

Sheridan College Disability Services

Welcome Packet





Disability Services – Sheridan College

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Hello students, welcome, and thank you for your attention to the Disability Services Packet for Sheridan College. The college is committed to upholding the standards set forth by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Our Disability Services Office is dedicated to providing confidential assistance to students with documented disabilities.

At NWCCD Disability Services, our goal is to guarantee that all students, regardless of disability, have equal access to programs, services, facilities, and the campus community. We work collaboratively with students, faculty, and staff to ensure reasonable accommodations and provide auxiliary aids and services as needed.

The information within this document is intended to serve as a “Quick Resource and Guidebook” to help understand how to receive Disability Services and appropriate accommodations.

Please take time to carefully review and complete the Disability Services Welcome Packet. The front section of this packet is indented to serve as a reference for you as needed.

If you have any questions or concerns, feel free to reach out to the Disability Services Office. We are here to assist you and ensure your experience at Sheridan College is inclusive and supportive. Please let us know if you need this packet in an alternative format.

Thank you for your corporation, and we look forward to working with you to create an accessible and inclusive learning environment.

We look forward to working with you!

Sincerely,

Sheridan College Disability Services

Timeline for Implementation of ADA Accommodations:

Kindly remember that the issuance of accommodations is contingent upon the submission of appropriate documentation. Timely processing can be expected upon completion of all necessary documentation, intake paperwork, and interview procedures. However, the timeframe for implementation of accommodations may range from 3 to 6 weeks, contingent upon the specific nature of the accommodation requirements. It is imperative to underscore that all provided accommodations must align appropriately with the documented disability.

Timeline of ADA Accommodations Process and Implementation:

1. Disability Services Packets are available on the NWCCD HUB and in the Student Affairs Office, W156.
2. Upon receipt of the packet by the Disability Services Office, our team will meticulously review the contents **within 5 business days**, to ascertain the proper submission of all required documentation. This thorough review process is conducted to ensure completeness and accuracy in accordance with our office procedures.
3. Upon the conclusion of the documentation review, our team will promptly reach out to the student to schedule an appointment. During the meeting, we will thoroughly review the packet and gather any additional information needed.
 1. This will be completed **within 5 business days**, within or thereafter, at the student's convenience.
4. Once reasonable accommodations have been determined, accommodation letters will be drafted by Disability Services, and shared with the student for approval. Once approved by the student, the letters will be delivered to applicable parties.
 1. The draft letters will be completed **within 5 business days** and shared with the student.
 2. The approved letters will be delivered to applicable parties **within 2 business days** after student approval.
 - i. After the approved letters have been delivered to the applicable parties, it is the student's responsibility to schedule an appointment to discuss how these accommodations will work in each faculty member's classroom.
5. Faculty members, as applicable parties, will return the acknowledge form to the Disability Services Office **within 10 business days** following its receipt.

Please be aware of the following critical points:

1. **Implementation of Accommodations:** Accommodations are officially recognized and put into effect only after the acknowledgement form is duly returned to the Disability Services Office by the respective faculty member.
2. **Faculty Discretions on Accommodations:** Faculty members are not obligated to adhere to all accommodations outlined by the Disability Services Office. It is within their professional discretion to determine the applicability of certain accommodations in their instructional context.
3. **Renewal of ADA Accommodations Each Semester:** The renewal of ADA Accommodations is imperative on a per-academic-semester basis. This practice ensures a meticulous reassessment of individual student needs, facilitating effective accommodations in alignment with current academic enrollment.

The following process outlines in more detail the steps and process on page three. Please feel free to ask questions to clarify anything that may not make sense. Kindly remember that the issuance of accommodations is contingent upon the submission of appropriate documentation. Timely processing can be expected upon completion of all necessary documentation, intake paperwork, and interview procedures. However, the timeframe for implementation of accommodations may range from 3 to 6 weeks, contingent upon the specific nature of the accommodation requirements. It is imperative that all provided accommodations must align appropriately with the documented disability.

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.

1. Students start the process by picking up a Disability Services Welcome Packet. Please note, the Disability Services Welcome Packet 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 the requested accommodations if students do not meet disability requirements.
2. 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

Sheridan College advises that for most circumstances, disability documentation should be updated within the last three years to ensure its relevance and accuracy. Nevertheless, there are exceptions where more current documentation might be required, particularly in cases of temporary disabilities (such as hand injuries or surgeries impacting mobility) or certain psychological conditions.

