



Sheridan College

Counseling & ADA Services

Disability Services Welcome Packet



Counseling & ADA Services – Sheridan College

Shaynie Clark, MS, LPC

Coordinator of Counseling & ADA Services

Mailing Address:

1 Whitney Way, Sheridan, WY 82801

Office Location:

W156E

Phone: (307) 675-0122

Fax: 888.467.3068 Attn: Shaynie Clark

Email: sclark@sheridan.edu

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 established by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Our Counseling & ADA Office is dedicated to providing confidential support to students with documented disabilities.

At Sheridan College, our goal is to ensure 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 provide reasonable accommodations and, when needed, auxiliary aids and services.

If you have any questions or concerns, please contact the Counseling & ADA Office. We are here to assist you and ensure that your experience at Sheridan College is inclusive and supportive. If you require this packet in an alternative format, please let us know.

Thank you for your cooperation. We look forward to working with you to create an accessible and inclusive learning environment.

Sincerely,
Sheridan College Counseling & ADA Office



ADA Accommodation Process: Comprehensive Guide

Timeline for Implementation

- Processing begins **only after** the Disability Services Welcome Packet, supporting documentation, and the intake meeting are complete.
- Full implementation may take **3–6 weeks**, depending on the accommodation.
- Accommodations must directly relate to the **documented disability**.
- Early submission ensures the fastest implementation and reduces delays that may impact coursework.

Step-by-Step Process for Accessing Accommodations

Step 1. Self-Identification & Accessing the Welcome Packet

Students must self-identify the need for accommodations by notifying the Counseling & ADA Office.

- Obtain the Disability Services Welcome Packet on the **NWCCD HUB → Student Services → Disability Services**.
- Complete the packet and return it to the Counseling & ADA Office with appropriate documentation.

Step 2. Submit Appropriate Documentation

Students must provide documentation from a qualified professional (e.g., physician, psychologist, psychiatrist, audiologist, etc.).

Documentation should include:

1. Disability diagnosis and date.
2. How the diagnosis was reached.
3. Impact on major life activities and academic functioning.
4. Recommended accommodations (may be modified based on reasonability and ADA compliance).
 - Documentation is typically expected within the last **three years**, unless the condition is permanent or long-term.
 - IEPs may not automatically meet requirements and are evaluated individually.
 - Documentation may be submitted in person or mailed to:
Sheridan College Counseling & ADA Office, Attn: Shaynie Clark, 1 Whitney Way, Sheridan, WY 82801

Step 3. Documentation Review

The Counseling & ADA Office reviews all submitted materials for completeness and accuracy.

- If information is missing or unclear, the student will receive instructions on what to provide.
- Students are responsible for responding promptly to avoid delays.

Step 4. Intake Meeting & Determination of Accommodations

The Counseling & ADA Office will contact the student to schedule an intake meeting.

During the meeting:

- Documentation and forms are reviewed.
- Academic needs and course demands are discussed.
- Appropriate accommodations are identified collaboratively. Eligibility is determined individually and accommodations may be modified or denied if not reasonable or not supported by documentation.



Step 5. Preparation and Distribution of Accommodation Letters

After accommodations are approved:

- The Counseling & ADA Office prepares formal accommodation letters.
- Letters are emailed to the student, with the faculty member(s) cc'd.
- A meeting is held between the student and faculty member(s). Faculty review the accommodation letter and discuss accommodations with the student.
- Student and faculty member(s) sign the acknowledgment form confirming receipt and understanding.
- Faculty must return signed acknowledgment forms to sclark@sheridan.edu.
- Acknowledgment forms must be submitted to the Counseling & ADA Office within **five (5) business days** from the date the letter was issued.

Step 6. Office Signature and Distribution

After receiving both the student and faculty signatures:

- The Counseling & ADA Office signs the acknowledgment form.
- Fully executed copies are emailed to both the student and faculty member(s).
 - **Please note:** If the Testing Center is included as part of the approved accommodations, the **Director will be cc'd** on both the original email and the fully executed copy.

Step 7. Implementation of Accommodations

Accommodations become active **only after all three signatures** (student, faculty, Counseling & ADA Office) are obtained.

- The student, faculty member(s), and the Counseling & ADA Office work collaboratively to ensure proper implementation.
- Successful implementation is a **shared responsibility** among all parties.

Follow-Up Communication

If the acknowledgment form is not received within **5 business days**, a follow-up email will be sent to the student, appropriate faculty member(s), and Dr. Garrison.

