



EMPORIA STATE UNIVERSITY

■ STUDENT ADVISING CENTER &
DISABILITY SERVICES

Disability Services Student Handbook

The Office of Disability Services is located in 106 Plumb Hall and can be reached by phone (620-341-6637), fax (620-341-6640) or email ([Disability Services](#))

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Office of Disability Services (ODS) Student Handbook

This Handbook will:

1. Provide information about accommodations for students with documented disabilities at Emporia State University. Students must register with the office to receive accommodations. Students with disabilities who do not require accommodation may choose to register with the office in order to be informed of scholarships, employment opportunities, and disability-related events.
2. Outline general procedures students must follow to receive accommodations.

Our Purpose

The ODS is commitment to equal access and participation in all academic areas and other programs sponsored by the University for all qualified students who have documented disabilities. This includes providing accommodations pursuant to Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (1990), the ADA Amendments Act of 2008 (ADAAA).

The Office is located in Plumb Hall, Room 106. Please feel free to contact the Office of Disability Services at 620.341.6637 or by email at disabser@emporia.edu.

The ODS staff wishes students success in their academic endeavors!

Emporia State University Policy for Students with Disabilities

The ODS facilitates reasonable accommodations by providing letters for students to give to their instructors which inform them of the accommodations of the student. These accommodations are designed to equalize opportunities for students with disabilities, not to lower academic standards or to alter the essential nature of the degree requirements. The decision of when to use any of the available services, if at all, is up to the student, not the University. Integration, self-advocacy and individual responsibility are promoted and expected.

To that end, accommodations at Emporia State University do not include:

- Reduced standards of academic performance
- Special classes or programs for students with learning disabilities
- Evaluation or diagnostic testing for learning disabilities
- Separate or special tutorial programs specifically for students with disabilities

The approved accommodations are based upon:

- Student self-disclosure
- Registration with the Office of Disability Services
- Intake interview
- Appropriate documentation
- Functional limitations
- Assessment of individual needs

Confidentiality

All information regarding a student's disability is confidential. All documentation will remain separate from academic records and will not be released to an individual or source external to ESU without the student's written consent. In order to provide effective services, it may be necessary to communicate limited information on a need-to-know basis regarding disability-related needs to ESU faculty and/or staff.

Parent/Family Release of Information

Students who wish to authorize their family members to have contact with the ODS must complete an Informed Consent for Information Release Form. If this permission is not given, the ODS cannot communicate with family members regarding the student as this would be a FERPA (Family Educational Rights and Privacy Act of 1974) violation.

Information about the FERPA form can be found on the ([Registrar's website](#)).

Eligibility Requirements

To be eligible for accommodations, students should:

- Registration with ODS is necessary for accommodations to be determined.
- Fill out a request for services directly to ODS by submitting an Intake Form. Forms are available online at [ESU Disability Website Link](#).
- Provide appropriate documentation. Accommodations will not be provided without appropriate documentation. All expenses accrued in the process of obtaining documentation are the responsibility of the student.
- Schedule an appointment with the ODS Coordinator. If a student is unable to submit required paperwork, the student should request assistance from ODS.

Appropriate Documentation

In order to receive disability/medical related accommodations and/or services submitted documentation should meet the current ODS documentation guidelines consistent with ESU ODS policy and the guidelines of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (1990), the ADA Amendments Act of 2008 (ADAAA).

Documentation of disability/medical issues assists ODS in collaborations with the student to determine reasonable accommodations and/or services, which are provided on a case-by-case basis. If the submitted documentation is incomplete or does not support the student's request for accommodations and/or services, the student may be asked to provide additional documentation. For example, an Individualized Education Plan (IEP), 504 Plan, or Summary of Performance (SOP) from a secondary school may or may not be sufficient evidence of the need for accommodation/services. The cost of obtaining all documentation is the responsibility of the student.

