



CREATORS OF INCREDIBLE FUTURES

Student Disability Services Handbook

2021- 2022

Cottey College Student Disability Services Handbook

INTRODUCTION:

This handbook is designed to assist students, parents, faculty, and staff to understand the processes in place for disabled students. This document explains how disabled students become eligible to receive services, how accommodations are determined, and how they are implemented.

A quick note on language: In alignment with the social justice model of disability and as [recommended by the Association on Higher Education and Disability \(AHEAD\)](#), Cottey College's Student Disability Services program uses identify-first language.

STUDENT DISABILITY SERVICES MISSION STATEMENT:

Cottey College is dedicated to providing equal and equitable access to educational opportunities to disabled persons in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as amended (ADA), and the Fair Housing Act (FHA). The College community, through reasonable accommodations, ensures that no otherwise qualified person be excluded from participating in, be denied the benefits of, or otherwise be subjected to discrimination with regard to any program or activity offered by the College. Disabled students seeking environmental or academic accommodations may contact the coordinator of student disability services. The accommodation process is an interactive one, guided by input from all involved, including students, parents, faculty, and staff.

RIGHTS AND RESPONSIBILITIES

Each disabled student attending Cottey College has a right to:

- Equal access to courses, programs, jobs, services, and activities
- Receive reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids and services
- Appropriate confidentiality of all information regarding their disability and to choose to whom information about their disability will be disclosed, except as permitted or required by law
- Information reasonably available in accessible formats

Each disabled student attending Cottey College has a responsibility to:

- Meet qualifications and maintain essential requirements and/or function for courses, programs, services, jobs, and activities
- Register with to Student Disability Services in order to request accommodations
- Provide documentation from an appropriate licensed professional describing the nature of the disability and how the disability impacts the student's ability to participation in courses, programs, services, jobs, and activities
- Follow procedures for obtaining appropriate accommodations, academic adjustments, and/or auxiliary aids and services
- Follow Cottey College's procedures and policies

LAWS

Three laws govern higher education regarding the provision of equal access to disabled students: Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, as amended, and the Fair Housing Act (FHA).

Section 504 of the Rehabilitation Act of 1973 states that ... "No otherwise qualified individual with a disability in the United States ... shall, solely by reason of ... disability, be denied the benefits of, be excluded from the participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance." Under the provisions of Section 504 of the Rehabilitation Act of 1973 ... the College may not discriminate in the recruitment, admission, educational process, or treatment of students.

The Americans with Disabilities Act (ADA) of 1990, as amended, is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals based on disability. The ADA extends civil rights protection for people with disabilities in employment, transportation, public accommodations, services provided by state and local government, and telecommunication relay services.

The Fair Housing Act (FHA) is a civil rights guarantee that protects disabled persons from discrimination in housing, including college housing. The FHA is the piece of federal legislation that address the right of a disabled person to have an Emotional Support Animal as an accommodation in campus housing, if said accommodation is necessary for equal and equitable enjoyment of campus housing.

CONFIDENTIALITY AND RELEASE OF INFORMATION

Student Disability Services is committed to ensuring that all information and communication pertaining to a student's disability is maintained as confidential as required or permitted by law. The following guidelines about the treatment of such information have been adopted by Student Disability Services and will be shared with students. These guidelines incorporate relevant state and federal regulations.

1. Any information regarding a student's disability is protected by the Family Educational Rights and Privacy Act (FERPA) and will only be disclosed as permitted or required by FERPA.
2. Sensitive information in Student Disability Services files will not be released except in accordance with federal and state laws.
3. A student's file may be released pursuant to a court order or subpoena.
4. If a student wishes to have information about her disability shared with others outside the College, the student must provide written authorization to the coordinator to release the information. Before giving such authorization, the student should understand the purpose of the release and to whom the information is being released.
5. A student has the right to review her own Student Disability Services file with reasonable notification.

ELIGIBILITY AND DOCUMENTATION

Students who have self-identified, provided documentation of disability, and requested reasonable accommodations are entitled to receive accommodations for access that enable them to participate in and benefit from all educational programs and activities.

