



CREATORS OF INCREDIBLE FUTURES

Student Accessibility Handbook

2025- 2026

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. Cottey College has the right to amend the information and policies provided within this handbook if circumstances require.

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 Accessibility program uses identify-first language, though a student's preference for person-first language will be respected in documentation to faculty and staff.

STUDENT ACCESSIBILITY 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 director of student accessibility. The accommodation process is an interactive one, guided by input from all involved, including students, 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 Student Accessibility 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 participate in courses, programs, services, jobs, and activities
- Follow procedures for obtaining appropriate accommodations, academic adjustments, and/or auxiliary aids and services

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- 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 addresses 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 Accessibility 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 Accessibility 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 Accessibility 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 director 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 their own Student Accessibility file with reasonable notification.

ELIGIBILITY AND DOCUMENTATION

Cottey College's Guidelines for Documentation provides very important information to students, families, and healthcare providers. It is strongly encouraged that all students seeking disability services read this document and present it to their qualified healthcare provider in order to be accurately assessed for disability accommodations eligibility. Disabled students are responsible for providing documentation of a disability to the director of student accessibility, and all documentation must adhere to the guidelines below. The federal definition of "disability," which Cottey College uses to determine whether a person is eligible for disability services, is three-fold:

1. a physical or mental impairment that limits one or more major life activities of such individual;
2. a record of such impairment; or
3. is regarded as having such an impairment.

Disability documentation is evidence that an individual meets the aforementioned definition of a disability. Each determination is made on an individual basis to meet the needs of the student and to ensure the College's academic standards are upheld without encountering undue financial burden. In order to determine disability services and reasonable accommodations, the director of student accessibility requires documentation that meets the following criteria:

1. Provides a clear DSM-V or ICD diagnostic statement, which verifies the impairment currently exists. This statement must also include the severity, duration, and frequency of the impairment, detailed information about the diagnosis, and information ruling out other possible diagnoses or a justification for the diagnosis given.
2. Conducted by a qualified licensed professional who is familiar with the history and functional implications of the disability. Documentation must include the name, title, professional credentials, license/certification information, area of specialization, employment agency, and state in which the professional works. Additionally, the practitioner must be impartial and cannot be a member of the student's family. Below are examples of qualified practitioners for specific types of disabilities:
 - Neurological Disabilities or neurodiversities – neurologists; neuropsychologists; licensed, clinical, rehabilitation, and school psychologists; psychiatrists; relevantly trained clinical psychologists
 - ADHD- psychologists, psychiatrists, other relevantly trained medical doctors, licensed clinical social workers, licensed counselors, and psychiatric nurse practitioners
 - Learning Disabilities – clinical or educational psychologists, licensed school psychologists, learning disability specialists

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- Psychological/Mental Health Disabilities – licensed clinical psychologists, licensed clinical social workers, psychiatrists, other relevantly trained medical doctors
 - Visual Disabilities – ophthalmologists, optometrists
 - Hearing Disabilities - physicians, otorhinolaryngologists, otologists, audiologists
 - Medical/Chronic/and Other Disabilities – physicians or other specialists with recorded expertise in the area which accommodations are being requested
3. Be dated, signed, and typed on official letterhead. Hand written notes, treatment plans, or one paragraph explanations are not acceptable.
 4. Include a description of the diagnostic criteria including evaluation methods, tests administered, procedures, and all relevant dates. This should also include a clinical narrative, observations, and results, as appropriate. Individualized Education Plans (IEP) and 504 Plans are only acceptable as supplemental material and do not satisfy documentation requirements.
 5. Disability services are rendered based on current impact of conditions on functions. Documentation should reflect a student’s current level of ability and support needs.
 6. Elaborate on the student’s current functional limitations and expected functional limitations in the future. Written by the licensed professional, this is a narrative explaining how a major life activity is impacted and provides a clear sense about how this impact relates to a postsecondary academic setting. Included in the narrative should be the cyclical or episodic nature of the disability and recommended interventions.
 7. Detailed history of medications, accommodations, interventions, and support services should be outlined, with an emphasis on the effectiveness of each facet in fostering academic success for the student.
 8. Includes specific recommendations for accommodations in an integrated summary, adaptive devices, assistive services, compensatory strategies, and/or collateral support services. While some recommendations may go beyond the College’s scope of reasonable and equitable services and benefits, such recommendations can be useful in suggesting alternative accommodations.