Documentation Guidelines

Guidelines for providing documentation of disability/medical/condition/impairment include the following components:

1. The credentials of the evaluator(s)
Appropriate documentation is provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g. an orthopedic limitation might be documented by a physician or DO, but not a licensed psychologist).

Documentation should be provided on official letterhead with the name, title, professional credentials, address, phone number, and signature of the evaluator, as well as the date of the report.

2. A diagnostic statement identifying the disability

Quality documentation includes a clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition. While diagnostic codes from the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM V) or the International Classification of Functioning, Disability and Health (ICF) of the World Health Organization are helpful in providing this information, a full clinical description will convey necessary information.

3. A description of the diagnostic methodology used

Quality documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests, and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with norming population identified) within the report is recommended.

Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. Methods may include formal instruments, medical examinations, structured interview protocols, performance observations, and unstructured interviews. If results from informal, non-standardized or less common methods of evaluation are reported, an explanation of their role and significance in the diagnostic process will strengthen their value in providing useful information.

4. A description of the current functional limitations

Information on how the disabling condition(s) currently impacts the individual provides useful information for identifying possible accommodations. A combination of the results of format evaluation procedures, clinical narrative, and the individual's self-report is the most comprehensive approach to fully documenting impact. The appropriate documentation is thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency and pervasiveness of the condition(s).

While relatively recent documentation is recommended in most circumstances, common sense and discretion in accepting older documentation of conditions that are permanent or non-varying is possible. Likewise, changing conditions and/or changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture. It is important to remember that documentation is not time-bound; the need for recent documentation depends on the facts and circumstances of the individual's condition.

5. A description of the expected progression or stability of the disability

It is helpful when documentation provides information on expected changes in the functional impact of the disability over time and context. Information on the cyclical or

episodic nature of the disability and known or suspected environmental episodes provides opportunities to anticipate and plan for functional impacts. If the condition is not stable, information on interventions (including the individual's own strategies) for exacerbations and recommended timelines for re-evaluation are helpful.

6. A description of current and past accommodations, services and/or medications
The most comprehensive documentation will include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in ameliorating functional impacts of the disability. A discussion of any significant side effects from current medications or services that may impact physical, perceptual, behavioral, or cognitive performance is helpful when included in the report. While accommodations provided in another setting are not binding, they may provide insight in making current decisions.
7. Recommendations for accommodations, adaptive/assistive devices, assistive services, compensatory strategies, and/or collateral support services
Recommendations from professionals with a history of working with the individual provide valuable information. It is helpful when recommended accommodations and strategies are logically related to functional limitations; if connections are not obvious, a clear explanation of their relationship can be useful in decision-making. While University has no obligation to provide or adopt recommendations made by outside entities, those that are congruent with the programs, services, and benefits offered by the college or program may be appropriate. When recommendations go beyond equitable and inclusive services and benefits, they may still be useful in suggesting alternative accommodations and/or services.

Students are encouraged to contact ODS (620-341-6637 or email ([Disability Services](#)) for guidance on the documentation needed for their individual situations.

These guidelines are based on the Association of Higher Education and Disability (AHEAD) best practices for documentation ([Link to Best Practices](#)).

All documentation should be submitted by the student as follows:

Mailing address:

Office of Disability Services
Emporia State University
1 Kellogg Circle, Box 23
Emporia, KS 66801

620.341.6637 Voice
620.341.6640 Fax
disabser@emporia.edu

For additional information or to receive this document in an alternate format, please contact the ODS.

Determination of Disability and Eligibility for Accommodations

The assessment of reasonable and appropriate accommodations is based on the type(s) and impact of the particular disabling condition(s), as reflected by documentation, and self-report. Accommodations will be determined on an individual basis and may not be identical to those previously used by a student at another institution or in another setting. Accommodations that compromise the integrity of an academic program, impose undue financial and/or administrative burden on ODS, or alter the programmatic, academic, or curricular content are not considered reasonable nor appropriate.

