



Dear New Student,

Welcome to Northern Wyoming Community College District. We are excited that you chose NWCCD for your education and hope your experiences here are positive!

The information in this packet is for students interested in receiving accommodations at NWCCD. It is our hope that these handouts and forms will help you understand and better navigate the accommodations process.

The packet includes information about:

- the types of accommodations available in college,
- the process for requesting accommodations, and
- the differences between accommodations in high school and college.

This packet also includes the initial intake form for disability services. This form needs to be completed and returned to our office along with appropriate documentation that supports the need for accommodations.

Documentation requirements are found in the *Process for Requesting Accommodations* handout under step two. Please note that although an Individual Educational Plan (IEP) from a high school can provide helpful information, it is rarely sufficient documentation at a post-secondary level.

We encourage you to allow plenty of time to start the disability services accommodations process. Depending on the types of accommodations being requested, the process could take up to several weeks. Feel free to call, email, or stop by should you have any additional questions. Please also let us know if you need this packet in an alternative format.

We look forward to working with you!

#### NWCCD Disability Services

Gillette College  
Susan Serge, MA, LPC, NCC  
Director of Student Affairs, Counseling, & ADA Services  
300 West Sinclair, GCMN 206D  
Gillette, WY 82718  
Phone: 307-681-6082; Fax: 307-681-6596  
Email: [sserge@sheridan.edu](mailto:sserge@sheridan.edu)

Sheridan College  
Amy Browning, MSW, LCSW  
Coordinator of ADA Services and Counselor  
1 Whitney Way, W156E  
Sheridan, WY 82801  
Phone: 307-675-0122; Fax: 888-467-3068  
Email: [abrowning@sheridan.edu](mailto:abrowning@sheridan.edu)

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Sheridan College: Phone: 307-675-0122; Fax: 888-467-3068; Email: [abrowning@sheridan.edu](mailto:abrowning@sheridan.edu)



## Disability Services

NWCCD is committed to responding to the appropriate needs of students with documented disabilities as outlined in both Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (Amendments Act) of 2008. Through the provision of auxiliary aids and services, students with disabilities are able to equally access and participate in the programs, services and activities at NWCCD. Students with disabilities may be eligible for one or more of services below from NWCCD. Services and accommodations are determined on a case-by-case basis between Disability Services and the student. Services for which students are eligible depend on the type of disability, documentation provided by a qualified health care provider, the student's needs, and the specific courses the student is taking.

### Course Substitutions and Other Important Information

Although NWCCD is an open enrollment institution, all students must be qualified\* to participate in any program of academic study. Therefore, students with disabilities are not excused from course prerequisites, GPA requirements, or degree requirements. However, in some limited circumstances it may be appropriate for a substitution of a peripheral academic requirement. Such accommodations are made only when it is clear that the student's disability makes completion of the requirement impossible; such accommodations must not alter the integrity of the academic program.

A qualified student with a disability is a student who has provided appropriate documentation that meets the NWCCD guidelines for reasonable accommodations. A qualified student is a person who meets the course and degree program requirements, placement scores, course prerequisites, and GPA requirements for good academic standing.

### Examples of Accommodations (please note this is not a complete list)

<input type="checkbox"/> Extended test time	<input type="checkbox"/> Assistive technology or assistive listening devices
<input type="checkbox"/> Quiet/distraction-reduced testing environment	<input type="checkbox"/> Extended time for in-class assignments to correct spelling, punctuation, grammar
<input type="checkbox"/> Opportunities for breaks as needed	<input type="checkbox"/> Written materials in an alternative format
<input type="checkbox"/> Exam reader	<input type="checkbox"/> Enlarged font textbooks
<input type="checkbox"/> Use of computer with spell check and/or grammar check during essay exams	<input type="checkbox"/> Sign language interpreter or remote interpreting services
<input type="checkbox"/> Use of a calculator during testing of students with math calculation or math reasoning disabilities	<input type="checkbox"/> No penalty for spelling on assignments written in-class without dictionary/spell check
<input type="checkbox"/> Duplication of instructor notes or power points	<input type="checkbox"/> Textbooks in Braille
<input type="checkbox"/> Digital recorder in the classroom	<input type="checkbox"/> Scribe
<input type="checkbox"/> Priority/special seating arrangements	<input type="checkbox"/> Alternative testing format
<input type="checkbox"/> Digital textbooks	

## Requesting Accommodations

The Disability Services Office assists students with providing reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and Section 504, the Rehabilitation Act of 1973, and its amendments. All accommodations at NWCCD are based upon appropriate documentation, the initial paperwork, an initial meeting with the Disability Services Office, the student's needs, and recommendations from a qualified health care provider. The process is a unique, and one student's accommodations may be very different from those of another student.

