

Students with Disabilities: Accommodation Policy and Guidelines

Pacific School of Religion strives for consistent and equitable student access to educational opportunities. In particular, the Accommodation Policy and process address a student's ability to fulfill degree and certificate course and program requirements.

- The policy covers student advising, classroom activities and requirements, program exams, GTU library use, and capstone experiences such as the MAST e-portfolio, MA theses and PhD/DMin dissertations. .
- The policy does not address extracurricular events sponsored by PSR, GTU member institutions, student housing, and administrative activities (e.g., registration, access to facilities, etc.).

Accommodations are not intended to give students with disabilities an unfair advantage but to remove barriers that prevent students from learning and from demonstrating what they have learned in the context of their formal degree or certificate program.

The [Associate Director of Community Engaged Learning](#) serves as the Student Accessibility Services (SAS).

Student Request:

The student is responsible for fully participating in the process and exercising due diligence to ensure that the provision of accommodations is successfully accomplished. The student who requesting accommodations for their academic work submits the request form available on the [PSR website \(under Students.\)](#). The student needs to include official written documentation from a professional who has the credentials and expertise to diagnose the student's condition when submitting the request form. (see [Documentation Guidelines](#)). The student is responsible for incurring any cost associated with the documentation.

Timing of a Student Request:

The student should request accommodations early in the semester, well in advance of when the accommodation is needed. The student needs to factor in the amount of

time required to secure written documentation from an appropriate professional. It can take time for the review process and verification, and recommended accommodations. Students eligible for academic accommodations will normally have their request reviewed and, if appropriate, approved within two weeks after submitting the request.

Decision:

SAS will finalize accommodation options in the context of institutional resources and culture and assure consistency and equity. An accommodation is not “reasonable” if it will necessitate modifications of the essential nature of a program or activity or would place undue financial or administrative burdens on the institution.

SAS conveys the official decision and, if appropriate, recommended accommodations to the student by email, who then uses written confirmation to work with appropriate staff and faculty on the implementation of accommodations. SAS also sends a communication to the [faculty on the list of enrolled courses the student provides](#).

This list needs to be provided each semester accommodations are needed.[®]

Implementation:

Each semester, SAS will send a “Confidential Accommodations for Student with a Disability” email to each instructor on the [Faculty Notification list](#) provided by the student (this includes courses at other GTU schools and courses taught by Adjunct Faculty.) The student is responsible for follow up with each instructor to make sure there is understanding about how the accommodation can be met within each course.

Appeal:

The student and/or faculty involved with the student may not agree with the SAS decision for accommodations. If a faculty member disagrees with and/or refuses to provide the recommended accommodations, the student should contact SAS. SAS and an institutional contact will work with the faculty member to resolve their concerns. If a resolution is impossible, the student can seek remedy from the faculty member’s school’s academic grievance policy.

If a student disagrees with the SAS decision and/or recommended accommodations, they can appeal the decision through their own school’s academic grievance policy. Again, SAS and an institutional contact should work with the student first to find ways to resolve concerns.