



FACULTY HANDBOOK

We appreciate the excellent work you do instructing students at Red Rocks.

We value your partnership and want to support you in meeting the accessibility needs of students with disabilities in your classroom.

We hope this handbook will provide useful information.

Contact us at any time with questions or needs you might have.

Have a super semester!
The Accessibility Services Staff

303-914-6733

720-372-1591 (VP)

Access@rrcc.edu

We serve both the Lakewood and Arvada campuses. Our office is on the Lakewood campus, Suite 1182.

Our website: <http://www.rrcc.edu/accessibility-services>

ACCESSIBILITY SERVICES STAFF

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THE ESSENTIALS

(Also see Frequently Asked Questions (FAQs) at the end of this handbook)

Syllabus statement

Please include the following statement on your syllabus:

ADAAA (Americans with Disabilities Act Amendments Act of 2008) and Section 504 of the Rehabilitation Act of 1973:

Red Rocks Community College is committed to access for students with disabilities. If you are a student with a disability and need assistance or are interested in requesting accommodations, please contact Accessibility Services. Faculty is not obligated to provide accommodations without proper notification by Accessibility Services and accommodations are not retroactive. Students may contact the Access staff by telephone or email to make an intake appointment at 303-914-6733, 720-336-3893 (VP) or access@rrcc.edu. Accessibility Services is located in Suite 1182 at the Lakewood campus. More information is available at www.rrcc.edu/accessibility-services.

Providing accommodations

Students requesting accommodations should provide you a copy of an **Accommodations Letter** from Accessibility Services. Contact Accessibility Services if you have questions or need assistance in providing the listed accommodations. If a student requests accommodations but does not provide an **Accommodations Letter**, please refer the student to Accessibility Services.

Meeting with students regarding their disability

It is recommended that instructors be open to meeting with students who choose to identify themselves as having a disability to discuss particular accommodations. Due to the personal and private nature of some disabilities, it's preferable to discuss this in a location that protects the student's right to privacy.

Inappropriate accommodations

Do not feel obligated to provide an accommodation if a student with an apparent disability has not requested it. You are not being asked to guess or predetermine what accommodations a student might need. Students have the right to choose not to use accommodations. On the other hand, if a student asks retroactively to fix a problem because the student failed to use accommodations, you are not under any obligation to do so. If this should occur, contact Accessibility Services for consultation, if needed.

Accommodations and academic standards

Requests that lower the academic standards of the college or fundamentally alter the college's courses, programs, or degree requirements will be denied. If you have concerns about a particular accommodation, please contact Accessibility Services.

If you suspect a disability

If a student is having difficulty in class and you wonder if the student may have a disability, you may want to talk privately with the student about your concerns regarding the student's performance. If so, please keep the following tips in mind:

Don't announce your belief that the student has a disability. Instead, ask if the student is aware of some of his/her areas of difficulty in the course. Be very specific about the observations you have made about the student's performance.

For example, you could say, "I've noticed that you seem to be struggling in this class (noting specific difficulties). Have you had difficulty with this in the past?" If the student mentions anything about a disability or suspicion of a disability feel free to share our contact information with the student.

Also, when appropriate, ask the student if he or she is aware of the services offered in the Learning Commons, including Accessibility Services.

A collaborative relationship

Faculty can best provide accommodations for students with disabilities by collaborating with the student and Accessibility Services. Accessibility Services is designated to review disability information and determine appropriate accommodations for students. Instructors, students, and Accessibility Services staff must collaborate and communicate in order for accommodations to be put into place in an effective and timely fashion.

LETTERS & FORMS

The next few pages are samples of:

Accommodations Letter

The student should bring you a copy of this letter. Accommodations officially begin when you receive the Accommodations Letter. If you have questions or concerns about the listed accommodations, contact Accessibility Services.

Accommodated Testing Form

When a student wishes to use his/her accommodations for testing, the student should give you this form at least one class period prior to the actual testing. There are instructions on the form as well as a separate document with more specific instructions. The form is also found on the Accessibility Services webpages under **Forms**.