The following process outlines steps to help make the accommodation process a little easier to understand. Please feel free to ask questions in order to clarify anything that may not make sense. Also, it is important to allow adequate time for the accommodation process. Although some accommodations may take less than a week, others may take three to six weeks.

### Step 1. Self-Identification

It is the student's responsibility to notify the Disability Services office of any disability that may require accommodations and/or classroom modifications.

- Students start the process by picking up a Disability Services Initial Intake Form and making an appointment to meet with Disability Services staff. (Please note, the Disability Services Initial Intake Form can also be emailed to students or retrieved from our website). This form must be completed and returned to our office with appropriate documentation of the disability before any services can be provided. Please note that we are not obligated to provide requested accommodations if students do not meet disability requirements.
- Please bring this completed form to the initial appointment. To make an appointment, please contact the Disability Services office by phone or email.

### Step 2. Appropriate Documentation

Appropriate documentation is important in the disability accommodation process. Appropriate documentation from a qualified health care provider (such as a physician, psychiatrist, psychologist, audiologist, speech language pathologist, physical therapist, occupational therapist, ophthalmologist, etc.) is important for the following reasons:

- To establish a disability subject to Section 504 and/or ADA; and
- To guide the planning process regarding needed services and accommodations.

Providing documentation concerning the disability includes a formal diagnosis that identifies specific functional limitations created by the diagnosed disability, recommendations concerning needed services, and/or accommodations. Appropriate documentation depends on the specific disability but generally includes the following written documentation:

- What the disability diagnosis is;
- Date of diagnosis and how it was reached;



- How the diagnosed disability impacts major life functioning as well as functioning in an educational/academic environment; and
- Specific recommendations for accommodations in the classroom/campus environment.

We recommend that documentation be current within three years; however, there are a few situations in which we need documentation that is more current (for example, temporary disabilities such as hand injuries, surgery that affects mobility and a few other psychological or other impairments). There are a few situations where we can accept documentation that is more than three years old (for example, diabetes, blindness and a few other impairments). Inquire with the Disability Services office to determine how current the diagnosis needs to be and what documentation is required.

Please bring documentation to the initial appointment. If students do not have appropriate documentation, they will need to obtain it as quickly as possible, so that accommodations will not be delayed due to lack of appropriate documentation. Please note that not all IEPs will work for accommodations in a college setting and will need to be reviewed on a case-by-case basis. Documentation can also be mailed to us. For the Gillette Campus please send documentation to: Gillette College Disability Services, Attn: Susan Serge, 300 West Sinclair Street, Gillette, WY 82718 and for the Sheridan and/or Johnson County Extension Office, please send documentation to: Sheridan College Disability Services, Attn: Amy Browning, 1 Whitney Way, Sheridan, WY 82801

### Step 3. Determination of Disability Eligibility

According to the Americans with Disabilities Act, "no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity." A disability means there is "a physical or mental impairment that substantially limits one or more major life activities" for an individual. Major life activities include but are not limited to "caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working." This may also include "the operation of a major bodily function." Accommodations are designed to allow students with disabilities equal access to meeting course and faculty standards. However, accommodations should not change or alter the standards or requirements of a course. (Retrieved on Dec. 12, 2012 from <http://www.ada.gov/pubs/adastatute08.htm>).

Please note that students are responsible for seeking accommodations in the classroom. Students can come to the Disability Services office at any time during the semester to inquire about accommodations for that semester. Disability Services encourages students to come early in the semester to make the most of the services provided. Students need to allow sufficient time for the disability eligibility and accommodations process. In order to receive accommodations in a college class or activity, students must follow procedures as established by the Disability Services office. According to Section 504 and ADA Compliance Guide, "A student who waits until the last minute to make a request for an accommodation is responsible for any negative consequences which might come from the untimely request."

Documentation will be reviewed (along with information received in the initial appointment) to help determine disability eligibility. Bring appropriate documentation to the initial appointment.



## Step 4. Accommodations Planning

After receiving documentation, we will sit down together and discuss the documentation, the initial paperwork, and classes for the semester. During this visit, we will explore (and discuss in more depth) personal academic challenges. Together (as long as students qualify for services) we will figure out the appropriate accommodations to help equalize learning opportunities\* to best help with accommodations, students should bring their upcoming course schedule with them to their initial Disability Services appointment.

\*Please note that there are times when students do not qualify for services or when disability services may not be able to grant what your doctor recommends. Since this is done on a case-by-case basis, there is no way to list all the examples here. Please see the Disability Services if there are questions regarding this matter.