Accommodations will not be granted retroactively for past terms or past parts of courses in which the letter of accommodation was not presented to the instructor. Undiagnosed or undocumented disabilities cannot be the basis for grade appeals. Students cannot petition grades received as a result of not using accommodations or not following appropriate procedures to request accommodations. Grade appeals must follow ESU policy as delineated in the Academic Catalog and Student Handbook.

Retention and Disposal of Documentation and ODS Records

The ODS Coordinator at the Emporia State University will keep all disability related records for 7 years. All documentation and other ODS related materials will be destroyed 7 years after the students' last term of attendance at ESU.

Prior to the destruction of the records, students are entitled to copies of documents held in their files and may receive them upon request. Students who return to ESU after disability documents have been destroyed must resubmit documentation of their disability in order to obtain accommodations. It is highly recommended that students retain a copy of their documentation for their own purposes.

Accommodations

Testing

ESU will provide appropriate test accommodations for students with disabilities as substantiated by appropriate documentation. Accommodations may include, but are not limited to: extended time (+50% or time-and-a-half is standard; requests for additional time will be evaluated on a case-by-case basis); a reduced distraction testing environment; and use of a computer, audio version of the exam questions, or other appropriate assistive technology.

Students who are receiving testing accommodations will need to schedule a time to take exams by contacting the ODS at least two (2) days in advance of the planned exam administration. Students will also need to make necessary arrangements with their instructors to have the test sent to the testing center and plan the time and date to take the test. Appointments can be scheduled by visiting the ODS (located in Plumb Hall 106) or calling 620.341.6637. Exams will be administered during regular ODS- hours.

When scheduling with the ODS for exam accommodations, student must provide the date, and time of the planned test, and any additional approved testing accommodations needed during exam (i.e. assistive technology or reader).

Alternate Format Text

Alternate Format Text is available upon request two (2) weeks prior to the beginning of the term. Students are responsible for purchasing their own textbooks. Once this is completed, students must provide proof of purchase for the rental or purchase of textbooks. If a student receives alternate format text, it is the student's responsibility to contact the ODS Coordinator to discuss individual needs prior to ordering books. Ordering one format when a different format is needed can delay our ability to provide alternate text in a timely manner. Students need to be specific when requesting any alternate format including audio format (specify what type), MS Word, hardcopy books, pdf format, enlarged text (specify % increase or font size) and braille embossed.

Flexibility in Class Attendance

Students are expected to follow established class attendance. However, some disabilities are episodic in nature and students may have to miss class as a result of necessary medical or mental health impacts related to his or her disability. As a general guideline, if an accommodation has been approved, the student will be allowed no more than one additional absence than are normally acceptable for an eight-week course, or three additional absences than are normally acceptable for a 16-week course. If additional absences are necessary, the student must contact ODS directly, immediately, to request a review. Depending on the nature of the course (essential components), flexible attendance might not be an appropriate or reasonable accommodation.

Flexibility in Assignment Due Date

As a general rule students receiving flexibility in assignment due dates as an accommodation are allowed 48 to 72 hours to complete course assignments or projects, depending on the pace and requirements of the course. Extensions are not available on final projects.

Sign Language Interpreting and Captioning Services

Sign language interpreting services for students who are deaf or hard of hearing will be provided for classes, academic meetings/appointments, and institution sponsored programs. An interpreter will not be scheduled for students who don't make the accommodation request through the ODS and provide a final class schedule.

At any time the University is closed (planned, or for weather or other unforeseen circumstances), interpreting and captioning services will automatically be cancelled.

An interpreter's/captionist's function is to facilitate communication. The interpreter/captionist is not available to act as a note-taker, tutor, or messenger for the student. Students should contact ODS with any questions regarding the role of interpreters/captionists.

To request interpreting/captioning services, notify the ODS Coordinator as far in advance of the class/meeting/event as possible. Every effort will be made to find a qualified interpreter or captionist. ODS cannot guarantee services to student who do not provide notice within 7 business days. Students must notify ODS Coordinator of any interpreting preferences (i.e. ASL, Signed English, Oral, Tactile, etc.).

