



# FACULTY/INSTRUCTOR HANDBOOK

2025 - 2026

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Suite 1182 (Lakewood Campus)

Monday – Thursday: 8:00 AM to 6:00 PM

Friday: 9:00 AM to 4:00 PM

We serve both the Lakewood and Arvada RRCC campuses.

Thank you for the excellent work you do instructing students at Red Rocks!

We value your partnership in supporting students with disabilities in your classroom.

Have a fantastic semester,  
The Accessibility Services Team

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# About Accessibility Services

We are committed to equitable access to education and campus life for people with disabilities. Through accommodations and campus-wide collaboration, we strive for an environment of inclusion, belonging, and respect.

Red Rocks Community College is committed to following the letter and the spirit of [the Americans with Disabilities Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973.](#)

OUR SERVICES include:

- Determining student accommodations and support
- Communicating student accommodations to instructors and supporting the implementation of accommodations
- Providing assistive technology and training
- Conducting student check-in appointments
- Providing interpreting, video captioning, and transcription
- Facilitating accommodated testing in-office and at the Assessment Center
- Educating the campus community on disability and disability laws
- Ensuring accessibility for campus events, including Commencement

## Providing Accommodations

### The Accommodations Process

Students who have NOT worked with our office before will complete the following:

1. [Student Information Form](#),
2. [Rights & Responsibilities Form](#),
3. **Initial meeting:** A staff member will review **disability information** with the student and discuss potential accommodations, the impact of their disability on college skills, and campus services.
  - a. **Disability information** includes the student's testimony of their disability, an Individualized Education Plan (IEP) or 504 plan, [Disability Information Form](#), or other information provided by a licensed professional. We do not approve accommodations until we have sufficient disability information.
  - b. **Note: Accessibility Services does not conduct formal evaluations or testing to determine if a student has a disability.** We have a referral list of offices that provide evaluations for disabilities if students request it.

## Process for ALL students with approved accommodations (done each semester):

1. The student will submit a [Semester Request Form \(SRF\)](#). This form must be submitted **every semester** that a student wants their **Accommodations Letter (AL)** to be sent out.
  - a. **Note:** Students have the right to request accommodations at any point in the semester. Some students choose not to use their accommodations at first due to several reasons, including the unpredictable nature of some disabilities.
2. Our office will send the student's AL to instructors throughout the week prior to the semester start date, or within 5 business days if the SRF is submitted after the semester start date.
3. Students should connect with their instructors about their accommodations/AL.
  - a. Any in-person meetings should be in a location that protects the student's privacy. If needed, meetings can be facilitated by an Accessibility Services staff member.

## Accommodations and Academic Standards

Accommodations that may change the academic standards of the college or **fundamentally alter** courses, programs, or degree requirements should be discussed further with the student, instructor, and our office. **If you have concerns about a particular accommodation, contact Accessibility Services.**

## Accommodations Requiring Discussion

Some accommodations require further collaboration between the student, instructor, and Accessibility Services because they have additional parameters to ensure they are used appropriately.

Accommodations requiring discussion include (but are not limited to) **Extended Deadlines**, **Disability-Related Absences**, **Use of a Basic Four-Function Calculator During Testing**, and **Use of Instructor-Approved Memory Aids During Testing**.

When you discuss these accommodations with a student, our office recommends that you:

- **Review the accommodation guides at the end of the student's Accommodations Letter.** These have specific instructions and parameters for implementing each accommodation.
- **Make arrangements for communicating.** How will you and the student contact one another about using the accommodation?
- **Talk about when an accommodation may or may not apply.** Some accommodations may not apply to a particular class, test, or assignment for several reasons, including course expectations, a class's number of sessions, and class modality (in-person, hybrid, or remote). Discuss any factors that may limit the use of these accommodations to the best of your ability, and please reach out to our office for additional support if needed.

## Deaf/Hard of Hearing Students in the Classroom

People who are D/deaf or hard of hearing develop communication abilities differently and may use sign language, fingerspelling, speech, and/or writing, each to varying degrees. When communicating, look directly at the student and speak clearly. Do not speak overly slow or exaggerate mouth movements.

