are available to all students (with or without disabilities) while simultaneously not reducing or eliminating curriculum standards. Reasonable accommodations do not fundamentally alter or eliminate essential course requirements, and any accommodation that would do so is considered unreasonable and would not be recommended nor approved.

Differences Between High School and University Accommodations

Post-Secondary Schools are REQUIRED to:

- Make all programs and services physically accessible to all students.
- Provide auxiliary aids, note-taking assistance, and appropriate equipment to ensure participation of students with disabilities in college classes and activities.
- Accommodate the academic participation of qualified students with disabilities in college classes and activities.

Post-Secondary Schools are NOT REQUIRED to:

- Provide specific auxiliary aids as long as the college provides a method of assistance that allows equal opportunity.
- Provide academic modifications if these modifications would fundamentally alter the nature of the course or program or place an undue burden on the institution.
- Lower admission criteria for applicants with disabilities.
- Diagnose a disability or conduct testing and assessment of learning difficulties, physical, or mental impairments.
- Provide personal attendants.
- Prepare IEPs or 504 Plans.

There is no special education at the collegiate level. Educational rights covered by IDEA do not apply to post-secondary.

High School and University Comparison

Applicable Laws
High School
IDEA (Individuals with Disabilities Education Act)
Section 504, Rehabilitation Act
IDEA's focus is SUCCESS.
College/University
ADA (Americans with Disabilities Act)
Section 504, Rehabilitation Act
ADAAA (ADA Amendments Act)
ADA/ADAAA's focus is ACCESS.
Required Documentation
High School
IEP (Individualized Education Plan or 504 Plan)
School provides evaluations at no cost to student.
Documentation focuses on determining whether student is eligible for services based on specific disability categories in IDEA.
College/University
High School IEP and 504 are not sufficient. Documentation guidelines specify information needed for each category of disability.
Student must get evaluations at own expense.
Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations.
Self/Advocacy/ Parental Role

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High School
Student is identified by the school and is supported by teachers and parent.
Primary responsibility for arranging accommodations belongs to the school.
Parent advocates for student.
The parent is the student's legal guardian.
College/University
Student must self-identify to the Accessibility Services Office.
Primary responsibility for self-advocacy and arranging accommodations belongs to the student.
Student advocates for self.
The student is considered to be his/her own legal guardian unless there is a court order to the contrary.
Course Instruction
High School
Class attendance is mandatory and monitored carefully.
Teachers will usually approach students having difficulty.
Teachers modify curriculum and/or pace of assignments.
Students are expected to reach short assignments that are then discussed and often retaught in class.
Modifications that change course outcomes may be offered based on the IEP.
Teachers remind students of missed assignments or incomplete work.
Teachers may be expected to learn all they can about a student's disability.
College/University
Students are expected to follow the instructor's attendance policy as stated in the syllabus.
Students are responsible to ask the instructor for assistance.
Professors are not required to modify curriculum or extend the semester.
Students are assigned substantial amounts of reading and writing, which may or may not be directly addressed in class.

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No modifications are made to the essential requirements of a course or program.
Students are responsible for keeping track of their projects, assignments, and test dates along with approaching the instructor concerning missed material when absent.
Professors need to know only that which applies to the approved accommodations.
Study/Student Responsibilities
High School
School is responsible for having supports in place for inappropriate behavior that may be caused by a student's disability.
Schools have a system set up for providing transportation to and from school.
Tutoring and study support may be a service provided as part of an IEP or 504 Plan.
Students' time and assignments are structured by others.
Students need permission to participate in extracurricular activities.
Students need money for special purchases.
College/University
Students are responsible for their behavior at all times and are held to the same standards of behavior as all college students.
Students are responsible for finding their own way to and from campus for classes.
Tutoring DOES NOT fall under Accessibility Services. Students with disabilities must seek out tutoring resources as they are available to all students.
Students manage their own time and complete assignments independently.
Students must decide to participate in extracurricular activities or if they qualify for them.
Students need money to meet basic necessities.