Summary of Responsibilities

Who	Responsibility
Counseling & ADA Office	Prepare and send accommodation letters; cc faculty; sign acknowledgment letters only after both student and faculty have signed, then return to both parties
Student	Initiate the accommodation process, review letters, meet with faculty member(s), discuss implementation, and sign acknowledgment form
Faculty	Meet with student to review letters and discuss accommodations, sign acknowledgment form, return to Counseling & ADA Office via email: sclark@sheridan.edu



Key Points to Remember

1. **Accommodations Begin Only After Signatures from Student, Faculty, and ADA Office** – All signatures must be returned before accommodations are active.
2. **Faculty Discretion** – If any changes or modifications are needed, faculty must contact the **Counseling & ADA Office** before key accommodations are altered or modified.
3. **Semester Renewal** –
 1. **Student Information:**
 1. Students must renew by emailing to confirm that accommodations were successful and to issue new letters for the upcoming semester.
OR
 2. Students must schedule a meeting to review and make appropriate changes and then new letters will be issued for the upcoming semester.
 2. **Faculty Member Information:**
 1. Students will provide new letters each semester to be signed. Previous semester letters are not applicable, even if they are for the same faculty member.
4. **Voluntary Election / Declining Accommodations:**

If the student has **voluntarily elected not to implement approved accommodations at this time, all signatures** (student, faculty, and ADA Office) must still be completed and returned to the **Counseling & ADA Office**. If the student later chooses to activate accommodations, they will need to **request newly dated letters** and follow the **same process** for initiating and implementing accommodations.

Disability Services at Sheridan College

Sheridan College is committed to supporting students with documented disabilities in accordance with **Section 504 of the Rehabilitation Act of 1973** and the **Americans with Disabilities Act (ADA, Amendments Act of 2008)**. Through the provision of auxiliary aids and services, students with disabilities can access and participate fully in the programs, services, and activities offered at Sheridan College.

Eligibility for services is determined **on a case-by-case basis**, collaboratively between the Counseling & ADA Office and the student. Available accommodations depend on factors such as the type of disability, documentation provided by a qualified healthcare professional, the student's individual needs, and the courses in which the student is enrolled.



Examples of Possible Accommodations

The following list provides examples of accommodations offered at Sheridan College. It is **not exhaustive** and serves as a guide:

- Extended test time
- Quiet/distraction-reduced testing environment
- Breaks as needed
- Exam reader
- Use of a computer with spell check and/or grammar check for essay exams
- Use of a calculator for math-related disabilities
- Alternative testing formats
- Extended time for in-class assignments
- No penalty for spelling errors on in-class assignments without spell check
- Priority or special seating arrangements
- Sign language interpreter or remote interpreting services
- Copies of faculty member(s) notes or PowerPoint slides
- Digital recorder for lectures
- Digital or Braille textbooks
- Enlarged font textbooks
- Scribe assistance
- Written materials in alternative formats
- Assistive technology or listening devices

Note: Tutoring services are free and available to **all students**.

Course Substitutions and Important Notes

- All students, including those with disabilities, must meet program prerequisites, maintain the required GPA, and fulfill degree requirements.
- In limited circumstances, a **course substitution** may be considered if a disability prevents a student from completing a requirement. Substitutions will **not compromise academic integrity**.
- The Counseling & ADA Office will refer students to Enrollment Services to initiate any course substitution process.

Key Differences Between High



School and College

Aspect	High School	College
Applicable Laws	IDEA (Individuals with Disabilities Education Act), Section 504	ADA (Americans with Disabilities Act, 1990 & Amendments Act 2008), Section 504
Required Documentation	School provides evaluation at no cost; eligibility based on IDEA categories	Students provide their own evaluation; documentation must demonstrate impact on major life activities and support specific accommodations
Self-Advocacy	School identifies student needs; parents and faculty members arrange accommodations	Students must self-identify and advocate for accommodations; faculty members expect students to request assistance
Grades and Tests	IEP/504 may modify test format or grading; frequent small assessments; makeup tests often available	Accommodations generally modify how tests are administered (e.g., extended time, test proctor); grading and test formats rarely altered; testing may be cumulative; makeup tests limited
Instruction	Curriculum may be modified; short assignments often re-taught in class; daily class attendance	Faculty members are not required to modify curriculum or deadlines; substantial reading/writing outside class; classes meet 1–3 times/week; attendance is student responsibility; class sizes vary (25–200 students); aides not provided
Study Responsibilities	Support often provided via IEP/504; structured schedule; 0–2 hours outside class; transportation provided	Tutoring available to all students; students manage their own time; generally 2–3 hours study per credit hour; transportation responsibility of the student
Parental Role	Parents have access to records and advocate for student	FERPA protects student privacy; parents require written consent for access; students advocate for themselves