Requests may be made by email to ODS, [Link to Disability Services](#) or by calling 620.341.6637.

Note-taking

Some students with disabilities have difficulty taking notes. A note-taking accommodation is intended to provide information that the student would have gotten on their own if it were not for his/her disability.

Students must present their letter of accommodation to instructors in order to receive the accommodation. Online students requesting the accommodation of a note-taker need to discuss the specific course and format with ODS staff as soon as possible.

Other accommodations are available based on individual needs and a case-by-case basis.

Temporary Disabilities

Some disabilities are temporary and might require accommodations for a limited time. Students who are recovering from surgery, injury or severe illness may be unaware of accommodations that may be reasonable for a limited time period. Students must contact ODS to establish reasonable accommodations. Temporary disabilities are evaluated on a semester basis.

Access

Access refers to elimination of physical barriers that prevent full participation, but it also includes access to appropriate technology and institutionally sponsored events and programs. All building or facilities concerns related to access should be discussed with the ODS Coordinator. For assistance after regular business hours or in the event of an emergency, please contact ESU Police and Safety at 620.341.5337.

Personal Attendants and Classroom Assistants

Personal Attendant: A personal attendant is not employees of ESU, but are employed by the student. If a student with a disability requires a personal attendant, the student should notify ODS prior to the upcoming semester; the ODS will then notify the student's instructor of their needed presence in the classroom.

Classroom Assistant: ODS does provide academic assistants for lab/shop classes for students whose disabilities demonstrate a need; for example, a shop class in which required activities include the stable use of power equipment. The ODS Coordinator will work with the student, classroom assistant, and instructors to identify the type of assistance needed.

Personal Attendants and Classroom Assistants should not interact with instructors or other students in the class unless the student with a disability is unable to communicate; ODS will work closely with the instructor to determine if and when it is appropriate for an attendant to facilitate communication.

Classroom assistants are expected to follow all applicable ESU rules and regulations.

Service Animals and Emotional Support Animals (ESA)

Pets

ESU specifically prohibits pets anywhere on campus with the exception of Service Animals and approved Emotional Support Animals (ESA) for individuals with disabilities. A “pet” is any animal kept for ordinary use and companionship. Assistance animals (service and support), as defined below, are not considered pets.

See 3P.09 ANIMALS AND PETS in the [University Employee Policy Manual](#)

Service Animals

Under the ADA, a service animal is defined as a dog or a 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. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with a mental illness to take prescribed medications or performing other duties.

State and local governments, businesses and nonprofit organizations that serve the public generally must allow service animals to accompany people with disabilities in all areas of the facility where the public is normally allowed to go.

Service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal’s work or the individual’s disability prevents using these devices. In that case; the individual must maintain control of the animal through voice, signal, or other effective controls. Service animals are not required to wear special identification.

Under the ADA, when it is not obvious what a service animal provides, only limited inquiries are allowed.

You may ask two questions:

1. Is the dog a service animal required because of a disability?
2. What work or task has the dog been trained to perform?

You cannot ask about the person’s disability, require medical documentation, require a special identification card or training documentation for the dog, or ask that the dog demonstrate its ability to perform the work or task.

ONLY students living in residence halls who have a service animal are asked to register with the ODS as a student with a disability and can be asked to provide limited documentation such as, proof that the service animal has had the necessary vaccinations. Notification will be given to other necessary campus personnel (police and safety, Residential Life, housekeeping, dining services, etc.) Documentation or registering with the ODS is not required if the student does not live on campus.

Emotional Support Animals (ESA)

An ESA is not a pet. An emotional support animal is viewed as a “reasonable accommodation” under the Fair Housing Amendments Act of 1988 (FHA or FHAct) to those housing communities that have a “no pets” rule. The United States Department of Housing and Urban Development (HUD) uses the term “assistance animal” to cover any animal that works, provides assistance, or performs tasks that benefit a person with a disability, or provides emotional support that alleviates one or more identified symptoms or effects of a person’s disability.