Documentation of Disability/Condition

To be eligible for disability-related services, students must have a documented disability as defined by the Americans with Disabilities Act (ADA), 1990, that is “a physical or mental impairment that substantially limits one or more of the major life activities.” Disabilities include physical and mental impairments which may include but are not limited to vision, hearing, mobility, learning, systemic, psychiatric, and brain injury.

With the student’s written consent, the Accessibility Coordinator will request documentation from an appropriate, licensed professional to certify the individual’s disability. The individual student should be responsible for making sure appropriate documentation is provided to the University. If the initial documentation is incomplete or inadequate to determine the extent of the disability and appropriate accommodations, the Accessibility Coordinator will have the discretion to require supplemental assessment of disability. The cost of the supplemental assessment shall also be borne by the individual student.

Pending receipt of the appropriate documentation, the Accessibility Coordinator reserves the right to deny services or accommodation.

Documentation of the disability serves two primary purposes:

1. To establish protection from discrimination:

Non-discrimination policies assure that individuals with disabilities will not be excluded or provided lesser access to programs and activities based on assumptions rooted in stereotype or perception of ability that are not based in fact. Non-discrimination policies also provide freedom from harassment based on perceptions of disability.

Documentation of a disability needs to include:

- a. A clearly stated diagnosis (DSM-5, DSM-5-TR, or ICD Code included).
- b. Date of onset and treatment.
- c. The functional limitation in higher education setting is clearly described.
- d. The recommended accommodations are justified based on the functional limitations information provided.
- e. The evaluators’ professional credentials are included and appropriate for the diagnosis.
- f. Documentation must be provided in English. Documents that require translation must be translated by a certified translator, at the expense of the student.

AND

2. To determine the accommodations to which the individual may be entitled.

Reasonable accommodations include modifications to policy, procedure, or practice and the provision of auxiliary aids and services that are designed to provide equal access to programs and services for qualified individuals with disabilities.

Accommodations are reasonable when they do not fundamentally alter the nature of a program or service and do not represent an undue financial or administrative burden for the University.

Documentation for the purpose of assessing reasonable accommodations must both establish disability and provide adequate information on the limitations resulting from the disability so that effective accommodations can be identified. In the context of postsecondary education, documentation should provide a decision-maker with a basic understanding of the individual's disability and enough information to anticipate how the disability will limit the student's ability to meet course and program requirements.

Determination and Provision of Reasonable Accommodations

The University is obligated to provide reasonable accommodations, adjustments, and/or auxiliary services only to address known limitations of an otherwise qualified individual with a disability/condition. It is the responsibility of the individual with a disability/condition to inform the University that an accommodation is needed. When a qualified individual with a disability/condition requests an accommodation, the University will make a reasonable effort to provide accommodation, adjustment, and/or auxiliary service that is effective for the individual.

The University will make reasonable efforts to provide accommodations that will ensure that applications for admission, course exams, and other measures of achievement will reflect the student's qualifications rather than the effects of the disability/condition.

The determination of accommodations is an on-going, interactive process that begins with the initial determination of reasonable accommodation and continues each semester when students notify Accessibility Services to activate their accommodations for a new set of courses. Engaging in the interactive process each session or semester ensures that the accommodations remain reasonable and appropriate for the courses in which the student is enrolled. The University will make every effort to incorporate the individual student's suggestions when considering appropriate accommodation, but the University will not necessarily implement the student's first-choice accommodation.

Qualifying for and receiving academic accommodations does not exempt students from adhering to the Student Code of Conduct found in the Bushnell Student Handbook.