Definition of Disability

A disabled person includes any person who (1) has a physical or mental impairment which substantially limits one or more major life activities [including but not limited to walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks], (2) has a record of such an impairment, or (3) is regarded as having such an impairment. Individuals with disabilities may include persons who have mobility; sensory, or speech impairments; cosmetic disfigurements; or learning disabilities. Individuals with disabilities may also include persons who have neurological, psychological, or physical disabilities.

A "qualified individual with a disability" is defined as a disabled person who, with or without reasonable modifications to rules, policies or practices, the removal of barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs for the activities.

Documentation Policy

In order to receive a reasonable accommodation, a disabled student is responsible for providing documentation of the disability to Student Disability Services. This documentation must both establish disability and provide adequate information on the functional impact of the disability so that accommodations can be identified and provided. All documentation should:

- Provide a clear DSM-IV or ICD diagnostic statement and details of the progression or prognosis of the condition
- Come from an appropriate licensed professional familiar with the history and functional implications of the disability. Diagnosis or testing battery performed by a member of the student's family is prohibited
- Be dated and signed, and typed on official letterhead including the name, title, and professional credentials of the evaluator. Prescription pad notes, one-paragraph letters, or handwritten treatment notes are NOT appropriate
- As appropriate, include a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results
- Be current and age appropriate. In most cases, diagnostic evaluations should be completed within the past three years. Flexibility in accepting documentation, which exceeds a three-year period, may be necessary depending on the disability
- Reflect on the student's current functional limitations. Demonstrate how a major life activity is substantially limited, and provide a clear sense of the severity, frequency, and pervasiveness of the condition(s)
- As appropriate, elaborate on expected changes in the functional impact of the disability over time. Provide information on the cyclical or episodic nature of the disability, the stability, exacerbations, and recommended interventions
- Include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in improving functional impacts of the disability
- Include recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services. When recommendations go

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beyond equitable and inclusive services and benefits, they may still be useful in suggesting alternative accommodations and/or services

An individualized education program (IEP) or a 504 plan is insufficient documentation, but it can be included as part of a more comprehensive assessment battery.

At the discretion of the coordinator, if a student does not possess appropriate documentation, the student may be provided interim accommodations.

ACADEMIC ACCOMMODATIONS AND SERVICES OFFERED

Student Disability Services offers accommodations and support services to disabled students, based upon barriers to access that they experience. Assistance is also available for faculty and staff whom teach or provide services to disabled students.

Accommodations are individualized and flexible, based on the student's specific access needs across campus settings. The accommodation process is interactive and based on the sharing of information among all individuals involved. Below is a partial list of common academic accommodations that may be coordinated through Student Disability Services in collaboration with faculty and other pertinent offices on campus.

- Orientation to campus facilities, policies, and services
- Priority registration
- Faculty notification and follow-up
- Classroom accommodations
- Note-taking accommodations
- Lab/library assistants
- Readers/scribes for exams
- CART/Transcription services
- Interpreter services
- Testing accommodations
- Alternate format course materials
- Referrals to campus and community resources

To receive accommodations, a student must self-identify to and provide appropriate documentation to the coordinator of student disability services. This should be done either prior to or as early as possible in the semester, so accommodations can be provided in a timely manner. Please note: accommodations cannot be provided retroactively. Accommodation determinations are made on a case-by-case basis.

Students who need classroom accommodations must meet each semester with the coordinator of student disability services PRIOR to the need for the requested accommodations. The coordinator and the student identify which accommodations may be necessary for access and submit electronic notification to the professors teaching each class and/or directors of the programs (such as the director of housing or director of dining services) in which the accommodations are required. The student may choose to share these notifications with other faculty or staff persons (such as their advisor) if and as they choose.

A reasonable accommodation is a change in an educational environment that effectively and appropriately ensures that disabled students have equal and equitable educational opportunities to participate in programs and activities. Accommodations are individualized and flexible, based

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on the barriers to access in the educational setting as experienced by the student. Access to programs, courses, and services will be provided in compliance with all applicable relevant laws.