Unlike service animals, support animals are not required to be trained to perform work or tasks, and they may include species other than dogs and miniature horses. ESAs are not allowed in campus facilities or on the grounds, people with disabilities must request approval from the ODS to have the ESA as a housing accommodation that is limited to the dorm room and outside only. The student must complete the voluntary ESA intake form, have a qualified medical professional complete the ESA verification form and complete intake appointment. Documentation must include a clear diagnosis, description of functional limitations and impact, expected duration, treatments and side effects. Such requests will be considered on a case-by-case basis consistent with applicable laws and safety.

Responsibilities of Using Emotional Support Animals

ESU is not responsible for the care or supervision of assistance animals. The student is responsible for the cost, care, and supervision of assistance animals, including:

- compliance with any laws pertaining to animal licensing, vaccination, and owner identification;
- keeping the animal under control and taking effective action when it is out of control; and
- feeding and walking the animal, and disposing of its waste.

ESU will not require any surcharges or fees for assistance animals. However, the student may be charged for damage caused by an ESA to the same extent that ESU would normally charge a person for damage caused.

Students who are accompanied by ESAs must comply with the same campus rules regarding noise, safety, disruption, and cleanliness as people without disabilities.

Legal Procedures Related to Disabilities

Emporia State University is legally required to provide reasonable accommodations for students with disabilities. Accommodations are made on a case-by-case basis. Emporia State University strives to provide equal access to all programs, activities and services for students with disabilities.

Two fundamental legal documents guide many disability policies in higher education: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Please refer to the excerpts of these documents for further information regarding disabilities and the law.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 is a civil rights statute that guarantees specific rights to individuals with disabilities. It provides equal access and reasonable accommodations for otherwise qualified students with disabilities. This law requires all recipients of federal funds, whether in the form of a grant or a contract, to review and, if necessary, modify their programs and activities so that discrimination based on ability is eliminated. This act covers all qualified individuals with disabilities.

According to government definition, this means an individual who, with reasonable accommodation, can perform the essential functions of the job (or school curriculum) in question. The objective of Section 504 is to ensure that people with disabilities have opportunities and access to the benefits of all federally funded programs and activities.

Specifically, Section 504 states:

No otherwise qualified individual with a disability in the United States shall solely by reason of his (or her) disability, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Disabled persons means any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment.

From Federal Register, vol. 45, No. 92, Friday, May 9, 1980, Rules and Regulations

Definitions of Terminology in Section 504

Physical impairment. Any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory including speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, immune, circulatory and endocrine.

Mental impairment. Any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Major life activities. Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

Record of such. A history of, or has been misclassified as having an impairment. This means: the individual has a history of, or has been misclassified as having a mental or physical impairment that substantially limits one or more major life activity. This provision is included in the definition of a disability to protect individuals who have recovered from a physical or mental impairment that substantially limited them in a major life activity. An individual with a past impairment cannot be discriminated against on the basis of that past impairment.

Regarded as having. Does not limit major life activities, but is treated as such. Is limited only because of attitudes of others or is treated by a recipient as having such impairment.

Substantially limits. Prohibits or significantly restricts an individual's ability to perform a major life activity as compared to the ability of the average person.

From Federal Register, Vol. 45, No. 92, Friday, May 9, 1980, Rules and Regulations

Americans with Disabilities Act of 1990 (ADA). The purpose of the ADA is:

- To provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.
- To provide a clear, strong, consistent, enforceable standard that addresses discrimination against individuals with disabilities.
- To ensure that the federal government plays a central role in enforcing standards established in this act.
- To involve congressional authority, including the Fourteenth Amendment, to regulate commerce in order to address the major areas of discrimination.