Procedures for New Students Requesting Academic Accommodations

1. New Students with disabilities/conditions who require academic accommodation will seek assistance from the Accessibility Coordinator 2-6 weeks prior to the start of classes or as soon as possible.
 - a. Students will provide documentation of their disability/condition and how it limits their participation in academics (e.g., courses, programs), services, and/or activities of the University.
 - b. The Accessibility Coordinator will accept and review official documentation of disability/condition that clearly identifies the diagnosis and provides sufficient information regarding the manifestations of the disability/condition as determined by a qualified licensed professional.
 - c. The Accessibility Coordinator will ensure that documentation is kept confidential and shared with university personnel only on a limited need-to-know basis.
 - d. The Accessibility Coordinator and student will undertake an interactive process to determine reasonable accommodations.
 - e. The Accessibility Coordinator will clearly outline the process for provision of reasonable accommodations and will present this orally and in writing to students with disabilities. In determining reasonable accommodations, the following questions will be answered:
 - i. What accommodations will be provided?
 - ii. How will they be provided?
 - iii. When will they be provided?
 - iv. Who is responsible for providing them?
 - f. Standardized policies and procedures established by the Accessibility Coordinator for auxiliary aids and services (i.e., academic assistance, test accommodations, alternate print formats, and registration assistance) will be included in the plan when applicable.
2. The Accessibility Coordinator will distribute the Notice of Accommodations (NOA) electronically to the student's instructors each semester upon the student's request. Students are strongly encouraged to discuss their needs with their instructors, and Accessibility Coordinators are available to collaborate.
3. Students receiving accommodation will be responsible for contacting the Accessibility Coordinator regularly throughout the semester to help ensure the reasonable accommodations are effective. If an approved accommodation is not implemented according to the NOA, the student must first contact the Accessibility Coordinator to resolve the issue.

NOTE: Accommodations are intended for equal access to university programs and activities and are not designed to ensure success. Accommodations are not automatic, nor are they retroactive. An interactive process is necessary to maintain or adjust accommodations.

Procedures for Continuing Students Requesting Academic Accommodations

1. Continuing students with disabilities/conditions may choose to forgo accommodations during any term/session/semester. Students that desire to renew previously approved accommodations are encouraged to notify the Accessibility Coordinator one week prior to the beginning of that semester or session. Notification after this deadline may result in faculty receiving the notice of accommodation letter after the semester has started.
 - a. If requesting a modification of previously approved accommodations, students may be asked to provide additional documentation that is inclusive of a diagnosis, functional limitation, and justification for the modification.
 - b. The Accessibility Coordinator will ensure that documentation is kept confidential and shared with university personnel only on a limited need-to-know basis.
 - c. The Accessibility Coordinator and the student will undertake an interactive process to determine if all requests for modifications are reasonable.
 - d. The Accessibility Coordinator will clearly outline the process for provision of reasonable accommodations and will present this orally and in writing to students with disabilities. In determining reasonable accommodations, the following questions will be answered:
 - i. What accommodations will be provided?
 - ii. How will they be provided?
 - iii. When will they be provided?
 - iv. Who is responsible for providing them?
2. The Accessibility Coordinator will distribute electronically the Notice of Accommodations (NOA) to the student's instructors. Students are encouraged to discuss their needs with their instructors, and Accessibility Coordinators are available to collaborate.
3. Students receiving accommodation will be responsible for contacting the Accessibility Coordinator regularly throughout the semester to help ensure the reasonable accommodations are effective. If an approved accommodation is not implemented according to the NOA, the student must first contact the Accessibility Coordinator to resolve the issue.

NOTE: Accommodations are intended for equal access to university programs and activities and are not designed to ensure success. Accommodations are not automatic, nor are they retroactive. An interactive process is necessary to maintain or adjust accommodations.

Request for Review by Responsible Individual

No faculty or Graduate Assistant shall contest a disability/condition when receiving a Notice of Accommodations (NOA) from the Accessibility Coordinator. All criteria will be met prior to the preparation and distribution of the Notice of Accommodation. Each will be expected to assist with the provision of reasonable accommodation when appropriate and necessary. Professors are not expected to compromise course expectations or the quality of student work.

The University reserves the right to refuse an unreasonable accommodation, adjustment, and/or auxiliary aid and service that imposes a fundamental alteration to a course, program, or activity of the University or that represents an undue financial or administrative burden for the University.