Accessibility Services may provide a **sign language interpreter** upon request to facilitate communication. When an interpreter is present, speak directly to the **student** rather than the interpreter. Avoid using phrases such as “tell them” or “ask them”. Speak normally and understand that there will be a lag time between the spoken/signed message and the interpretation.

A student who does not use sign language may request **real-time transcription**. The transcriptionist will listen to the class remotely via microphone to convert all verbal interaction into a written transcript. It is helpful if you can repeat questions or comments from students for transcription purposes.

For more in-depth information, please review the [\*\*Deaf and Hard of Hearing Information Sheet\*\*](#) under the Faculty Resources tab of our website.

## If You Suspect a Disability

If a student is having difficulty in your course and you suspect they have a disability, please keep the following in mind:

- Do not announce your belief that the student has a disability.
- Instead, ask if the student is aware of their areas of difficulty in your course. Be specific about your observations of the student’s performance (i.e., “I’ve noticed that you have some difficulty in class with... (*note specific tasks/assignments*). Have you had difficulty with this in the past?”)
- If the student mentions a disability or suspicion of a disability, feel free to share our contact information with the student. When appropriate, you may also ask the student if they are aware of the services offered in the Learning Commons.

## Accessibility Services Complaint Process

This process is available to **students** working with Accessibility Services if they have concerns about:

- The denial of a specific accommodation request
- Approved accommodations that are ineffective or are not being properly implemented by instructors or by Accessibility Services
- Inadequate consideration by Accessibility Services of the information that was available during the interactive process

More information can be found on the [\*\*Accessibility Services page\*\*](#) under “Student Complaint Process”. Students may also fill out the [\*\*RRCC Accessibility Services Complaint Form Stack\*\*](#).

# Important Documents

## Accommodations Letter (AL)

After a student submits a Semester Request Form, our office will email instructors a copy of their **Accommodations Letter (AL)** (see template on pg. 12). Accommodations officially begin once you receive an AL and are **not** retroactive. Accommodations may be updated or added throughout the semester depending on disability impact.

Each AL is divided into sections based on the approved accommodations:

- “Accessibility Services Provides”
- “Instructor Provides”
- “Student Provides”
- “Testing”
- “Requires Discussion between Student, Instructor, & Accessibility Services”

If applicable, **accommodation guides** for implementation (see examples on pg. 16-18) will be added at the end of the AL and the **Accommodated Testing Form Instructions** (pg. 19) and **Accommodated Testing Form** (pg. 20) will be attached to the email sent to instructors.

**Please note:** If one of your students says they requested their accommodations but you have **not** received their AL, please contact our office to let us know and advise the student to contact us.

## Accommodated Testing Form (ATF)

Every time a student requests to take a **PROCTORED** test/quiz outside of class as per their testing accommodations, instructors should submit an **Accommodated Testing Form** and any testing materials to Accessibility Services for processing. Submitting the ATF allows our office to provide and keep record of testing accommodations (i.e., extended testing time, assistive technology, etc.) for students.

Instructors can submit the ATF in several ways:

1. Deliver physical copies of the ATF and testing materials to Accessibility Services (Room 1182)
2. Submit the [Accommodated Testing Form Stack](#) on our website (“Faculty Resources” tab)
3. Email the [Accommodated Testing Form \(PDF\)](#) and testing materials to [access@rrcc.edu](mailto:access@rrcc.edu)

If a student will test at the Arvada campus, **please note this on the ATF**. Our office will forward the testing information to the Arvada campus Assessment Center. Alternatively, you can deliver physical copies of the ATF and testing materials to the Arvada campus Assessment Center (Room 7117).

For further information, please review the [Accommodated Testing Instructions \(PDF\)](#).

# Faculty/Instructor Resources

**Common Accommodations by Activity or Disability:** For general information on accommodations and their applicability, please reference the [DO-IT Center's Accommodations page](#). Accommodations are organized by “Academic Activity” (i.e., lectures, test taking, writing, etc.) and by disability (i.e., autism, Deaf/Hard of Hearing, learning disabilities, etc.).