This act augments Section 504 legislation and extends it to the general public, not only educational institutions. In Title II, the ADA specifies:

Qualified individuals with a disability means an individual with a disability who, with or without reasonable modifications to rules, policies or practices, the removal of architectural communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity.

From (ADA), 42 U.S. C., Sec. 12111

For more information about the ADA, including links to ADA regulations, please visit the ADA home page ([ADA Guidelines](#)).

Grievance Procedure

Emporia State University is committed to a policy of ensuring that no otherwise qualified individual with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination in college programs or activities due to his or her disability. ESU is fully committed to complying with all requirements of the 1990 Americans with Disabilities Act as amended by the 2009 Americans with Disabilities Amendments Act (ADAAA) and the Rehabilitation Act of 1973 (section 504) as amended and to providing equal educational opportunities to otherwise qualified students with disabilities.

Any ESU student who believes that he or she has been subjected to discrimination on the basis of disability, or has been denied access or accommodations required by law, shall have the right to invoke the Grievance Procedure. This Grievance Procedure is designed to address disagreements

or denials regarding requested services, accommodations, or modifications to academic practices or requirements or any other disability related grievance. Retaliation of any kind against a complainant is strictly prohibited.

The Office of Disability Services may attempt informal resolution of a complaint through mutual agreement of the affected parties at any point during the course of the investigation. Should such resolution be achieved, the investigation shall be ended. The terms and conditions of the resolution agreement shall be issued to the complainant and to the appropriate faculty member, administrator or department charged with implementing the prescribed action, if there is one. A copy of the agreement will be filed in the complainant's file in the office of the ODS Coordinator.

Where resolution through mutual agreement is not achieved, the student may proceed to the formal process by contacting the Affirmative Action Officer in Human Resources.

The grievance procedure for ESU is in the ESU Policy Manual under section 3D.0106.05 Grievance Procedures for Faculty, Staff, and Students. Scroll down to A. Procedures, and then to 5. Informal Resolution for Harassment and Discrimination (excluding Sexual Violence). The informal process starts at “a.” and goes through “d.”

A.6. Formal Resolution for Harassment and Discrimination (excluding Sexual Violence) lists the formal process starting at “a.” and going through “j”.

Click here for the [ESU Policy Manual](#)

Although students are encouraged to attempt to resolve complaints by using the ESU Grievance Procedure, they have the right to file a complaint directly with the U.S. Department of Education, Office for Civil Rights (OCR).

Voter Registration

Emporia State University is committed to the fundamental right to vote for all students who are eligible voters. The Office of Disability Services serves as the voter registration site on campus. Voter registration materials can be obtained in the office in English and Spanish.

When registering to vote in the state of Kansas, students are registering for national, state, and local election participation. If the student’s permanent address is in a county other than Lyon County, the student can either continue registration in his or her home county or register in Lyon County. Applications for advance voting ballots are also available. Voter registration forms can also be obtained online ([Voter Registration Form](#)).

Students can check their registration status and find their polling place here on the [Kansas Voter View website](#).

Requests for accommodation should be directed to the Office of Disability Services. Questions about voter eligibility and the voting process should be directed to the County Clerk’s Office in the Lyon County Courthouse.

On Campus Resources

- Student Wellness Center- Counseling/Health Services (Biofeedback)
(Morse Hall Southeast 250, 620.341.5222)
- Student Support Services (TRiO, Project Challenge)
(Morse Hall South 323, 620.341.5097)
- University Libraries and Archives
(William Allen White Library 212, 620.341.5208)
- Academic Center for Excellence and Success (ACES)
(William Allen White Library Second Floor, 620.341.5421)
- Career Services
(Memorial Union 50, 620.341.5407)
- Veterans Education Services
(Plumb Hall 103, 620.341.5457)
- Information Technology (IT) – Help Desk
(Cremer Hall 149, 620.341.5555)
- Writing Center
(William Allen White Library 209C, 620.341.5380)
- Center for Student Involvement (CSI)
Memorial Union 150, 620.341.5481)