The process for review if a faculty member, academic program personnel, service provider, or university official (referred to as a Responsible Individual below) considers an accommodation or accommodations unreasonable is as follows:

- a. The Responsible Individual must initiate contact with the Accessibility Coordinator by email within 7 days of receiving the Notice of Accommodation. The Responsible Individual will provide a written explanation of how the accommodation fundamentally alters the course, program, or service and/or how the accommodation represents an undue financial or administrative burden for the University. The explanation must cite relevant evidence (e.g., program objectives, accreditation standards, state or federal regulations, etc.) to support the unreasonableness of the accommodation.
- b. The Accessibility Coordinator will review the explanation and consult with the Responsible Individual regarding the concerns.
- c. The Accessibility Coordinator may collaborate with other content/program experts regarding the concern when further explanation is necessary.
- d. When an accommodation is found to be a fundamental alteration, the Accessibility Coordinator will notify the student. The student will be invited to engage in the interactive process. In some cases, an alternate accommodation may be deemed reasonable.
- e. The Accessibility Coordinator will provide the student with the appeal process for accommodation denials.

Academic Adjustments

The University will make modifications to its academic requirements as necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of disability, against a qualified disabled applicant or student. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.

Auxiliary Aids

Auxiliary aids may include audio texts, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions. The University is not required to provide attendants, readers for personal use or study, or other devices or services of a personal nature.

Service & Emotional Support Animals

Service & Emotional Support Animal Definitions²

Handler – A person with a disability that a service animal assists or a personal care attendant who handles the animal for a person with a disability.

Service Animal – Any dog* individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability and meets the definition of “service animal” under the Americans with Disabilities Act (“ADA”) regulations at 28 CFR 35.104. The work or tasks performed must be directly related to the individual’s disability.

Examples include, but are not limited to: assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

*Under particular circumstances set forth in the ADA regulations at 28 CFR 35.136(i), a miniature horse may qualify as a service animal.

Emotional Support Animal – An emotional support animal (ESA) is one that is necessary to afford the person with a disability an equal opportunity to use and enjoy University housing. *An ESA may provide physical assistance, emotional support, calming, stability and other kinds of assistance. ESAs do not perform work or tasks that would qualify them as “service animals” under the Americans with Disabilities Act.* ESAs that are not service animals under the ADA may still be permitted, in certain circumstances, in University Housing pursuant to the Fair Housing Act.

Place of public accommodation – Public accommodation “means a place of public accommodation” as defined in ORS 659A.400.: “a place or service offering to the public accommodations, advantages, facilities or privileges whether in the nature of goods, services, lodgings, amusements or otherwise.” A place of public accommodation does not

² Used with permission. Martha R. Smith, M.A., Director of Disability Access Services at Oregon State University, granted special permission to utilize and adapt the OSU Service & Assistance Animal Policy to the Bushnell University campus (i.e., pages 6-10 of this handbook list Bushnell University’s Policy on Service & Assistance Animals and have been adapted from the Oregon State University website <http://oregonstate.edu/accessibility/serviceanimalpolicy>).

include any institution, bona fide club or place of accommodation which is in its nature distinctly private.³

Bushnell University Policy on Service & Emotional Support Animals

In compliance with applicable law, Bushnell University generally allows service animals in its buildings, classrooms, residence halls, meetings, dining areas, recreational facilities, activities and events when the animal is accompanied by an individual with a disability who indicates the service animal is trained to provide, and does provide, a specific service to them that is directly related to their disability. *(For policies regarding emotional support animals - that do not meet the definition of a "service animal," please see the Bushnell University Policy on ESA.)*

The University may not permit service animals when the animal poses a substantial and direct threat to health or safety or when the presence of the animal constitutes a fundamental alteration to the nature of the program or service. Accessibility Coordinator(s) will make those determinations on a case-by-case basis.

Bushnell University Inquiries Regarding Service Animals

In general, personnel of the University will not ask about the nature or extent of a person's disability but may make two inquiries to determine whether an animal qualifies as a service animal. University personnel may ask:

- A. If the animal is required because of a disability, and
- B. What work or task the animal has been trained to perform?

The University *will not require documentation*, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, the University may not make any inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

Specific questions related to the use of service animals on the Bushnell University campus by visitors can be directed to the Accessibility Coordinator via e-mail, accessibilityservices@bushnell.edu or 541-684-7282.

³ Learn more about service animals and the ADA at http://www.ada.gov/service_animals_2010.htm.

Responsibilities of Handlers

Students who wish to bring a service animal to campus are strongly encouraged to partner with Accessibility Services, especially if other academic accommodations are required. Additionally, students who plan to live in on-campus housing are required to register with Residence Life regarding the University's on-campus housing if they plan to have a service animal with them in student housing. Advance notice of a service animal for on-campus housing may allow more flexibility in meeting student's specific requests for housing.