Generally, an accommodation is unreasonable if:

- It is of a personal nature, such as
 - Personal attendants
 - Personal equipment
 - Tutoring (outside of what is provided for the general student population)
 - Transportation (outside of what is provided for the general population)
 - Mobility training
 - Behavioral coach
- The educational standards or mission of Cotley College would be substantially altered
- The nature of the program, course, service and/or activity would be fundamentally altered
- An undue financial or administrative hardship (College-wide) would be caused by the accommodation
- The individual would pose a direct threat to the health or safety of herself or others

Accommodation's Request Process:

In order to receive academic accommodations, students are expected to:

1. Self-identify to the coordinator of student disability services by completing and submitting the [Voluntary Request for Student Disability Services](#) with appropriate documentation included.
2. Meet with the coordinator each semester, PRIOR to the need for requested accommodations. During this meeting the coordinator and the student will discuss their accommodations needs through a collaborative, interactive process.
3. Alert the coordinator when accommodations are not working or do not meet the student's needs.

COURSE SUBSTITUTIONS

A request for a course substitution is an interactive process involving the student, the coordinator of student disability services, faculty, and administration. Such accommodations should not result in the fundamental alteration of a course, the curriculum, degree requirements, or program objectives. Course substitutions are reviewed on a case-by-case basis.

To request a course substitution, the student must file a formal request letter. The student shall first discuss the request with the coordinator of student disability services, who will assist in the request process. Next, the student and coordinator shall submit a formal written request to the registrar and/or Curriculum Committee. The coordinator may consult the registrar and/or Curriculum Committee or provide additional documentation to support the request. The Curriculum Committee will review and recommend appropriate course substitutions. If the request is reasonable, the registrar will inform the student of the approved substitution

HOUSING ACCOMMODATIONS

Residential living is central to the learning environment for all Cottey College students. The director of housing and coordinator of student disability services work together to accommodate students with disabilities in the residence hall setting. If you plan to live on campus and have documented disability-related housing needs, please complete your housing form and indicate any special accommodations or equipment you will need. Complete the housing application process as soon as possible. (Please note: requests received after June 15 may be unable to be filled.) In order for the Coordinator to consider disability-related requests for housing accommodations, students should complete a Voluntary Request for Student Disability Services and submit documentation (per the Guidelines for Documentation) that clearly demonstrates the need for requested accommodations. Requests for single rooms based on a student's desire to have a "quiet, undisturbed place to study" will be considered only in unusual circumstances. By virtue of the shared facilities, resources, and number of people living under one roof in the residence halls, a single room does not necessarily provide a quieter, more distraction-free space than a standard shared room. Students seeking a reduced distraction study environment should seek areas for study outside the residence halls, such as the Library, which has designated quiet study areas.

Personal Care Attendant Policy

Personal Care Attendants may be necessary to address the personal needs of a student so that the student can participate in the College's activities, services, and programs. The College does not assume coordination or financial responsibility for attendant care services. A student with disabilities who requires attendant care services must make their own arrangements.

It is the student's responsibility to:

- Secure an attendant prior to attending any College-related activity; i.e., New Student Orientation and class attendance (The College will NOT be responsible for providing a personal care attendant on an interim basis). As PCAs will be expected to attend to the student's needs across a wide range of campus spaces (as deemed necessary by the student and their care providers) and Cottey College is a women's college, Personal Care Attendants should meet the same definition of "female" as identified in the [College's admissions policies](#).
- Ensure that each attendant registers with the coordinator for student disability services and inform the coordinator of any personnel changes during the semester
- Once notification is received by the Coordinator, they will refer the student to the Director of Housing through the Accommodations approval process.
- Direct the activities of the personal care attendant while at the College.
- Follow College policies and abide by the Student Disability Service Handbook.

Personal Care Attendant expectations

- Follow all applicable College policies, rules, regulations, and procedures as outlined in the [Student Handbook](#).
- As necessary, assist the student before and after class but wait outside the classroom.
- Allow the student to take responsibility for her own progress or behavior.
- Refrain from discussing any confidential information about the student with faculty, staff, or students.

ASSISTANCE ANIMALS ON CAMPUS

Service Animals, as defined by the Americans with Disabilities Act- As Amended (ADA), are allowed in all campus spaces (with potential restrictions on a case by case basis for health and safety reasons) and in campus housing. The ADA defines Service Animals as ["...a dog \[or in some instances, miniature horse\] that has been individually trained to do work or perform tasks for an individual with a disability. The task\(s\) performed by the dog must be directly related to the person's disability."](#) (U.S. Dep't of Justice, Civil Rights Division, as accessed 4/15/2021). For more information, please see the U.S. Department of Justice's [FAQ on Service Animals and the ADA](#).