**Disability Etiquette:** Do you want guidance on how to respectfully interact with people with varying disabilities? We recommend the [World Institute on Disability's Disability Etiquette one-pager](#) and the [United Spinal Association's Disability Etiquette Guide](#). For a more in-depth exploration of disability etiquette, visit the [Rocky Mountain ADA's Disability Awareness and Etiquette online training](#).

**Further resources:** Please visit the Faculty Resources tab of our Accessibility Services website for information on accommodated testing, specific disabilities, differentiation, Universal Design for Learning, assistive technology, service animals, and other topics. We also recommend that instructors explore RRCC's [Instructional Technology department website](#) for additional trainings.

## Frequently Asked Questions

### Questions about Accommodations

#### Who is responsible for determining accommodations for students with disabilities at RRCC?

Accessibility Services determines reasonable and appropriate accommodations for students at RRCC. To do so, we review disability information, which may include the student's testimony of their disability, an IEP or 504 plan, or other information provided by licensed professionals.

#### Why do students with disabilities receive accommodations?

Accommodations are intended to ensure **equal access** and are approved after reviewing disability information and the impact of the student's disability. Equal access is reinforced by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), which protect students with disabilities.

#### What is the student responsible for when requesting accommodations?

The student is responsible for providing our office with disability information that supports the need for accommodations. After meeting with us, they must request their accommodations **every semester** through the Semester Request Form (SRF). After we receive the SRF and send out the Accommodations Letter, the student is then expected to be in communication with their instructors about their accommodations.

## Why am I not told what disability a student has in their Accommodations Letter?

To ensure student privacy, we do **not** disclose students' disabilities. An Accommodations Letter will only list the accommodations that support the student's equal access to education. Some individual students may choose to discuss their disability with you in more detail, but otherwise, you should not seek out what a student's specific disability is.

## How do I know which accommodations I need to give as the instructor?

Instructors will implement accommodations listed under the "Instructor Provides", "Testing", and "Requires Discussion" sections (if present) in the Accommodations Letter.

## What are the most common approved accommodations at RRCC?

Extended testing time, a distraction-reduced testing area (i.e., testing in the Assessment Center), materials in alternate format, and use of a recording device are the most common.

## I received an Accommodations Letter several weeks into the semester. I think it is too late for these accommodations to be implemented. Do I still need to provide accommodations for this student?

Please make your best effort to implement accommodations whenever you receive an AL, even if it is later in the semester. There are several reasons why a student may make a late request, and they are allowed to request accommodations at any time.

If you are sent an AL later in the semester, you are not required to go back and apply accommodations to portions of the course that have already been completed. However, our office supports your ability to be flexible with students as you see fit.

## What is the process if I disagree about a requested accommodation?

To express a concern or disagreement about an accommodation, please visit our office or contact us at 303-914-6733, 720-336-3893 (VP), or [access@rrcc.edu](mailto:access@rrcc.edu). Our staff will work with you and the student to further discuss how to meet a particular accommodation need.

## Why would students be approved for "Extended Deadlines" or "Disability-Related Absences"?

Some disability-related conditions that are **chronic, unpredictable, or varied in nature** may cause difficulties with assignment completion and/or regular class attendance (requiring a period of incapacitation, bed rest, hospitalization). These accommodations only apply when there is a **specific, disability-related** reason, and they must be discussed **every time** they are used. Our office also works with students on an individual basis to manage deadlines and course expectations within the context of their disability.

## Do I really need to give students extended testing time when they don't seem to use it?

If it is an approved accommodation, extended testing time should consistently be offered unless the student communicates that they do not need extended testing time in your course. If you have not discussed accommodations with the student, please keep in mind the power

differential between instructors and students which can make students feel unsure of speaking up for their needs. Please reach out to our office for support with conversations as needed.