Handlers are responsible for any damage or injuries caused by their animals and must take appropriate precautions to prevent property damage or injury. The cost of care, arrangements and responsibilities for the well-being of a service animal are the sole responsibility of the handler at all times.

Service Animal Control Requirements

1. Unless restricting service to the handler, the animal must be on a leash.
2. The animal should respond to voice or hand commands at all times and be in full control of the handler.
3. To the extent possible, the animal should be unobtrusive to other individuals in the learning, living, and working environment.

Identification – It is recommended that the animal wear some type of commonly recognized identification symbol, identifying the animal as a working animal, but not disclosing disability.

Animal Etiquette

To the extent possible, the handler should ensure that the animal does not:

- Sniff people, restaurant tables, or the personal belongings of others.
- Display any behaviors or noises that are disruptive to others unless part of the service being provided the handler.
- Block an aisle or passageway for fire egress.

Waste Cleanup Rule

Cleaning up after the animal is the sole responsibility of the handler. In the event that the handler is not physically able to clean up after the animal, it is then the responsibility of the handler to hire someone capable of cleaning up after the animal. The person cleaning up after the animal should abide by the following guidelines:

- Always carry equipment sufficient to clean up the animal's feces whenever the animal is on campus.
- Properly dispose of waste and/or litter in appropriate containers.

- Contact staff if arrangements are needed to assist with cleanup. Any cost incurred for doing so is the sole responsibility of the handler.

Removal of Service Animals

Service Animals may be ordered to be removed by University personnel for the following reasons:

- *Out of Control Animal:* A handler may be directed to remove an animal that is out of control and the handler does not take effective action to control it. If the improper animal behavior happens repeatedly, the handler may be prohibited from bringing the animal into any university facility until the handler can demonstrate that s/he has taken significant steps to mitigate the behavior.
- *Non-housebroken Animal:* A handler may be directed to remove an animal that is not housebroken.
- *Direct Threat:* A handler may be directed to remove an animal that the University determines to be a substantial and direct threat to the health and safety of individuals. This may occur as a result of a very ill animal, a substantial lack of cleanliness of the animal, or the presence of an animal in a sensitive area like a medical facility, certain laboratories, or mechanical or industrial areas.

Where a service animal is properly removed pursuant to this policy, the University will work with the handler to determine reasonable alternative opportunities to participate in the service, program, or activity without having the service animal on the premises.

Conflicting Disabilities

Some people may have allergic reactions to animals that are substantial enough to qualify as disabilities. The University will consider the needs of both persons in meeting its obligations to reasonably accommodate all disabilities and to resolve the problem as efficiently and expeditiously as possible. Students requesting allergy accommodations should contact Accessibility Services.

Emergency Response

In the event of an emergency, the emergency response team (ERT) that responds should be trained to recognize service animals and be aware that the animal may be trying to communicate the need for help. The animal may become disoriented from the smell of smoke in a fire or laboratory emergency, from sirens or wind noise, or from shaking and moving ground. The handler or animal may be confused from the stressful situation. The ERT should be aware that the animal is trying to be protective and, in its confusion, is not to automatically be considered harmful. The ERT should make every effort to keep the animal with its handler. However, the ERT's first effort should be toward the handler; this may necessitate leaving the animal behind in certain emergency evacuation situations.

Service Dogs in Training

A dog being trained has the same rights as a fully trained dog when accompanied by a trainer and identified as such in any place of public accommodation (as defined in ORS 659A.400). Handlers of service dogs in training must also adhere to the requirements for service animals and are subject to the removal policies as outlined in this policy.

Policy on Emotional Support Animals in University Housing

Please refer to the Bushnell University Student Handbook for specific information on the University's policy on emotional support animals in University housing. For specific questions related to the University's policy on emotional support animals, please reach out to the Director of Residence Life and Student Services, at (541) 684-7345.