Emotional Support Animals:

Under the Fair Housing Act, a disabled person may request to keep an Emotional Support Animal (ESA) as an accommodation when there is an established need for the therapeutic nature of the animal that is connected to the individual's disability. An Emotional Support Animal (ESA) provides emotional support to persons with disabilities who have a disability-related need for such support. An ESA is **not** a pet. It is an animal deemed necessary by a qualified healthcare/mental healthcare professional for an individual with a disability to have equal access and enjoyment of their housing. **Unlike a Service Animal, an Emotional Support Animal is not specifically trained to assist a person with a disability with activities of daily living or required to accompany that person at all times.** Emotional Support Animals may be considered in conjunction with access to College housing but **they are not permitted in other areas of the College (e.g. libraries, academic buildings, classrooms, dining areas, labs, work areas, student centers, etc.)**. In order to qualify for such an accommodation, the emotional support animal must be necessary to afford the individual an equal opportunity to use and enjoy a dwelling or to participate in the residential life program. Further, there must be a relationship, or nexus, between the individual's disability and the assistance that the presence of the emotional support animal provides.

Restrictions:

- Service Animals are not allowed in some very specific instances/locations in which the animal provides a health or safety risk. Handlers will be provided with appropriate alternate accommodations to meet their access needs in the unlikely event this occurs.
- Emotional Support Animals must be kept in student rooms, are not allowed in public areas of the residence hall/house except to enter or exit the building, and are not allowed in other campus buildings. Emotional Support Animals may be allowed in the student's assigned suite only with the signed agreement of all suitemates.
- Animals that may pose a health risk or danger to others will not be permitted.

Process for having assistance animals on campus:

1. Students with Service Animals (SA) as defined by the ADA are asked to notify the coordinator of student disability services, academic advising, and student success programming and the director of housing that they will be bringing a Service Animal to campus prior to the arrival of the animal. This notification will help staff ensure that the College is able to best meet the housing needs of all students. Due to the nature of communal living in residential halls and in order to protect the health and safety of all campus residents, Cottey also requests that residential students with Service Animals register their SA using the Animals on Campus Registration form (located in MyCottey) and submit documentation with that form that indicates that their animal is in good health and up to date on all species specific vaccinations.

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2. Students requesting to have an emotional support animal (ESA) in college housing must register with the coordinator of disability services by completing the [Voluntary Request for Disability Services](#). Documentation guidelines are located in this handbook and in the [Voluntary Request for Disability Services](#). All necessary forms are located in the [Disability Resource Center](#) in MyCottey.
3. Students requesting ESAs as housing accommodations are required to make ESA related housing requests in a timely manner by completing the [ESA Request](#) form in MyCottey. Students should submit their request as far in advance as possible, in order to ensure a timely review of said requests. Requests made and approved after housing assignments have been made may result in delayed permission (up to but no more than 30 days from date of approval) to bring an animal to campus while Cottey makes any necessary housing adjustments in order to ensure that Cottey is meeting the needs of all students.
4. The coordinator of disability services will initially review all requests and determine whether the necessary information or documentation is present. The coordinator will make a determination about whether this is a reasonable accommodation. The coordinator will also determine whether or not a specific animal or species of animal is appropriate for campus housing based on size constraints of the student's residential space, health and safety considerations, and applicable state and local laws regarding companion animals.
5. Once the accommodation and species of animal (or specific animal) is approved, the coordinator will notify the director of housing and vice president for student life. The College reserves the right to take no more than 30 days to make any necessary housing adjustments in order to best meet the housing needs of all students.
6. Alternative accommodations may be discussed during this process and offered where appropriate.