## Step 5. Notification/Accommodation Letter

Once reasonable accommodations have been determined, accommodation letters are written by Disability Services and provided to the student and their instructors. These letters will not state what the disability is, but it will clearly state which accommodations are to be implemented in the classroom. These letters will delineate the responsibilities of the student, instructor, and Disability Services. The accommodation process is an interactive process. Students, Disability Services, and faculty members are responsible for fully participating in the process. The students receive the original copy of the accommodation letter for their own records, as well as a copy of the accommodation letter to be given to each one of their instructors. Students are advised to meet with their instructors as soon as possible to discuss their accommodations. Instructors will be asked to contact the Disability Services office to let us know the accommodation letter was received. Instructors are encouraged to let our office know if they have concerns or challenges, or if they are unsure of how to implement accommodations.

Students are to come to the Disability Services office each semester to repeat step 4 and step 5 as required. New accommodation letters will be written for their new instructors. If students do not return to the Disability Services office we assume students are not requesting accommodations. Call or email us at the numbers/emails below if we can be of further assistance. Enjoy NWCCD!

## Equal Opportunity: Non-Discrimination Clause

Northern Wyoming Community College District prohibits discrimination in employment, educational programs and activities on the basis of race, national origin, color, creed, religion, sex, pregnancy, age, disability, veteran status, sexual orientation, or gender identity, and any other class protected under state and federal law. The District also affirms its commitment to providing equal opportunities and equal access to its facilities. Inquiries concerning Title VI, Title VII, Title IX, Section 504, and the Americans with Disabilities Act may be referred to the Vice President for Administration, Cheryl Heath, NWCCD's Title IX and Section 504 Coordinator, Sheridan College, Whitney Building, Room W145E, 1 Whitney Way, Sheridan, WY 82801; 307-675-0505. Inquiries also may be made to the Office for Civil Rights, U.S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, CO 80204-3582; 303-844-3417; or TDD 303-844-3417.



## Differences between High School and College Accommodations

The laws, policies, and procedures in college are different than those in high school. Read below for more information on these differences.

### Applicable Laws

High School	College
<ul style="list-style-type: none"> <li>I.D.E.A. (Individuals with Disabilities Education Act)</li> <li>Section 504, Rehabilitation Act of 1973.</li> <li>I.D.E.A is about success.</li> </ul>	<ul style="list-style-type: none"> <li>A.D.A. (Americans with Disabilities Act of 1990, Title II) and ADA Amendments Act of 2008.</li> <li>Section 504, Rehabilitation Act of 1973.</li> <li>A.D.A is about access</li> </ul>

### Required Documentation

High School	College
<ul style="list-style-type: none"> <li>School provides evaluation at no cost</li> <li>I.D.E.A is about success.</li> <li>Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.</li> </ul>	<ul style="list-style-type: none"> <li>Students must get evaluations at their own cost.</li> <li>A.D.A is about access</li> <li>Section 504, Rehabilitation Act of 1973.</li> <li>Documentation guidelines specify information needed for each category of disability.</li> <li>Eligibility for services is driven by “impact on a major life activity” – students must be able to demonstrate the need for specific accommodations with current documentation.</li> </ul>

### Self-Advocacy

High School	College
<ul style="list-style-type: none"> <li>Student is identified by the school and is supported by parents and teachers.</li> <li>The school is primarily responsible for arranging accommodations.</li> <li>Teachers approach students if they believe assistance is needed.</li> </ul>	<ul style="list-style-type: none"> <li>Student must self-identify to Disability Services</li> <li>Student is primarily responsible for self-advocacy and arranging accommodations.</li> <li>Most instructors expect students to reach out for help. Students are expected to approach instructors if they need assistance. Most instructors are willing to help.</li> </ul>



## Grades and Tests

High School	College
<ul style="list-style-type: none"> <li>• IEP or 504 plans may include modifications to test format and/or grading.</li> <li>• Testing is frequent and covers small amounts of material.</li> <li>• Makeup tests are often available.</li> <li>• Teachers often take time to remind students of assignments and due dates.</li> </ul>	<ul style="list-style-type: none"> <li>• Grading and test format changes (i.e. multiple choice vs. essay) are generally not available. Grading Accommodations to HOW test are given (extended time, test proctors) are available when supported by disability documentation.</li> <li>• Instructors expect students to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.</li> <li>• Makeup tests are seldom an option; if they are, students are responsible for requesting them.</li> <li>• Testing is usually infrequent and may be cumulative, covering large amounts of material.</li> </ul>