### Can I have a list of students who have requested accommodations in my class?

We can create a list of students in your courses who need accommodations upon request.

### A student brought a dog to class and stated that it is a service animal. What should I do?

If you are unsure that a dog is a service animal, by law, you can only ask **two questions**:

- 1) Is the dog a service animal required because of a disability?
- 2) What work or task(s) has the dog been trained to perform?

If the student can answer these questions, stop there. You **cannot** request any documentation that the dog is registered, licensed, or certified as a service animal; require that the dog demonstrate its task; or inquire about the nature of the person's disability.

**Please note:** The service dog must be housebroken and under the control of the student. Colorado also protects service dogs in training (Colorado Revised Statute 24-34-803). For more information, visit [Rocky Mountain ADA Service Animals](#) or [ADA Service Animals](#).

## Questions about Disabilities

### What should I do if a student gives disability information (i.e., IEP, 504 Plan, Accommodations Letter from another college, letter from a provider, etc.) directly to me?

Please tell the student to take their information to Accessibility Services so that we can officially approve their accommodations and provide other services or referrals as needed. Instructors are only obligated to implement accommodations once they have been sent out in an Accommodations Letter by our office.

### I feel uninformed about the impact of different disabilities. What do I do?

We have information on our Faculty Resources tab about specific disabilities, including their potential impact in different settings (i.e., during lectures, testing, distance learning, etc.) Our office can also provide resources regarding different disabilities upon request.

### If a student needs temporary accommodations for something like a broken arm or surgery, should I refer them to your office?

Yes, please refer them to our office. They may benefit from temporary accommodations, assistive technology, and other supports.

### Are there considerations for students who are pregnant?

Yes—Effective September 1, 2025, all student pregnancy and related condition accommodation requests will be coordinated through Accessibility Services. If a student approaches you regarding a pregnancy or requests accommodations related to their condition,

please direct them to contact Jean Kelly ([jean.kelly@rrcc.edu](mailto:jean.kelly@rrcc.edu), 303-914-6731) rather than the Title IX/EO Coordinator.

#### **What do I do if a student has a seizure in class?**

If the seizure happens in your classroom, notify Campus Police by dialing 9-1-1. Try to remain calm and move any furniture or items that could harm the student who is seizing. Dismiss the class for a break while the student is provided attention.

## **Questions about Assistive Technology**

#### **Does Accessibility Services help instructors create and remediate accessible electronic material?**

Yes—Accessibility Services and E-Learning both help instructors with accessible electronic material. If you or a student needs electronic content remediated, contact our office.

#### **How do I know if a student is recording lectures?**

If a student is approved to record lectures, that accommodation will be listed on their Accommodations Letter. In accordance with [Colorado Community College System SP 19-50 – Use of Recording Devices](#), “Students may record a class or discussion, including in-person or online classes and discussions, when such recording is an approved disability accommodation, or if the student has received written permission from the person teaching the class.” The recordings are for study purposes only.

#### **Why should I choose textbooks or readings for my class sooner rather than later?**

Converting materials into alternate formats is a time-consuming, labor-intensive task, and students approved for Materials in Alternate Format should be able to access course materials at the same time as others in the class. By delaying the selection of textbooks or readings, we may not be able to convert them to an appropriate format in a timely fashion and students may have to start the semester without access to them.

#### **What is Kurzweil, and who can use it?**

Kurzweil is a read aloud software available for use by all students and instructors at RRCC. However, we only convert textbooks to alternate formats for students who are approved for Materials in Alternate Format. For Kurzweil installation and training, contact our office.

# Appendices

## Base Template for Accommodations Letter (AL)

This template includes the most common accommodations provided by our office. Students' ALs will **only** include the accommodations that were **approved** for that specific student.