Conversely, in instances involving long-term or permanent disabilities (e.g., diabetes, learning disabilities, blindness), documentation older than three years may still be considered valid. We encourage prospective students or those unsure about their specific situation to consult with the Disability Services office for guidance on the currency of the diagnosis and the specificity of the required documentation.

Prospective students are requested to bring their documentation to their initial appointment. In the event that a student lacks the appropriate documentation, it is imperative to procure this as promptly as possible to avoid any delay in the accommodation process. It is important to note that Individualized Education Programs (IEPs) from previous educational settings may not be directly transferable for accommodations in a college environment and will require a case-by-case evaluation.

For those preferring to mail their documentation, please address it to the Sheridan College Disability Services, Attention: Shaynie McRae, 1 Whitney Way, Sheridan, WY 82801. This includes submissions from both Sheridan and Johnson County Extension Office.

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:

1. To establish a disability subject to Section 504 and/or ADA; and
2. 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:

- a) What the disability diagnosis is;
- b) Date of diagnosis and how it was reached;
- c) How the diagnosed disability impacts major life functioning as well as functioning in an educational/academic environment; and
- d) Specific recommendations for accommodations in the classroom/campus environment. Recommendations may or may not be honored, depending on reasonability, academic integrity, and in accordance with ADA.

Step 3. Determination of Disability Eligibility and Exploration of Appropriate Academic Accommodations/Adjustments

Under the provisions of the Americans with Disabilities Act, it is clearly stipulated that "no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of services, programs, or activities of a public entity, or be subjected to discrimination by any such entity." A disability is defined as "a physical or mental impairment that substantially limits one or more major life activities." These activities encompass, but are not limited to, functions such as self-care, performing manual tasks, seeing, hearing, eating, sleeping, walking, and other significant daily activities, including major bodily functions. Accommodations at Sheridan College are tailored to ensure that students with disabilities have equal opportunities to meet academic and faculty standards, while maintaining the integrity of course standards and requirements. (Source: Americans with Disabilities Act, <http://www.ada.gov/pubs/adastatute08.htm>).

It is the responsibility of students to initiate the request for accommodations in the classroom. The Disability Services office welcomes students at any point during the semester to discuss accommodation needs for that term. However, early engagement with Disability Services is highly encouraged to maximize the benefit of available services. Students should allot adequate time for the process of determining disability eligibility and arranging accommodations. Compliance with the established procedures of the Disability Services office is necessary to receive accommodations in college courses or activities. As outlined in the Section 504 and ADA Compliance Guide, students should be aware that delays in requesting accommodations can lead to adverse consequences, and responsibility for any such outcomes rests with the student for any late requests.

Students are requested to submit the relevant documentation, which will be reviewed alongside information gathered in the Disability Services Packet.

Step 4. Accommodations Planning

Upon receipt of your documentation, we will schedule a meeting to review the documentation, initial paperwork, and your course schedule for the current semester. This session will provide an opportunity for an in-depth discussion about your personal academic challenges. If you qualify for services, we will collaboratively determine the most suitable accommodations to facilitate equal access to learning opportunities. To optimize this process, we request that you bring your upcoming course schedule to your initial appointment with Disability Services.

It is important to note that eligibility for services is determined on a case-by-case basis. As such, there may be instances where students do not qualify for services, or where Disability Services may not be able to accommodate specific recommendations from your healthcare provider. Due to the individualized nature of this process, it is not feasible to provide an exhaustive list of scenarios in which accommodations might be denied or altered. Should you have any concerns or questions regarding this process, we encourage you to contact the Disability Services Office for further clarification and guidance.

Step 5. Notification/Accommodation Letter

Once reasonable accommodations have been established, Disability Services will prepare official accommodation letters for distribution to the students. These letters will articulate the specific accommodations to be provided, without disclosing the nature of the disability. Prior to the start of each semester, it is incumbent upon students to collect these letters, along with any necessary equipment, from Disability Services.