The extent of documentation required may vary depending on the claimed disability and requested accommodations. The College may also request additional documentation even when some supporting documentation has already been provided.

ACADEMIC ACCOMMODATIONS AND SERVICES OFFERED

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

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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. The College is not obligated to provide all accommodations requested by a student, but will engage in the interactive process to determine appropriate and reasonable accommodations that address barriers to accessibility. Common academic accommodations that may be coordinated through Student Accessibility in collaboration with faculty and other pertinent offices on campus are listed below and on the Accommodations tab of the voluntary request for student accessibility services.

Academic Accommodations

| | |
|---|---|
| Testing in a reduced distraction environment | Large print |
| Extended time for breaks | Magnification device/image enlarging technology |
| Permission to take breaks | Computer with special features |
| Extended time for assignments/activities | Enhanced contrast print materials |
| Flexible attendance policy | Raised line drawings, tactile graphics, tactile models of graphic materials |
| Alternative formats for oral presentations | Braille course documents |
| Alternative formats for tests | No deduction for spelling errors |
| Alternative formats for written materials | White Noise |
| Instructions provided in multiple formats | Close captioning for videos |
| Verbal/audio descriptions of visual and video materials | Calculator |
| Permission to take audio recordings | FM transmitter system |
| Copies of PowerPoints/slides/notes prior to class | Sign language interpreter |
| Reader | Adaptive device(s) |
| Note-taker | CART transcription |
| Scribe | Supplemental lighting |
| Wheelchair accessible seating | Wheelchair accessible classrooms |
| Preferential seating | |

Housing Accommodations

Single room
Single-double room
Personal refrigerator
Supplemental cooling

Additional Accommodations

Accessible transportation
Priority registration
Access for a Personal Care Attendant (PCA)

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Release from meal plan

This is not an exhaustive list of disability accommodations. When a student is completing the voluntary request, they may add additional accommodations in the “Other” field.

To receive accommodations, a student must self-identify and provide appropriate documentation to the director of student accessibility. While students may submit a disability accommodations request at any time, this should be done either prior to or as early as possible in the semester, so accommodations can be provided in a timely manner. Accommodation determinations are made on a case-by-case basis. Provisional accommodations may be granted on a temporary basis for students who are actively engaging in the interactive process with the director of student accessibility. Please note: Accommodations cannot be provided retroactively.

Students who need classroom accommodations must meet each semester with the director of student accessibility prior to the need for the requested accommodations, or in a timely manner when the student realizes a need for requesting accommodations. The director 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 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. The College may provide an alternative reasonable accommodation that addresses a disability need rather than the specific accommodation requested by the student.

Generally, an accommodation is unreasonable if:

- It is of a personal nature, such as
 - o Personal attendants
 - o Personal equipment
 - o Tutoring (outside of what is provided for the general student population)
 - o Transportation (outside of what is provided for the general population)
 - o Mobility training
 - o Behavioral coach
- The educational standards or mission of Cottey 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

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- The individual would pose a direct threat to the health or safety of themselves or others

Accommodation Request Process:

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

1. Self-identify to the director of student accessibility by completing and submitting the Voluntary Request for Student Accessibility Services with appropriate documentation included. Faculty are obligated to refer a student seeking accommodations to the director of student accessibility, and may not make accommodations decisions outside of the interactive process.
2. Meet with the director each semester, prior to the need for requested accommodations, or as soon as the need for accommodations is realized. During this meeting the director and the student will discuss their accommodations needs through a collaborative, interactive process.
3. Alert the director when accommodations are not working or do not meet the student's needs. Additional or alternative accommodations may be requested by the student at any time.