### Accommodations Letter - Semester

**Student: BASE TEMPLATE**

**S Number: BASE TEMPLATE**

This student has been approved for specific accommodations due to a disability. The cooperation of instructors is not only appreciated, but also essential for the college to meet its obligations under the law. **Please contact Accessibility Services if there are questions or further assistance is needed in implementing these accommodations.**

**Please note:**

- **The instructor and student should discuss how these specific accommodations are implemented in the course.**
  - Some accommodations may not be applicable to a course (ex: the course does not include timed tests).
  - If the instructor believes that an accommodation **fundamentally alters** their course, they should contact Accessibility Services promptly to initiate the review process. Instructors should not unilaterally deny accommodations before this review.
- Accommodations take effect once this letter is received.
- Accommodations are **not** retroactive.
- Accommodations may be updated or added throughout the semester depending on disability impact.

### Accessibility Services Provides:

- Sign Language Interpreter(s)
  - Accessibility Services will provide American Sign Language (ASL) interpreters for in-person or remote communication access. Accessibility Services will contact you with additional information.
- Real-time Transcription
  - Real-time transcription is the process of transcribing spoken communication into text format. Accessibility Services will provide services that may include CART, real-time transcription, or automatic speech recognition software for in-person or remote communication access. Accessibility Services will contact you with additional information.
- Assisted Listening Device (ALD)
  - Accessibility Services will provide equipment such as microphones or other devices to the student. Equipment is generally placed on a table at the front of the room, near the person speaking and assists the student in hearing the communication. Remember to speak clearly and repeat questions or comments from others in the room who are not close to the equipment.
- Materials in alternate format

- **Accessibility Services will work with the student to provide materials and/or textbooks in the format that they need.** This may mean materials read aloud (audiobooks/text-to-speech), materials in print format, or materials that are remediated to be screen reader accessible.
- **Accessibility Services will reach out to the instructor if further action is needed on the instructor's end to make materials and textbooks accessible to the student.**
- Please reference the accommodation guide below.
- Materials Enlarged
  - Accessibility Services will make sure certain visual media is enlarged and contrasted to be easier to view for some students. A Closed Circuit TV (CCTV) is available for some material and for accommodated exams in the Accessibility Services office.

### Instructor Provides:

- Preferential Seating
  - *(Specific seating arrangement)*
- Peer Notetaker
  - A peer notetaker is a student volunteer from the class who takes their own class notes and shares a copy with the student who has the accommodation. Notes may be digital or written on NCR note taking paper (can be provided by Accessibility Services).
    - Some students prefer to find their own peer notetaker while others may want your assistance asking another student to take notes. Please respect the student's privacy and do not identify the student who has the accommodation in front of the class.
    - Contact Accessibility Services immediately if a peer notetaker cannot be found.
- Captioned Media
  - Accessibility Services will work with the instructor to ensure that material is captioned correctly. Yuja will be used to ensure that the videos are captioned to 99% accuracy. **Please note that Accessibility Services can only caption videos with permission of the creator or videos that RRCC or the instructor owns.** If using outside sources, please check that they meet 99% accuracy in their captions.
- Breaks, when needed
  - The student may need to take a break(s) during the class period due to disability impact.
- Ability to stand when needed
  - The student should be given the opportunity to stand during class time as needed.
- Access to lecture/presentation materials, **if available**
  - If the instructor has lecture/presentation materials that are not already posted in D2L **prior to class**, the instructor should provide them to the student **prior to class**.
- Ability to turn in in-class work following the class
  - Due to disability impact, the instructor should ensure that the student will be able to turn in-class work in at the start of the following class period, or at the end of class if requested by the student.
- No spelling penalization for in-class work or exams
  - The student should not be penalized for minor spelling errors for work in the classroom or for exams.
  - If the spelling error transposes the meaning of a word (i.e. writing *abduct* in place of *adduct* on an anatomy exam), it should be considered incorrect. If the word is unrecognizable or can't be associated with the intended meaning, it should also be considered incorrect.
  - If a few letters are misplaced and the meaning can be interpreted, the word should be considered correct.

- **Seizure Protocol Notification**

- This student may experience seizures. If a seizure happens in your classroom, notify Campus Police by dialing 9-1-1. Try to remain calm and move any furniture or items that could harm the student who is seizing. Dismiss the class for a break while the student is provided attention.