The process of providing accommodations is inherently interactive and necessitates the full engagement of students, Disability Services, and faculty members. Upon receiving their accommodation letters, students are advised to arrange meetings with their instructors at the earliest convenience to discuss the implementation of their accommodations. Instructors are required to sign the acknowledgment slip included in the letter, confirming their receipt and understanding of the accommodations. Instructors experiencing any difficulties, uncertainties, or requiring clarification regarding the accommodations are strongly encouraged to liaise with Disability Services.

It is imperative for students to engage with Disability Services each semester to reinitiate steps 4 and 5 as appropriate. New accommodation letters will be issued for the respective instructors of the new semester. If students do not revisit Disability Services, it will be presumed that they do not wish to avail accommodations for that semester. For additional support or inquiries, students are welcome to reach out to Disability Services through the designated contact methods provided.

Disability Services:

Sheridan College is dedicated to addressing the specific 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 can equally access and participate in various programs, services, and activities offered at Sheridan College.

Eligibility for services is determined on a case-by-case basis in collaboration between Disability Services and the individual student. The range of services available to students with disabilities may include one or more of the following, and eligibility is contingent on factors such as the type of disability, documentation provided by a qualified healthcare provider, the unique needs of the student, and the specific courses they are enrolled in.

Examples of Possible Accommodations:

Please note that the accommodations and services outlined herein represent a selection of the many support options available at Sheridan College. This enumeration is not exhaustive and serves as an illustrative guide to some of the key resources we offer. The Disability Services Office continuously evaluates and expands its support services to meet the evolving needs of our diverse student body.

<ul style="list-style-type: none"><input type="checkbox"/> Extended test time<input type="checkbox"/> Quiet/distraction-reduced testing environment<input type="checkbox"/> Breaks as needed<input type="checkbox"/> Exam reader<input type="checkbox"/> Use of computer with spell check and/or grammar check during essay exams<input type="checkbox"/> Use of a calculator during testing of students with math calculation or math reasoning disabilities<input type="checkbox"/> Alternative testing format	<ul style="list-style-type: none"><input type="checkbox"/> Extended time for in-class assignments to correct spelling, punctuation, grammar<input type="checkbox"/> No penalty for spelling on assignments written in-class without dictionary/spell check<input type="checkbox"/> Priority/special seating arrangements<input type="checkbox"/> Sign language interpreter or remote interpreting services when a sign language interpreter is not available<input type="checkbox"/> Duplication/copy of instructor notes or power points	<ul style="list-style-type: none"><input type="checkbox"/> Digital recorder in the classroom<input type="checkbox"/> Digital textbooks<input type="checkbox"/> Textbooks in Braille<input type="checkbox"/> Enlarged font textbooks<input type="checkbox"/> Scribe<input type="checkbox"/> Written materials provided in an alternative format<input type="checkbox"/> Assistive technology or assistive listening devices <p>**Tutoring services are free and available to ALL students**</p>
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Course Substitutions and Other Important Information:

Sheridan College, as an institution with open enrollment, mandates that all students, irrespective of their enrollment status, meet the necessary qualifications for participation in any academic program. This includes students with disabilities, who are required to fulfill course prerequisites, maintain the requisite GPA, and meet degree requirements, consistent with the institution's academic standards.

In certain limited circumstances, a substitution for a non-core academic requirement may be considered for students whose disability precludes them from fulfilling specific requirements. However, it is imperative that any such accommodations do not compromise the academic integrity of the program. Should a course substitution become necessary, the Disability Services Office will facilitate the referral of the student to Enrollment Services to initiate the course substitution process.

A "Qualified Student with a Disability" is defined as one who has provided the necessary documentation that aligns with Sheridan College's criteria for reasonable accommodations. Moreover, a qualified student is one who fulfills the academic requisites of their chosen program, including course and degree requirements, placement scores, course prerequisites, and the GPA criteria necessary for maintaining good academic standing.

Differences in College and High School Requirements:

College operates under distinct federal laws, such as the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, necessitating a proactive approach to self-advocacy and accommodation processes.

Applicable Laws

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

Required Documentation

High School	College
<ul style="list-style-type: none"> • School provides evaluation at no cost • I.D.E.A is about success. • Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A. 	<ul style="list-style-type: none"> • Students must get evaluations at their own cost. • A.D.A is about access • Section 504, Rehabilitation Act of 1973. • Documentation guidelines specify information needed for each category of disability. • 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.