COURSE SUBSTITUTIONS

A request for a course substitution is an interactive process involving the student, the director of student accessibility, 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 director of student accessibility, who will assist in the request process. Next, the student and director 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 most Cottey College students. The director of campus and residence life and director of student accessibility 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: Although requests may be submitted at any time, housing accommodations requests received after June 1 may be unable to be filled for the following academic year. Returning students should complete their housing accommodations requests by March 1, prior to the housing sign-up process for the following academic year, or as soon as they realize a need for accommodations..

In order for the director of student accessibility to consider disability-related requests for housing accommodations, students should complete a voluntary request for student accessibility 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

A Personal Care Attendant (PCA) 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 director of student accessibility and inform the director of any personnel changes during the semester

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- Once notification is received by the director, they will refer the student to the director of campus and residence life 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 Accessibility 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 their 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. Dept. of Justice, Civil Rights Division, n.d.). 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.

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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 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/townhouse only with the signed agreement of all suite/housemates.
- 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 director of student accessibility and the director of campus and residence life 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 my.cottey) and submit documentation with that form that indicates that their animal is in good health and up to date on all species specific vaccinations.
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 Student Accessibility Services. Documentation guidelines are located in this handbook and in the Voluntary Request for Student Accessibility Services. All necessary forms are located in the Student Accessibility Center in my.cottey.
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 my.cottey. Students should submit their request as far in advance as possible, in order to ensure a timely review of said requests. Returning students should submit requests for ESAs prior to requesting housing for the upcoming academic year. 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 director of student accessibility will initially review all requests and determine whether the necessary information or documentation is present. The director will make a determination about whether this is a reasonable accommodation. The director 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.

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5. Once the accommodation and species of animal (or specific animal) is approved, the director will notify the director of campus and residence 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 director of student accessibility 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 director of student accessibility.
5. The handler/owner's residence may be inspected for fleas, ticks, or other pests once a semester or as needed. The Office of Campus and Residence Life 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.
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 campus and residence life and the director of student accessibility.
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/townhouse 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) when the handler is not present.

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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. The Office of Campus and Residence Life 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/handler 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 director of student accessibility. The student is expected to complete the Voluntary Request for Student Accessibility Services and submit appropriate documentation. Actions taken will 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 director of student accessibility.

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

DEVELOPMENT OF A PERSONAL EMERGENCY PLAN

- Step 1: Inform
 - Disabled students who need assistance in an emergency evacuation should notify the director of student accessibility when completing their Voluntary Request for Student Accessibility 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. Disabled Students 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 coworker. A student's personal evacuation instructions should be shared with their “buddies”.
 - A "buddy" will assist the disabled student 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 disabled students. Untrained persons should not attempt to lift people or wheelchairs down flights of stairs.
 - 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 disabled individual is alone during an emergency, they should contact via phone or text the Student Life staff/emergency personnel and provide their present location.

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- 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 Campus and Residence Life:
 - 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 Accessibility 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 temporary assistance, a student should:

1. Contact the director of student accessibility as soon as possible to discuss the need for specific assistance measures.
2. Provide medical documentation from a qualified licensed professional 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.

Temporary assistance measures do not reflect a determination that ongoing accommodations will be granted and/or which reasonable accommodations are appropriate, and do not create an obligation on the part of the College to continue accommodations past the date included on the student's temporary assistance letter.

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 by College employees 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 director of student accessibility as needed or upon request.
2. If informal discussions with College personnel have not resolved the issue, the individual shall submit an Accessibility Services Concern form to the director of student accessibility through my.cottey. 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. Adequate, reliable, and impartial investigation of complaints, including the opportunity to present witnesses and other evidence will be included in this investigation. The director will then respond to the complainant in writing, within ten (10) business days, with assurance that steps will be taken to prevent recurrence of any discrimination and to correct its effects.
4. If unsatisfied with the director'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 director of student accessibility, 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).