### Student Provides:

- Use of Recording Device
  - Please reference the accommodation guide below.
- Use of Electronic Device
  - Due to the increase of assistive technology through phones and laptops, the student will need to have access to their phone and/or laptop during class.
- Personal Food and Drink in the Classroom
  - Student should be allowed to bring food and/or drink into the classroom and be allowed to eat or drink it during class time.
- Use of sunglasses
  - Student should be allowed to wear sunglasses in the classroom, as needed, to reduce the effects of light sensitivity or other disability impacts.

### Testing:

Please reference the [Accommodated Testing Instructions](#) (PDF) or the “Instructions for Testing Accommodations” section in this letter for more information.

- Extended time on tests & quizzes (**1.5x/150% or 2x/200%**)
  - The student will be provided a preestablished amount of additional time for each exam and quiz. This will be original amount of time to finish the test plus the student’s accommodated time.
- Technology for testing
  - This may include providing test materials in alternate format (text-to-speech, enlarged text, color contrast, etc.), being able to listen to music or to a white noise machine, using speech-to-text, etc.
- Distractions-reduced testing area (i.e., Assessment Center)
  - The student should test in an environment with reduced noise and visual stimuli.
  - Students must make testing appointments in advance to test in the Assessment Center.
  - Instructors must complete an [Accommodated Testing Form](#) if the student is taking a test/quiz that requires a proctor outside of the classroom.
  - If the class can test independently (ex: online/at home) and all of the student’s testing accommodations can be met, the student is not required to use the Assessment Center and the Accommodated Testing Form is not needed.
- Student can test in Accessibility Services/private testing room
  - Students must make testing appointments in advance to test in Accessibility Services.
  - Instructors must complete an [Accommodated Testing Form](#) if the student is taking a test/quiz that requires a proctor outside of the classroom.
  - If the class can test independently (ex: online/at home) and all of the student’s testing accommodations can be met, the student is not required to use Accessibility Services and the Accommodated Testing Form is not needed.

### Requires Discussion between Student, Instructor, & Accessibility Services:

Please reference the accommodation guide(s) on the following pages of this Accommodation Letter for instructions.

Contact Accessibility Services promptly if there are any questions or concerns.

- Extended deadlines *due to disability-related impact*
- Disability-related absences
- Use of basic, four-function calculator during testing
- Use of instructor-approved memory aids during testing
- **ASL-Interpreted Tests/Quizzes – Stacy Roe (Interpreter Coordinator) will contact the instructor to discuss this accommodation.**

## Accommodation Guides

If students are approved for any of the following accommodations, their corresponding guides will be included at the end of their AL.

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### Materials in Alternate Format

Guidelines for Students:

- Students must complete a [\*\*Book Request Form\*\*](#).
- Students must have proof of purchase or ownership (ex: book receipt) to request a book in alternate format.
- The timeline for processing books can alter depending on publishers. Accessibility Services will start reaching out to publishers as soon as the Book Request Form is completed.
  - Once we obtain a copy of the book and proof of purchase or ownership is established, it can take up to 5 business days or longer to upload a book depending on the publisher.
- Copyright Laws for Alternative Format:
  - Students will not infringe copyright laws by copying, sharing, or redistributing the alternative format.
  - Students must return and/or delete the alternate format at the end of the semester due date or if they withdraw from class/college, sell or give away the book.

### Use of Recording Device

Guidelines for use:

- In accordance with [\*\*Colorado Community College System SP 19-50 – Use of Recording Devices\*\*](#).
  - Students may record a class or discussion, including in-person or online classes and discussions, when such recording is an approved disability accommodation, or if the student has received written permission from the person teaching the class.
  - Authorized class recordings by students are for study purposes only and may not be uploaded to the internet, or otherwise shared, transmitted, or published without the prior written consent of the person teaching the class and others who were recorded.
- The instructor should respect the privacy of the student and not announce or ask permission of the class for recording.
- For confidential or personal information, instructors should work with Accessibility Services so we can ensure the student has the notes that they need.