Accommodated Testing Instructions

A separate document gives more details on the accommodated testing process.



Accommodations Letter

Date: _____

Student: _____ S Number: S _____

The student above has been approved for specific accommodations due to a disability. Please discuss these accommodations (below) with the student and let Accessibility Services know if you have questions. Your partnership is an important part of providing accessibility here at Red Rocks for students with disabilities. Thank you.

Please note:

- accommodations take effect once you receive this letter,
- accommodations are not retroactive.

Accessibility Services Provides:

| | |
|--------------------------------|-----------------------------------|
| Materials in alternate format. | Transcription Services. |
| Materials enlarged. | Use of Assistive Listening Device |
| Sign Language Interpreter. | |

Testing:

| | |
|--------------------------------------|-------------------------------------|
| Extended time on test and quizzes. * | A distractions-reduced testing area |
|--------------------------------------|-------------------------------------|

Instructor Provides:

| | |
|--|---|
| Captioned media. * | Instructor lecture notes/power-points. |
| Preferred seating. | No spelling penalization for in-class work. |
| Ability to turn in in-class work following the class period. | Peer note taker. |
| Breaks when needed. | |

Student Provides:

| | |
|---------------------------------------|-------------------------------|
| Recording of lecture. | Ability to stand when needed. |
| Use of electronic device. | Use of sunglasses if needed. |
| Personal food and drink in classroom. | |

*For further instructions: www.rccc.edu/accessibility-services/faculty-resources

Questions regarding an accommodation: please contact Accessibility Services at 303-914-6733,

Video Phone 720-336-3893 or access@rccc.edu.



Accommodated Testing Form

Phone: 303-914-6733 V.P: 720-372-1591 Fax: 303-914-6833
 Email: access@rrcc.edu

Instructor:

Submit the completed Accommodated Testing Form with the test **24 hours prior to the test date**. Listed below are the options for Accessibility Services to receive the test:

1. Drop off in Accessibility Services.
2. Email access@rrcc.edu.
3. Fax 303-914-6833.

For further testing instructions see www.rrcc.edu/accessibility-services/faculty-resources

Student: _____

S Number: S _____

Course: _____

Instructor: _____

Instructor preferred contact information:

Testing instructions:

Calculator Type: Basic: ☐ Scientific: ☐ Programmable: ☐ Other: _____

Testing instructions:

How much time is the class allowed? _____

Testing Deadline: _____

Test pick-up will be in the Assessment Center unless other arrangements are made.

Instructor initials: ____ Date: _____

Accessibility Services Use Only: _____

Accessibility Services time: _____ Received by: _____ Date: _____

Assessment Center received initials and date: _____

Accessibility Services received initials and date: _____

Comments: _____



Accommodated Testing Form Instructions

Phone: 303-914-6739 V.P.: 720-372-1591 Fax: 303-914-6833 Email:

access@rrcc.edu **1. Accommodated Testing Forms are located in:**

- A) Accessibility Services on the Lakewood Campus room 1182 inside the Learning Commons.
- B) Online www.rrcc.edu/accessibility-services under the Forms or Faculty Resources sections.

2. Student Responsibility:

- A) To provide the instructor with a copy of the Accommodated Testing Form at least one class period prior to the test date. If the Accommodated Testing Form is presented to the instructor the day of the test, the instructor has the right to deny Accommodated Testing.
- B) On the day of the test, your test will be in the Assessment Center unless you have made prior arrangement with Accessibility Services.

3. Instructor Responsibility:

- A) Submit the completed Accommodated Testing Form with the test **24 hours prior to the test date** to Accessibility Services **not** the Assessment Center.
- B) If a student presents the Accommodated Testing Form in class the day of the test, you have the right to deny the student request. If the student is upset, then the student can speak with a staff member in Accessibility Services.
- C) If you would like Accessibility Services to keep the Accommodated Testing Form on file, then you will need to do the following; keep the testing deadline and how much time is the class allowed sections blank. You will provide that information on the day you submit the test.
- D) Test pick-up will be in the Assessment Center unless other arrangements are made.