Self-Advocacy

High School	College
<ul style="list-style-type: none"> • Student is identified by the school and is supported by parents and instructors. • The school is primarily responsible for arranging accommodations. • Instructors approach students if they believe assistance is needed. 	<ul style="list-style-type: none"> • Student must self-identify to Disability Services • Student is primarily responsible for self- advocacy and arranging accommodations. • 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.

Grades and Tests

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

Instruction

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

Study Responsibilities

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

Parental Role

High School	College
<ul style="list-style-type: none"> • Parents have access to student records and can participate in the accommodation process. • Parents advocate for students and their needs 	<ul style="list-style-type: none"> • 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 do not have access to student records without written consent from the student. • Student advocates for themselves.

Disability Support Resources

Going to College – A resource for teens with disabilities: <http://www.going-to-college.org>

National Clearinghouse on Postsecondary Education for Individuals with Disabilities:
<https://nccsd.ici.umn.edu/clearinghouse>

Think College - College Options for People with Intellectual Disabilities: <http://www.thinkcollege.net/>

National Center for Learning Disabilities: <http://www.nclld.org/>

Learning Disabilities Association of America: <http://www.lidaamerica.org>

International Dyslexia Association: <https://dyslexiaida.org/>

An Open Letter to Parents of Students with Disabilities about to Enter College:
<https://www.wcupa.edu/universityCollege/oea/documents/Jane%20Jarrow%20Letter%20Updated.pdf>

US Department of Veterans Affairs [National Center for PTSD] <http://www.ptsd.va.gov/>

Center for Universal Design in Education: http://www.washington.edu/doit/CUDE/app_postsec.html

Autism Society of America: <http://www.autism-society.org/>

National Alliance of Mental Illness: <http://www.nami.org/>

Registry of Interpreters for the Deaf: <http://www.rid.org/>

National Center on Deaf-Blindness: <https://www.nationaldb.org/>

National Institute of Neurological Disorders and Stroke: <https://www.ninds.nih.gov/>

Brain Injury Association of America: <https://www.biausa.org/>

WIND – A Force Fighting for People with Disabilities: <http://www.uwyo.edu/wind/>

University of Wyoming Disability Support Services: <http://www.uwyo.edu/udss>

Office of Civil Rights: <http://www2.ed.gov/about/offices/list/ocr/transition.html>

Association on Higher Education and Disability: <http://ahead.org/>

Vocational Rehabilitation: <https://dws.wyo.gov/dws-division/vocational-rehabilitation/>

Sheridan College Disability Services





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At NWCCD Disability Services, our goal is to guarantee that all students, regardless of disability, have equal access to programs, services, facilities, and the campus community. We work collaboratively with students, faculty, and staff to ensure reasonable accommodations and provide auxiliary aids and services as needed.

This section of the packet is intended to be completed after successfully reading and understanding the ***Disability Services Welcome Packet***.

Please take time to carefully review and complete the Disability Services Packet and return it to the Disability Services Office. This step is crucial in facilitating the support you may require to thrive academically while at Sheridan College.

If you have any questions or concerns, feel free to reach out to the Disability Services Office. We are here to assist you and ensure your experience at Sheridan College is inclusive and supportive. Please let us know if you need this packet in an alternative format.

Thank you for your corporation, and we look forward to working with you to create an accessible and inclusive learning environment.

We look forward to working with you!

Sincerely,

Sheridan College Disability Services



Student Responsibilities and Accommodation Letter Instructions

Disability Services is excited to have you as a student at Sheridan College 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.

Student Signature: _____

Date: _____



Please note that accommodations may not be provided without appropriate documentation. Some accommodations can be granted relatively quickly once all the appropriate documentation is received (and the intake paperwork and interview have been completed). Depending on the accommodation needs, it can take 3-6 weeks before accommodations can be implemented. All accommodations provided must be appropriate for your documented disability.

Contact Information

Name (First, Middle Initial, Last): _____

Student ID #: _____ Date of Birth: _____

Mailing _____ Address: _____

Permanent Address if different: _____

Cell or Home Phone Number(s): _____

Work Phone Number: _____ Email Address: _____

May we use email or phone to communicate with you regarding details or information pertaining to the disability accommodations' process (such as documentation needed, concerns either of us may have if any, or any other related matters)?

