



SAN JACINTO COLLEGE

— DISABILITY SERVICES —



Disability Services Application

- **Student must complete this application AND provide documentation of a disability.** Documentation guidelines are available on the following page. Proper documentation is required before accommodations can be provided.
- Return the completed application along with documentation to the Disability Services Counselor on your designated campus.
- All documentation will be reviewed by the Disability Services Committee.
- An appointment will be scheduled within approximately 10 business days after the application and documentation have been reviewed by the committee.
- All requested accommodations must be supported by appropriate documentation.

Disability Services Contact Information

Central Campus 281-998-6150 ext. 1014
North Campus 281-998-6150 ext. 7513
South Campus 281-998-6150 ext. 3444

Guidelines for Documentation

Learning Disabilities:

1. A diagnostic assessment from a licensed psychologist, diagnostician, or other professional knowledgeable in learning disabilities must be provided. The information should include a complete battery with all subtest and standard scores.
2. The documentation must clearly identify a learning disability and should not be more than five years old. ARD information alone **WILL NOT BE ACCEPTED**.

Physical Impairments:

1. Diagnosis of the disability by a medical doctor whose credentials and experience qualifies him/her to render the diagnosis is required. The documentation must be on letterhead, typed, dated and signed by a doctor or otherwise qualified person to make the diagnosis.
2. The report should include any functional limitations as a result of the disability, specify how they might impact the student in an academic setting, and provide specific recommendations for "reasonable accommodations.
3. If the condition is temporary, an estimate of the expected duration must be included. **Documentation should not be more than ~ 5 years old.** (This requirement does not apply to physical or sensory disabilities of a permanent or unchanging nature).

Psychiatric Disorders:

1. Documentation must specifically indicate the diagnosis and should be provided by a licensed psychologist, psychiatrist, or a licensed clinical social worker on his/her letterhead and include the DSM diagnosis and diagnostic code(s).
2. The report should include an explanation of how the disability may affect the student in an academic setting and suggestions for reasonable accommodations.
3. Documentation should not be more than five years old.

Attention Deficit Hyperactivity Disorder (ADD/ADHD):

A diagnosis of ADHD/ADD must be provided and signed by a licensed and qualified professional on his/her letterhead. The diagnosis must be made in the form of a DSM diagnosis, and include diagnostic codes and specified subtype. A multi-axial diagnostic format is preferred. Functional limitations related to ADHD/ADD must be clearly defined for the individual along with suggested academic accommodations. **Documentation should not be more than 2– 3 years old.**

Disability Services Application

Date of Request: _____

Name: _____
(please print)

Student ID Number: _____

Home Address: _____

Home Phone: _____ Cell Phone: _____ E-mail: _____

Emergency Contact: _____

Telephone Number: _____ Relationship: _____

Are you a dual credit student? Yes No

What semester do you plan on attending San Jacinto College? _____

1. Please check off any disabilities you have.

_____ Learning Disability/ADD _____ Emotional/Psychiatric Disability _____ Mobility
_____ Blind or Low Vision _____ Deaf or Hard of Hearing _____ Health Issues
_____ Other

State the specific diagnosis _____

2. Please describe any limitations you have that are related to your disability.

3. Please describe any accommodation(s) being requested.

All of the information above has been provided on a voluntary basis. I understand that this information will be kept confidential and serves as a request for services only. Upon review and approval of my documentation for accommodations, it will be my responsibility to request direct services.

If the student does not agree with the decision of the Disability Services Counselor due to either (a) being denied services or (b) disagreement on the approved accommodations, the student may initiate a formal appeal. Information on the appeal process can be obtained from the Disability Services Counselor.

STUDENT SIGNATURE _____ DATE _____

Are you a client of DARS (formally TRC) or any other agency? Yes No

San Jacinto College

Authorization for Release of Information

I give permission to The Department of Educational Planning and Counseling-Disability Services Office to discuss my accommodation needs with San Jacinto College faculty and/or staff who request such information.

The Office of Disability Services has permission to discuss my disability, accommodations, and/or academic record with _____.
(family/agency/advocate)

I understand that I may revoke my consent at any time by informing San Jacinto College Disability Services Office in writing, or if I am physically unable by oral permission.

Student Signature

Date

I do not give permission to The Department of Educational Planning and Counseling-Disability Services Office to discuss my accommodation needs with San Jacinto College faculty and/or staff who request such information.

Student Signature

Date

Differences Between High School and College for Students with Disabilities

High School	College
The applicable law is the Individuals with Disabilities Education Act or IDEA	The applicable law is the Americans with Disabilities Act (ADA) and Section 504 and 508 of the Rehabilitation Act
IDEA is about <u>success</u>	The ADA is about <u>access</u>
Fundamental <u>modifications</u> of programs and curricula are required	No fundamental modifications are required - only <u>accommodations</u>
Education is a <u>right</u> and must be provided in an appropriate environment to all individuals	Education is <u>not a right</u> - students must meet certain admission criteria
The <u>school district</u> is responsible for identifying a student's disability	<u>Students</u> must self-identify
The <u>school district</u> develops Individualized Education Plans (IEPs) to define educational services	<u>Student</u> must identify needs and request services - no IEP exists and is not considered sufficient documentation
The <u>school district</u> provides free evaluations	The <u>student</u> must obtain evaluations at his/her own expense
Student is supported by <u>parents and teachers</u>	Student is responsible for seeking assistance from the <u>Disability Services Office</u>
Primary responsibility for arranging modifications belongs to the <u>school</u>	Primary responsibility for self-advocacy and arranging accommodations belongs to the <u>student</u> (who may seek assistance from Disability Services)
<u>Personal services</u> for medical and physical disabilities are required (i.e., Personal Care Attendant)	<u>No personal services</u> are required - however, the Disability Services Office may assist the student in advertising for such services
<u>Parent</u> has access to student records and can participate in the IEP process	<u>Parent</u> does not have access to student records without student's

	written consent
<u>Parent</u> advocates for student	<u>Student</u> must advocate for self
School year runs from September - June	School year is divided into 2 semesters: from September to December and from January to May
Classes meet daily	Classes meet 1, 2, or 3 times a week
Classes are generally held in the same building	Classes are held in many different sites on campus
The average length of a class is 35-45 minutes	Classes vary in length from 50 min to 3 hours
Daily contact with teachers	Classes meet less frequently which will impact on access to instructors and assistance
The student needs the parent's permission in most instances	The student is an adult and parent permission is not required
Guidance counselors or other staff schedule support services for students	The student must make arrangements for support services
A main office exists as the center of activity for the building	The student is responsible for knowing where to go to obtain information and assistance
Classes consist of about 30 students	Classes consist of about 100 students
Teachers often take time to remind you of assignments and due dates	Professors expect you to read, save and consult the course syllabus (outline); this tells the student exactly what is expected of him/her, when it is due and how it will be graded
High school is paid for by tax dollars that go to the school district	The student is responsible for applying for financial aid or arranging some type of payment