Public Etiquette towards Service or Emotional Support Animals

It is okay to ask someone if she/he would like assistance if there seems to be confusion. However, faculty, staff, students, visitors, and members of the general public should avoid the following:

1. Petting a service animal, as it may distract them from the task at hand.
2. Feeding the service animal.
3. Deliberately startling a service animal.
4. Separating or attempting to separate a handler from his/her service animal.⁴

⁴ Bushnell University's policy on service animal policies was adapted from the Oregon State University handbook with permission; Refer to <http://oregonstate.edu/accessibility/serviceanimalpolicy> for more information.

Bushnell Document Retention Policy

Accessibility Services will retain documents for 7 years after the last date of attendance/graduation. After this date, documents will be securely destroyed (shredding or digital deletion). In some cases, documents may be retained if they are historically significant or subject to legal hold (if under investigation).

Grievance Procedures

Students receiving accommodation will be responsible for contacting the Accessibility Coordinator regularly throughout the semester to help ensure the reasonable accommodations are effective. If an approved accommodation is not implemented according to the NOA, the student must first contact the Accessibility Coordinator to resolve the issue.

Appeal Process Regarding Accommodation Denial

Students have the ability to submit additional documentation and ask for an additional review of their request for accommodations. If a student is receiving approved accommodations, the student may put in the additional request by emailing accessibilityservices@bushnell.edu. If the student is not receiving other approved accommodations, the request for additional review of their documentation (or additional documentation) needs to be sent to accessibilityservices@bushnell.edu.

If the student has been denied an accommodation they requested and would like to appeal the denial, the student needs to submit their appeal within 90 days of the denial from Accessibility Services.

1. The student should put in writing the reason for the appeal and include any additional information regarding a disability-related need/impact for the accommodation. Please send an email to accessibilityservices@bushnell.edu.
2. The student should request an appointment with the Accessibility Coordinator or delegate to discuss the appeal. The student may request an appointment by emailing accessibilityservices@bushnell.edu or calling 541-684-7282.
3. During the discussion with the Accessibility Coordinator or delegate, the student should be prepared to explain why the denied accommodation is needed to address the current impacts of their disability at Bushnell. Having received an accommodation from a previous institution or in the K-12 system is not in itself a sufficient explanation.
4. The Accessibility Coordinator or delegate will make a decision regarding the student's appeal within ten (10) business days. The Accessibility Coordinator or delegate's decision will be in writing and will be sent to the student's Bushnell email. If through the appeal process, the accommodation is granted, it will be granted moving forward; accommodations are not retroactive.

If the denial is upheld and the student feels the issue is not resolved, the student may file an appeal with the Vice President for Academic Affairs within ten (10) business days of the Accessibility Coordinator or delegate's determination. This is the final step: The Vice President for Academic Affairs' decision is the University's final decision on the matter and no additional internal appeals are available.

To appeal at this level, the student must provide the Vice President for Academic Affairs with:

1. Information that the student believes demonstrates they were not provided with due process by the Accessibility Coordinator or delegate.
2. This information needs to be e-mailed to the Vice President for Academic Affairs and copied to accessibilityservices@bushnell.edu.

The Vice President for Academic Affairs will make a decision regarding the student's appeal within ten (10) business days. The Vice President for Academic Affairs' decision will be in writing and will be sent to the student's Bushnell email. If through the appeal process the accommodation is granted, it will be granted moving forward; accommodations are not retroactive.

Concerns/Complaints of Discrimination Based on Disability

In accordance with the Bushnell Student Handbook, if at any time a student feels that they have experienced different treatment, whether intended or unintended, based on the student's disability, race, ethnicity, sexual orientation, age, or gender, the student may submit an informal or formal complaint. Please refer to the Nondiscrimination Policy section of the Bushnell Student Handbook.

At any time, a student may contact the [Office for Civil Rights](#).

Contact Information

Important phone numbers and points of contact regarding the Americans with Disabilities Act:

Office for Civil Rights
U.S. Department of Education
Jackson Federal Building
915 Second Ave., Rm 3310
Seattle, WA 98174
(206) 607-1600

U.S. Department of Justice
Washington D.C. 20210
(202) 514-3847

References

U.S. Department of Education. (n.d.). *34 CFR § 104 E*.

<http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html#A>.