Please initial your response:

Phone: Yes _____ No _____ Email: Yes _____ No _____

Who referred you to our office?

Vocational Rehabilitation

Are you a Division of Vocational Rehabilitation (DVR) client? Please check: Yes _____ No _____

If yes:

DVR Counselor Name: _____ DVR Counselor Phone Number: _____

May we contact and collaborate with DVR? Please initial response: Yes _____ No _____

Disability, Educational History, and Documentation

When were you diagnosed with a disability and who diagnosed you?

Do you have documentation for your disability/disabilities* Check: _____ Yes _____ No

***Please note that if you do not currently have appropriate disability documentation, you may need to obtain and provide our office with appropriate documentation before accommodations can be provided.**

Functional Limitations: Please check any of the major life activities listed below that you believe are affected because of your diagnosed condition(s). Please indicate the level of limitation you experience as a result of your condition(s).

Life Activity	Substantial Impact	Moderate Impact	No Impact	Don't Know
Attending Class				
Attention/Concentration				
Breathing				
Calculating				
Caring for Oneself				
Comprehending Concepts				
Coordination				
Eating				
Emotional/Psychological				
Interacting with Others				
Hearing				
Learning				
Lifting/Carrying				
Making/Keeping Appointments				
Managing Distractions				
Meeting Deadlines				
Memorizing/Retaining Information				
Motivation				
Organization				
Performing Tasks with Hands/Fingers				
Reaching				
Reading/Reading Rate				
Seeing/Vision				
Sitting				
Sleeping				
Spelling				
Stress Management				
Taking Exams				
Talking				
Thinking				
Typing/Keyboarding				
Walking/Standing				
Working an 8 Hour Shift				
Writing				
What are your hobbies, interests, life goals, and/or classes you excel in?				

Check all disabilities that apply:

- Traumatic/Acquired Brain Injury Episodic Condition (Epilepsy)
- Psychiatric (ADHD, Anxiety) Deaf/Hard of Hearing
- Physical Disability

- Speech Impairment
- Learning Disability
- Visual Impairment/Blindness
- Chronic Physical Illness (RA, Lupus)
- Other

Describe your primary disability and how it impacts and affects your present functioning – in both academic and non-academic environments:

What type of accommodations or support services (if any) has been helpful for you in the past?

Educational Goals

Major/Program of Study: _____

Current Educational Goals:

- Certificate of completion
- Associates degree
- Bachelor's degree
- Masters or PhD
- Job training or professional development
- Personal interest
- Other: _____

Student Signature

Date



Authorization to Release Information

Student Name: _____ Student ID#: _____ Date of Birth: _____

Student Address: _____

Share Receive

- | | | |
|--------------------------|--------------------------|---|
| X | X | Sheridan College faculty/staff |
| <input type="checkbox"/> | <input type="checkbox"/> | Parents: (Please print names) _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Faculty of High School: (Please print names) _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Administration of High School: (Please print name(s): _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Social Service Agencies: _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Health Care Providers: _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Self: _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Other: _____ |

Information to be released and/or shared:

- Diagnostic information – what the diagnosis is, date of the diagnosis, how the diagnosis was reached
- Credentials of health care provider authorized to diagnose the medical or psychological conditions
- How the diagnosed disability impacts major life functioning as well as functioning in an educational/academic environment
- Supporting documentation of testing results, medical or psychological records, or a summary of the records
- Recommendations for accommodations in an educational environment
- Other relevant information pertaining to the physical and mental condition of the student

The purpose of this information is to assist with determining eligibility of disability services and reasonable accommodations at Sheridan College.

This information will be handled confidentially as appropriate in compliance with applicable federal and state laws.

This document can be updated at the request of the student and will expire in one calendar year from the signature date below or until _____. I understand that I can revoke this authorization at any time except to the extent that action based on this consent has already been taken. I understand that to revoke this authorization I must write a letter of revocation to the appropriate Sheridan College Disability Services office. I certify that this form has been fully explained to me and that I understand its contents. I understand that I may ask for a copy of this signed document at any time.

Signature of Student

Date

Signature of Parent or Legal Guardian (if under 18)

Date

Signature of Disability Services Representative

Date