### Extended Deadlines

Guidelines for use:

- The impacts of the student's disability may cause delays in the completion of assignments or assessments and necessitate extended deadlines.
  - Extended deadlines must be due to the student's disability. Other issues such as transportation, personal or family concerns, holiday travel, seasonal illness, etc., do not apply.
- Students with this accommodation are required to **notify their instructor(s) and Accessibility Services** as soon as possible when they need to utilize this accommodation, otherwise it may not be applied.
  - Requests for extended deadlines should be considered on an individual and course-by-course basis. The core competencies and learning outcomes of the course will not be modified.

- Generally, the student is given 1-2 additional days to submit work past the deadline. However, the timeline may depend upon the disability-related circumstance. Accessibility Services supports the method and timing of making up work if they are mutually agreed upon by the student and instructor(s).
- If needed, please contact Accessibility Services to help determine if/when this accommodation is reasonable to implement.

## Disability-Related Absences

### Guidelines for use:

- The disabilities covered under this accommodation are typically chronic, episodic or varied in nature and may cause difficulties with class attendance. This accommodation allows for a reasonable number of excused disability-related absences above what may already be established in the class for all students.
- Students with this accommodation are required to:
  - **Notify their instructor(s) and Accessibility Services** as soon as possible when they need to utilize this accommodation, otherwise it may not be applied.
  - Request extensions/make-up exams as soon as possible by contacting their instructor(s).
    - Assignments and exams that are missed due to disability-related absences are typically made up within 1-2 days from the due date (or as disability allows).
    - This applies to all course formats (in-person, synchronous/asynchronous online, etc.)
  - Use the accommodation for disability-related reasons that are documented through Accessibility Services.
    - Students are not required to provide doctor notes to instructors to justify use of this accommodation.
    - Other issues such as transportation, personal or family concerns, holiday travel, seasonal illness, etc., do not apply.
  - Attend class regularly, arrive prepared for class, and be knowledgeable of the course material previously covered.
  - Participate in all course requirements such as exams, assignments, and other coursework.
  - Complete the same essential components and objectives of the course as stated in the syllabus.

Accommodations cannot fundamentally alter the course.
- **Accessibility Services considers the following number of disability-related absences reasonable for a standard 15-week course.** If a course does not follow this format, instructors should contact Accessibility Services for more guidance. Exceeding this number of absences may constitute a fundamental alteration of the course:
  - Courses meeting once per week: 2 additional absences
  - Courses meeting twice per week: 4 additional absences
  - Courses meeting three times per week: 6 additional absences
- If needed, please contact Accessibility Services to help determine if/when this accommodation is reasonable to implement.

## Use of Basic Four-Function Calculator During Testing

### Guidelines for use:

- The student's disability impact results in a reasonable accommodation of use of a basic, four-function calculator during testing.
- **Students must communicate with instructors in a timely fashion to discuss the use of a calculator.**

- If needed, please contact Accessibility Services to help determine if/when this accommodation is reasonable to implement.

## Use of Instructor-Approved Memory Aids During Testing

Guidelines for use:

- The student's disability impacts their memory and recall. They may require the use of a notecard, formula sheet, or other instructor-approved memory aid during testing.
  - Memory aids may include mnemonics, visual prompts, "big picture" concepts or themes, terms, or definitions written in the student's own words, only if their memorization/recall is not being evaluated.
  - Memory aids should not contain any facts, concepts, or processes being tested (ex: if knowing a specific formula is an expected learning outcome of the course, the formula would not be allowed on the memory aid.)
  - Some courses may not permit the use of memory aids. If the design of the exam is such that the use of any outside materials would jeopardize its integrity or constitute a fundamental alteration, this accommodation may be deemed unreasonable.
- Students must communicate with instructors for **every** assessment that they plan to use memory aids.
- Any memory aid should be approved by the instructor **at least two business days** ahead of time unless other arrangements are made between the instructor and student.
- If needed, please contact Accessibility Services to help determine if/when this accommodation is reasonable to implement.