## Instruction

High School	College
<ul style="list-style-type: none"> <li>• Teachers may modify curriculum and/alter curriculum pace of assignments.</li> <li>• Students are expected to read short assignments that are then discussed and often re-taught in class.</li> <li>• Students seldom need to read anything more than once; sometimes listening in class is enough.</li> <li>• Classes meet daily.</li> <li>• Attendance is legally mandated. School, community and the family accept the consequences of non-attendance.</li> <li>• Most work is done in class.</li> <li>• Classroom ratios limit the number of students/teachers, allowing a more personal connection. Students see the same teachers every day.</li> <li>• Aides and personal attendants are provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructors are not required to modify, design or alter assignment deadlines.</li> <li>• Students are assigned substantial amounts of reading and writing which may not be directly addressed in class.</li> <li>• Students need to review class notes and text material regularly.</li> <li>• Classes meet once, twice or three times per week.</li> <li>• Attendance is the student's responsibility. Student accepts the consequences of non-attendance.</li> <li>• Most work is done outside of the class.</li> <li>• Classes can range from 25 to 200 students per teacher, depending on the college and the class. Students see faculty less often.</li> <li>• Aides and personal attendants are not provided.</li> </ul>



High School	College
<ul style="list-style-type: none"> <li>Tutoring and study support may be a service provided as part of an IEP or 504 plan.</li> <li>Students' time and assignments are structured by others.</li> <li>Students may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.</li> <li>Transportation is provided to and from school.</li> </ul>	<ul style="list-style-type: none"> <li>Tutoring does not fall under Disability Services accommodation requirements. Free tutoring is available to students. Students with disabilities must seek out tutoring resources available to all students.</li> <li>Students are expected to manage their own time and complete assignments independently.</li> <li>Students usually need to study at least 2 to 3 hours outside of class for each hour in class.</li> <li>Transportation must be determined by the student and factored into the class schedule.</li> </ul>

## Parental Role

High School	College
<ul style="list-style-type: none"> <li>Parents have access to student records and can participate in the accommodation process.</li> <li>Parents advocate for students and their needs.</li> </ul>	<ul style="list-style-type: none"> <li>The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of student records and limits access to only those with a legitimate educational interest. Parents <i>do not</i> have access to student records without written consent from the student.</li> <li>Student advocates for themselves.</li> </ul>



## Helpful Resources

[Association on Higher Education and Disability \(AHEAD\)](#)

[Autism Society of America](#)

[Brain Injury Association of America](#)

[Disabilities, Opportunities, Internetworking and Technology](#)

[Going to College: A resource for teens with disabilities](#)

[Health Resource Center at the National Youth Transitions Center](#)

[International Dyslexia Association](#)

[Learning Disabilities Association of America](#)

[National Alliance of Mental Illness](#)

[National Center on Deaf-Blindness](#)

[National Center for Learning Disabilities](#)

[National Institute of Neurological Disorders and Stroke](#)

[Registry of Interpreters for the Deaf](#)

[Think College: College Options for People with Intellectual Disabilities](#)

[U.S. Department of Education Office of Civil Rights](#)

[University of Wyoming Disability Support Services](#)

[Wyoming Institute for Disabilities \(WIND\)](#)

[Wyoming Vocational Rehabilitation](#)

Gillette College: Phone: 307-681-6082; Fax: 307-681-6596; Email: [sserge@sheridan.edu](mailto:sserge@sheridan.edu)

Sheridan College: Phone: 307-675-0122; Fax: 888-467-3068; Email: [abrowning@sheridan.edu](mailto:abrowning@sheridan.edu)



## Student Responsibilities

Disability Services is excited to have you as a student and hopes your experiences here are positive and memorable.

### In order to receive your accommodations:

- Provide a printed copy of the accommodations letter to each instructor for this semester (Disability Services will provide you letters for each instructor in a sealed envelope with a disability services staff member's signature on the seal).
- Although you are not required to submit this form to your instructor(s) immediately, we encourage you to share this letter with your instructor within the next ten days of receipt of this letter.
- Meet with your instructor to see how the accommodations will be provided, to answer questions, or clear up any confusion about accommodations. Make sure the agreement is clear to both of you. Please note that instructors are not obligated to offer any accommodations prior to receipt of this letter and accommodations are not retroactive. Your instructors will be asked to notify Disability Services to let us know they have received this letter and understand the accommodations listed above.
- Be proactive in communicating with your instructors about your accommodation needs in order to help them better understand how to assist you in a classroom setting.
- There is no need to tell your instructors about your specific disability unless you would like to share that information with them. If you change your mind about wanting accommodations in the classroom, please let us know, so we will know not to expect a response from your instructor.
- Give instructors enough notice to implement accommodations (i.e. the day before an exam is not enough time).
- Visit Disability Services each semester accommodations are requested. You will be issued a similar letter every semester following an advising appointment with a Disabilities Service Representative to update accommodations.

**I have read this form and all previously discussed forms, discussed these forms with my Disability Service Provider and fully understand my rights and responsibilities in the Disability Service process. Additionally, I understand that misusing, misrepresenting or abusing accommodations is a violation of the student code of conduct and I will be held liable to the judicial process if I am found responsible.**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_