4. Listed below are the options for Accessibility Services to receive the test:

- A) Drop off in Accessibility Services (Suite 1182).
- B) Email to access@rrcc.edu.
- C) Fax 303-914-6833.
- D) Place it in the Drop Box outside the Learning Commons main doors by the drinking fountain.

Arvada Campus:

The Arvada Assessment Center will receive exams from instructors via email for students wishing to take the exam at the Arvada Campus. If the instructor does not have classes at Arvada, the exam will be emailed back to the instructor once the test is completed otherwise the test is to be picked up at the Arvada Assessment Center. Email address is susanne.eagan@rrcc.edu or call 303-914-6075.

If you have any questions, concerns or suggestions, please feel free to visit us in Accessibility Services at the Lakewood Campus in room 1182 or call or email.

Office hours are:

Monday-Thursday 8:00am-5:00pm

Friday 8:00am-4:00pm

Saturday and Sunday CLOSED

FACULTY INFORMATION & RESOURCES

The DO-IT (Disabilities, Opportunities, Internetworking, and Technology) Center

The DO-IT Center is dedicated to empowering people with disabilities through technology and education. It promotes awareness and accessibility—in both the classroom and the workplace—to maximize the potential of individuals with disabilities and make our communities more vibrant, diverse, and inclusive.

The link below is to The Faculty Room out of the University of Washington. The Faculty Room is a space for faculty and administrators at postsecondary institutions to learn about how to create on-site and online courses that maximize the learning of all students, including those with disabilities.

There is information specific to particular disabilities as well as general information regarding accessibility.

www.washington.edu/doit/programs/accesscollege/faculty-room/overview

Faculty Resources, Accessibility Services Webpages

See Accessibility Services webpages, **Faculty Resources** for additional information.

FREQUENTLY ASKED QUESTIONS

Q: Who is responsible for determining appropriate accommodations for students with disabilities at Red Rocks Community College?

A: Accessibility Services is the office on campus that determines reasonable and appropriate accommodations. The staff bases decisions on information received from a student with a disability, the student's functional limitations, as well as by outside information provided by professionals who have evaluated and/or are treating the student.

Q: Why do students with disabilities receive accommodations? It does not seem fair to other students.

A: Accommodations are determined according to the student's specific disability and are intended to ensure equal access, not success. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA) protect students with disabilities and require that qualified students with disabilities have equal access to education.

Q: What are the student's responsibilities in the accommodation process?

A: The student is responsible for requesting services and providing disability information to Accessibility Services that supports the need for accommodations. After Accessibility Services determines appropriate accommodations and provides the student with an Accommodations Letter, the student is responsible for providing faculty with a copy of the letter in a timely fashion if the student is requesting accommodations for a course.

Q: Why am I not told the nature of the student's disability in the accommodations letter?

A: While some students' disabilities are obvious if they use a wheelchair, hearing aids, or a white cane, many students have non-visible disabilities which include medical or psychological conditions, attention deficit disorder, and specific learning disabilities. Since our office respects a student's right to privacy, we do not identify the nature of the student's disability and only list the accommodations that have been determined as necessary for the student's academic access. Individual students may choose to discuss their particular disability with a faculty member; however, the faculty member should be careful not to ask questions about the nature of the disability.

Q: What types of accommodations are instructors required to make?

A: For students who provide an Accommodations Letter from Accessibility Services, faculty should provide accommodations as listed in a timely manner and confer with students to establish the best means of providing accommodations. You are not obligated to provide accommodations until the student presents a letter from Accessibility Services. Note: accommodations are not retroactive and begin the day the student presents the Accommodations Letter to the instructor.

Q: What language do you recommend that I use on my syllabus to let students know how to request accommodations?