Student Responsibilities and Accommodation Letter Instructions

1. **Access the Welcome Packet**
 - The Disability Services Welcome Packet is available on the NWCCD HUB under Student Services → Disability Services.
 - Students must access and review all materials prior to beginning the accommodation process.
2. **Complete and Submit Documentation**
 - Students are responsible for completing the Welcome Packet and providing all required supporting documentation.
 - The completed packet and documentation must be submitted directly to the Counseling & ADA Office.
3. **Documentation Review**
 - The Counseling & ADA Office reviews all submitted materials for completeness and accuracy.
 - If information is missing, incomplete, or unclear, the office will notify the student with instructions on what additional information is required.
4. **Schedule and Attend an Intake Meeting**
 - The Counseling & ADA Office will contact the student to schedule an intake meeting at a mutually convenient time.
 - During the intake, the office will review the packet with the student, discuss individual needs, and determine appropriate accommodations.
5. **Preparation and Distribution of Accommodation Letters**
 - The Counseling & ADA Office prepares formal accommodation letters based on the intake meeting.
 - The letters are emailed to the student, with the appropriate faculty member(s), and testing center; when applicable, copied on the correspondence.
6. **Faculty Review and Acknowledgment**
 - The student and faculty member(s) meet to review the accommodation letter and discuss how accommodations will be implemented.
 - Both student and faculty sign the acknowledgment form, confirming shared understanding.
 - Faculty must return the signed acknowledgment form to the Counseling & ADA Office (sclark@sheridan.edu) within five (5) business days of receiving the accommodation email.
7. **Office Signature and Final Distribution**
 - After receiving the signed acknowledgment form from the faculty, the Counseling & ADA Office signs the form.
 - A finalized copy is emailed to both the student and faculty member(s) for their records.
8. **Implementation of Accommodations**
 - Accommodations become active once the acknowledgment form has been signed by the student, faculty member(s), and the Counseling & ADA Office.
 - The student, faculty, and the Counseling & ADA Office collaborate to ensure accommodations are implemented effectively, recognizing that student success is a shared responsibility among all parties.

Please note: If the Testing Center is included as part of the approved accommodations, the Director will be cc'd on both the original email and the fully executed copy.

Student Signature: _____ **Date:** _____



Contact Information

Name (First, Middle Initial, Last): _____

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

Mailing Address: _____

Permanent Address (if different): _____

Phone Numbers (Cell/Home/Work): _____

Email Address: _____

Preferred method of communication:

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

Who referred you to the Counseling & ADA Office? _____

Vocational Rehabilitation (if applicable)

Are you a DVR client? Yes _____ No _____

If yes:

- DVR Counselor Name: _____
 - DVR Counselor Phone: _____
 - May we contact and collaborate with DVR? Yes _____ No _____
-

Disability, Educational History, and Documentation

Diagnosis: When diagnosed and by whom? _____

Documentation: Do you have appropriate disability documentation? Yes _____ No _____

If not, documentation must be obtained before accommodations can be provided.

Functional Limitations

Please indicate the impact of your disability on major life activities: _____



Personal Information

Hobbies, interests, life goals, or classes you excel in: _____

Disability Categories (Please mark all that apply)

- Traumatic/Acquired Brain Injury _____
- Episodic Condition (e.g., Epilepsy) _____
- Psychiatric (ADHD, Anxiety, etc.) _____
- Deaf/Hard of Hearing _____
- Physical Disability _____
- Speech Impairment _____
- Learning Disability _____
- Visual Impairment/Blindness _____
- Chronic Physical Illness (RA, Lupus, etc.) _____
- Other: _____

Describe Your Primary Disability

Explain how your disability impacts your functioning in academic and non-academic environments: _____

Past Accommodations or Supports

Describe accommodations or supports that have been effective in the past: _____

Educational Goals

Major/Program of Study: _____

Current Goals (Please mark all that apply):

- Certificate of Completion _____
- Associate Degree _____
- Bachelor's Degree _____
- Master's/PhD _____
- Job Training/Professional Development _____
- Personal Interest _____
- Other: _____

Student Signature: _____ Date: _____



Authorization to Release Information (ROI)

Student Name: _____ **Student ID#:** _____

Date of Birth: _____

Address: _____

Release/Receive Information With (check all that apply):

- ☐ Sheridan College faculty/staff
- ☐ Parents (print names): _____
- ☐ High School Faculty: _____
- ☐ High School Administration: _____
- ☐ Social Service Agencies: _____
- ☐ Health Care Providers: _____
- ☐ Self: _____
- ☐ Other: _____

Information to be Shared May Include

- Diagnosis and date of diagnosis
- Credentials of the diagnosing professional
- Impact on major life activities and academic functioning
- Supporting documentation (testing results, medical or psychological records)
- Recommendations for accommodations
- Other relevant information for determining eligibility

Purpose of Release

To determine eligibility and provide reasonable accommodations at Sheridan College.

Confidentiality and Expiration

- Information will be handled confidentially in compliance with applicable laws.
- This authorization expires one year from the signature date or earlier at the student's request.
- Revoking requires written notice to the Counseling & ADA Office.

Required Student Responsibility Statement

I understand that this Release of Information (ROI) **does not authorize any third party**—including parents, faculty members, counselors, or agencies—to request, initiate, complete, or manage my accommodation process. I am solely responsible for initiating, participating in, and completing all required steps in the Sheridan College Counseling & ADA process.

Student Signature: _____ **Date:** _____

Parent/Guardian Signature (if under 18): _____ **Date:** _____

Counseling & ADA Services Representative: _____ **Date:** _____