## Accommodated Testing Form Instructions

All accommodated tests are processed through Accessibility Services.

The Accommodated Testing Form replaces the usual cover sheet completed by instructors at the Assessment Center.

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### Student Responsibility:

- **Communicate with your instructor if you want to test outside of class ahead of time and notify them of any testing appointments you make.**
- Schedule a testing appointment in the Assessment Center by contacting [assessment.center@rrcc.edu](mailto:assessment.center@rrcc.edu), 303-914-6727 (Lakewood Campus), or 303-914-6075 (Arvada Campus). If you are approved to test in Accessibility Services, contact [access@rrcc.edu](mailto:access@rrcc.edu) or 303-914-6733.

### Instructor Responsibility:

- **The Accommodated Testing Form must be submitted for any/all accommodated tests requiring a proctor that are taken outside of the classroom** (typically in the Assessment Center or Accessibility Services). See below for details.
- Please submit all testing information **24 hours in advance, when possible**.
- Test pick-up will be at the Assessment Center at the campus where the student tests, unless other arrangements are made.
- If tests are administered through D2L or another online platform, instructors should be able to adjust tests for extended testing time. Other accessibility tools may also be available (ex: read aloud/text-to-speech).
- **If students are allowed to test independently (ex: at home) and all of the student's testing accommodations can still be met, the Accommodated Testing Form is not needed.**

#### *Lakewood Campus:*

- Complete the [Form Stack online](#) (testing materials can be attached in the Form Stack).
- Email the [Accommodated Testing Form \(PDF\)](#) and testing materials to [access@rrcc.edu](mailto:access@rrcc.edu).
- Drop off physical copies of the Accommodated Testing Form and testing materials at Accessibility Services (Suite 1182).

#### *Arvada Campus:*

- Complete the [Form Stack online](#) (testing materials can be attached in the Form Stack) **and note that the student is testing at the Arvada Campus Assessment Center.**
- Email the [Accommodated Testing Form \(PDF\)](#) and testing materials to [assessment.center@rrcc.edu](mailto:assessment.center@rrcc.edu) **and note that the student is testing at the Arvada Campus Assessment Center.**
- Drop off physical copies of the Accommodated Testing Form and testing materials at the Arvada Campus Assessment Center (Rm 7117).
- Contact the Arvada Campus Assessment Center at [assessment.center@rrcc.edu](mailto:assessment.center@rrcc.edu) or 303-914-6075 if you have any questions.

## Accommodated Testing Form

### Instructions:

- The Instructor should submit an Accommodated Testing Form for any/all accommodated tests requiring a proctor that are taken outside of the classroom (typically in the Assessment Center or Accessibility Services).
- The form and testing materials should be submitted **24 hours prior to the test date** when possible by emailing it to [access@rrcc.edu](mailto:access@rrcc.edu) or bringing it to Accessibility Services (Rm 1182).
- This form replaces the cover sheet completed by instructors at the Assessment Center.
- If the student is testing at the Arvada Campus: Email [assessment.center@rrcc.edu](mailto:assessment.center@rrcc.edu) or drop off at Rm 7117.

For detailed testing instructions, visit <https://www.rrcc.edu/accessibility-services>.

Student: \_\_\_\_\_

Course: \_\_\_\_\_ Instructor: \_\_\_\_\_

Instructor preferred contact information: \_\_\_\_\_

### Testing instructions:

Calculator Type:  Basic  Scientific  Programmable  Other: \_\_\_\_\_

Additional instructions:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How much testing time is the class allowed? \_\_\_\_\_

Student's testing time:  1.5x (time & half)  2x (double time)  N/A (not extended)

Deadline to take the test: \_\_\_\_\_

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

Date test picked up: \_\_\_\_\_ Instructor initials: \_\_\_\_\_

Accessibility Services

Received by: \_\_\_\_\_ Date: \_\_\_\_\_ Accommodated time: \_\_\_\_\_

Assessment Center received initials and date: \_\_\_\_\_

Comments:

\_\_\_\_\_

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