A: Please include this statement in your syllabus:

ADAAA (Americans with Disabilities Act Amendments Act of 2008) and Section 504 of the Rehabilitation Act of 1973: Red Rocks Community College is committed to access for students with disabilities. If you are a student with a disability and need assistance or are interested in requesting accommodations, please contact Accessibility Services. Faculty is not obligated to provide accommodations without proper notification by Accessibility Services and accommodations are not retroactive. Students may contact the Access staff by telephone or email to make an intake appointment at 303-914-6733, 720-336-3893 (VP) or access@rrcc.edu. Accessibility Services is located in Suite 1182 at the Lakewood campus. More information is available at www.rrcc.edu/accessibility-services.

Q: What is the most commonly requested accommodation at RRCC?

A: Extended testing time in a distraction-reduced exam setting is the most commonly requested accommodation at Red Rocks.

Q: A student came to me halfway through the semester and several days before an exam to request extended time. I feel this is too late to ask for accommodations and believe arrangements should have been made at the beginning of the class. I even made an announcement on the first day of class asking students to meet with me about these arrangements. Do I have to provide accommodations for a student requesting accommodations this late?

A: If you are able to make appropriate and reasonable arrangements for the accommodation, you should do so. There could be numerous reasons why a student makes a late request. Some students try to do a class without accommodations but find that they aren't doing well and need accommodations. Whatever the reason, students may make requests for accommodations at any time during the semester. Note that accommodations are NOT retroactive so you will not need to go back and apply accommodations to portions of the course already completed.

Q: What do I do when a student hands information about his/her disability directly to me?

A: The student should be directed to take his/her information to Accessibility Services. In addition to accommodations, our office can provide other support services and referrals that may be beneficial to the student.

Q: Should I extend deadlines or grade students with disabilities differently?

A: Generally, no. Students with disabilities are expected to meet the same standards as other students and should not be graded differently. In rare cases, depending on specific needs, deadlines may be extended. These situations should

be dealt with on a case-by-case basis and in consultation with the student and Accessibility Services, as needed.

Q: What if a student has a seizure in class?

A: If the seizure happens in your classroom, you should call Campus Police on a campus phone (911). The Campus Police will make the determination whether or not to call West Metro emergency responders. Try to remain calm and move any furniture or items that could harm the student who is seizing. Dismiss the class for a small break while the student is provided attention.

Q: I haven't decided on the books I want to use for my class, but Accessibility Services keeps asking me to select books ASAP. Is this necessary?

A: Converting textbooks and other materials into an alternate format is a time-consuming, labor-intensive task. It can take several weeks to convert printed materials to alternate formats. Students who have difficulty reading printed materials need to be able to access their textbooks and other course materials at the same time as others in the class. By delaying the selection of textbooks, Accessibility Services may not be able to get books converted to an appropriate format in a timely fashion and students may have to start the semester without access to their textbooks.

Q: Am I required to lower the standards of a required assignment because the student has a disability?

A: No. Standards should be the same for all students; however, some students with disabilities may exhibit their knowledge, production, and other course expectations differently than their peers. For example, a student with a learning disability may produce an essay exam by using extended time and/or use of a computer with word processing rather than writing an answer by hand. The grading of the work should be the same for all students.

Q: Do I have any recourse if I disagree about requested accommodations?

A: To express a concern or disagreement about a requested accommodation, first contact Accessibility Services at 303-914-6733, 720-336-3893 (VP) or access@rrcc.edu. Accessibility Services will work with you and the student to try to find a reasonable accommodation to meet a particular accommodation need.

Q: A student brings a dog into class and states it is a service animal, what should I do?

A: If you are unsure it is a service animal, by law you can ask **ONLY** two questions: 1) is the dog a service animal required because of a disability, and 2) what work or task has the dog been trained to perform. If the student can answer those questions satisfactorily that's where we stop. Note: the dog must be housebroken and under the control of the student. For more information look under **Faculty Resources** on the Accessibility Services webpages or contact our office with questions.