Responsibilities for Animals in College Housing

1. The handler/owner is responsible for assuring that the service or Emotional Support Animal does not unduly interfere with the routine activities of the residence or cause difficulties for students who reside there.
2. The handler/owner is financially responsible for the actions of the service or Emotional Support Animal including bodily injury or property damage. The handler/owner's responsibility covers but is not limited to replacement of furniture, carpet, window, wall covering, and the like. The handler/owner is expected to cover these costs at the time of repair and/or move out.
3. The handler/owner is responsible for any expenses incurred for cleaning above and beyond a standard cleaning or for repairs to College premises that are assessed after the student and animal vacate the residence. The College shall have the right to bill the student account of the handler/owner for unmet obligations.
4. The handler/owner must notify the coordinator of disability services in writing if the service or Emotional Support Animal is no longer needed or is no longer in residence. To replace an approved Emotional Support Animal the owner must file a request in writing to the coordinator of disability services.
5. The handler/owner's residence may be inspected for fleas, ticks, or other pests once a semester or as needed. The Housing Office will schedule the inspection. If fleas, ticks, or other pests are detected through inspection, the residence will be treated using approved fumigation methods by a College-approved pest control service. The handler/owner will be billed for the expense of any pest treatment above and beyond standard pest management in the residence halls.

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6. In the event that one or more roommates or suitemates of the handler/owner of a service or Emotional Support Animal finds the presence of said animal problematic the non-approving roommates, suitemates, or (far less commonly) the owner/handler may be reassigned to an alternate suite, as determined on a case-by-case basis by the director of housing and the coordinator of disability services.
7. Service Animals may travel freely with their owner throughout College housing (and other areas of the College, except where restrictions apply for health and safety reasons).
8. Emotional Support Animals must be under handler's control within the privately assigned residential area (student's room **only**, unless permission has been granted to have the animal in the suite shared areas) at all times, except when transported outside the private residential area in an animal carrier or controlled by leash or harness. Animals should be confined (i.e., crate, cage, tank) when the handler is not present.
9. Service and Emotional Support Animals may not be left overnight in College housing to be cared for by another student. Animals must be removed from campus if the student leaves campus for more than one day.
10. Housing has the ability to relocate the handler/owner and service or Emotional Support Animal as necessary according to current contractual agreements.
11. The handler/owner agrees to continue to abide by all other residential policies. Reasonable accommodation which may constitute an exception to a policy that otherwise would prohibit having an animal does not constitute an exception to any other policy.
12. Any violation of the above rules may result in immediate removal of the animal from the College and may be reviewed through the College judicial process. The owner will be afforded all rights of due process and appeal as outlined in that process.
13. Should the service or Emotional Support Animal be removed from the premises for any reason, the owner is expected to fulfill her housing obligations for the remainder of the housing contract, unless a waiver is granted. Alternative accommodations will be discussed with the student as appropriate.
14. The owner undertakes to comply with animal health and wellbeing requirements as set forth in this policy.

Conflicting Disabilities: If a person has a condition that involves an allergic reaction to or fear of animals, the individual should notify the coordinator of student disability services. The student is expected to complete the Voluntary Request for Student Disability Services and submit appropriate documentation. Action will be taken that consider the needs of all parties involved.

Restricted Areas: Specific areas are off limits to all animals due to health and safety concerns. These areas may include, but may not be not limited to, laboratories, areas where protective clothing is necessary, mechanical rooms, custodial closets, and other areas where the animal's presence would present a danger to the animal's health or safety or the health or safety of others in the area. Exceptions would be made on a case-by-case basis. If it is determined that an area is unsafe, reasonable accommodations will be provided to assure equal access to the student.

EMERGENCY EVACUATION PROCEDURES

All students should review safety information included in the Student Handbook and familiarize themselves with College buildings, including exits, exit routes, rescue areas, stairways, elevators, and telephones. Students who expect to need assistance during evacuations should discuss their needs with the coordinator of student disability services.

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The safety of students with disabilities is a shared responsibility. The College is committed to developing and implementing procedures to assist students with disabilities during an emergency. Likewise, it is strongly recommended that students with disabilities create a personal emergency plan which addresses needs before and during an evacuation. The coordinator of student disability services can assist with the development of a plan.

Development of a Personal Emergency Plan

- Step 1: Inform
 - Students with disabilities who need assistance in an emergency evacuation should notify the coordinator of student disability services. The creation of a personal emergency evacuation plan is highly recommended. The plan, outlined on a card or in print, can be used in an evacuation. Students with disabilities may describe specific types of assistance needed during a building evacuation, mobility devices used, location of emergency supplies, how to operate assistive devices, warnings or actions others should not attempt, etc.
 - Step 2: Develop a Buddy System
 - Prepare for emergencies in advance by establishing two “buddies” for each class, work, or residence.
 - A “buddy” could be a classmate, instructor, supervisor, or co worker. A student's personal evacuation instructions should be shared with her “buddies”.
 - A "buddy" will assist students with disabilities to an evacuation area outside the building or to a safer area within a building (e.g., stair landing, room away from imminent danger, another wing, opposite end of corridor).
 - A “buddy” may stay until help arrives, so long as it is safe to do so.
 - A second "buddy" or the individual should immediately notify Student Life staff/emergency personnel of the student's location.
 - Rescue personnel are trained to evacuate students with disabilities. Untrained persons should not attempt to lift people or wheelchairs down flights of stairs, unless instructed by the student with disabilities.
 - Stairway evacuation of wheelchair users should be conducted by trained professionals. Only in extreme danger should untrained people attempt to evacuate wheelchair users.
 - If an individual with a disability is alone during an emergency, they should contact via phone or text the Student Life staff/emergency personnel and provide her present location.
 - Step 3: Know Your Environment
 - Become familiar with emergency exits, evacuation routes in campus buildings, and campus evacuation assembly areas.
 - Elevators are not to be used as an emergency exit unless instructed by emergency personnel. Determine the building exit nearest you. In the event this exit is blocked, be familiar with alternate exits.
 - Step 4: Telephone Numbers- students are encouraged to save these to their phone or other mobile device
 - Ambulance: 911 or (417) 667-5079
 - Fire: 911 or (417) 448-2720
 - Police: 911 or (417) 448-2710
 - Director of Housing: (701) 610-3054

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- Vice President for Student Life: (417) 499-8310
- Physical Plant: ext. 2222 or (417) 448-1448 after 5 p.m.

ASSISTANCE FOR STUDENTS WITH TEMPORARY IMPAIRMENTS

Student Disability Services provides limited assistance for students with temporary impairments (i.e., inability to write because of a broken bone or inability to sit comfortably in class because of recent surgery). The type of assistance is determined on a case-by-case basis and may be dependent upon documentation. To request said assistance, student should:

1. Contact the [coordinator of student disability services](#) as soon as possible to discuss the need for specific accommodations
2. Complete a Voluntary Request for Student Disability Services
3. Provide medical documentation to verify the temporary condition and need for assistance. Acceptable documentation includes a clear statement of diagnosis, present symptoms, fluctuating condition/symptoms, expected duration of the condition, and the prognosis.

GRIEVANCE PROCEDURES

Cottey College has adopted an internal grievance procedure providing for prompt and equitable resolution of student complaints alleging denied equal access in the form of appropriate accommodations, modifications, auxiliary aids, or effective communication, or suffered discriminatory harassment as described in Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990, as amended.

- 1) Students are encouraged to self-advocate, with the assistance and support of the Coordinator of Student Disability Services as needed or upon request.
- 2) If informal discussions with College personnel have not resolved the issue, the individual shall submit a [Disability Services Concern](#) form to the coordinator of student disability services. The grievance should include the student's name, address, and phone number, date and description of the problem, and potential ideas or suggestions for addressing the concern, if relevant.
- 3) An investigation, if appropriate, shall follow the filing. The coordinator will then respond to the complainant in a reasonable and timely manner.
- 4) If unsatisfied with the coordinator's response, the complainant may appeal the decision to the vice president in charge of the applicable department- the vice president for academic affairs for concerns related to academic programs or the vice president for student life for all other concerns. The applicable vice president will respond in a reasonable and timely manner.
- 5) If a complaint involves the coordinator of student disability services, the complainant should submit a written grievance directly to the vice president for academic affairs within ten (10) business days of the event that triggered the complaint. The grievance should include the student's name, address, and phone number, date and description of the problem, and signature (sending the complaint via Cottey student email account may serve in lieu of a physical).

Students can also file a formal complaint with the [U.S. Department of Education, Office for Civil Rights \(OCR\)](#).

ADDITIONAL RESOURCES

- [Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities](#) (US Department of Education)
- [Resources for Students and Parents | AHEAD: Association on Higher Education And Disability](#)