



FACULTY HANDBOOK

Fall 2022

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access@rrcc.edu

rrcc.edu/accessibility-services

We serve both the Lakewood and Arvada RRCC campuses.

Suite 1182 (Lakewood Campus)

Monday – Thursday: 8:00 AM to 5:00 PM

Friday: 8:00 AM to 4:00 PM

Thank you for the excellent work you do instructing students at Red Rocks. We value your partnership and are always open to collaborating with you to support students with disabilities in your classroom.

Please feel free to contact us with any questions!

Have an amazing semester,
The Accessibility Services Staff

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Syllabus Statement

Please include the following statement on your syllabus:

Accessibility Services: 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, call Accessibility Services at 303-914-6733, 720-336-3893 (VP) or email [Accessibility Services \(access@rrcc.edu\)](mailto:access@rrcc.edu). More information is available at the [Accessibility Services website \(rrcc.edu/accessibility-services\)](http://rrcc.edu/accessibility-services). Note: Faculty are not obligated to provide accommodations without proper notification by Accessibility Services and accommodations are not retroactive.

Providing Accommodations

You will receive a copy of the **Accommodations Letter (AL)** through email for each of your students working with our office. Contact Accessibility Services if you have questions or need assistance in providing the listed accommodations. If a student requests accommodations but you have not received the Accommodations Letter from our office or from the student, please refer the student to Accessibility Services.

The Accommodations Process

When a student is new to our office, we complete the Accommodations Process which includes completion of the **Student Information Form**, the **Rights & Responsibilities** form, and an **initial meeting**. The initial meeting is when we meet the student and get to know them. We review disability information such as an IEP, 504 Plan, or information provided by a licensed professional. The appropriate accommodations are determined collaboratively with the student. It is important to note that we will not approve accommodations until we have sufficient disability information.

After the initial meeting, the student will submit a **Semester Request Form (SRF)**. This lets us know that they are taking classes and want to use their accommodations for the selected semester. The student must submit a Semester Request Form for **every** semester they wish to use accommodations.

After receiving the SRF, we email Accommodations Letters to the student and to their instructors along with any additional forms needed, depending on their accommodations. We encourage students to discuss their accommodations with their instructors as needed.

There may be instances when students may request accommodations from their letter later in the semester. Some students choose not to use their accommodations at first for a variety of reasons.

Meeting with Students Regarding Their Disability

We recommend that instructors be open to meeting with students who want to discuss particular accommodations. Due to the personal and private nature of some disabilities, it is preferable to discuss accommodations in a location that protects the student's right to privacy.

A Collaborative Relationship

Faculty can best provide accommodations for students with disabilities by collaborating with the student and Accessibility Services. Accessibility Services has been 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.

We appreciate the time and work you do to assist students with disabilities in your classes.

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, contact Accessibility Services.

Disability Information

How is Disability Assessed?

Accessibility Services does not evaluate students to determine if a student has a disability. We have a referral list of offices that test for disabilities such as Learning Disabilities and ADHD. This can be a costly and timely process.

During an initial meeting, we look at disability information as well as collect the student's testimony of disability impact. We review disability information for the student before we approve accommodations. This information may be an IEP (Individualized Education Plan), 504 Plan, letter from a provider, or other document detailing the student's disability and/or accommodations.

If You Suspect a Disability

If a student is having difficulty in class and you wonder if the student has 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 their 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 they are aware of the services offered in the Learning Commons and/or Accessibility Services.

Forms

Accommodations Letter

Accessibility Services will email you a copy of the **Accommodations Letter (AL)** for each of your students working with our office. Accommodations officially begin once you receive the AL. It is important to note that the accommodations are not retroactive; however, Accessibility Services supports your flexibility with students at your discretion.

Accommodations in the AL are divided into what Accessibility Services, the instructor, and the student provides. If applicable, there may also be a section for accommodations that require discussion between you, the student, and our office. If you have any questions or concerns about how the accommodations will be applied in your course, contact Accessibility Services.

Testing Accommodations

Testing accommodations require communication and collaboration between the student, instructor and Accessibility Services.

When Accessibility Services emails you a student's AL, we will also include a copy of the **Accommodated Testing Form** and the **Accommodated Testing Form Instructions**.

For every test and quiz, we ask you submit the testing material and the Accommodated Testing Form to Accessibility Services. **The material must come to Accessibility Services if the student is testing at the Lakewood Campus.** This process allows us to keep record of the accommodations and provide the appropriate testing accommodations to the student. These accommodations may include extended time, read aloud software, speech-to-text, or testing in a private testing room depending on the impact of the student's disability.

There are several ways to get the materials to our office:

1. Deliver it to our office in Suite 1182 at the Lakewood Campus.
2. Complete the [Form Stack](#) on our website ("Faculty Resources" page).
3. Email the test (with materials if needed) and [Accommodated Testing Form](#) to access@rrcc.edu
4. Fax the test and the [Accommodated Testing Form](#) to 303-914-6833.

If the student is testing at Arvada, the testing material(s) should be emailed to assessment.center@rrcc.edu or dropped off at Room 7117 on the Arvada campus. If you have questions, contact the Assessment Center at their email above or call 303-914-6727.

Template for Accommodations Letter

Note: This template includes the most common accommodations that our office provides. Students' ALs will include only the accommodations discussed and approved during their initial meeting.

Accommodations Letter - Semester

Student:

S Number:

The student above has been approved for specific accommodations due to a disability. Faculty members, please discuss the accommodations listed below with the student as they apply to your particular course. **Let us know if you have questions or need assistance putting the accommodations in place.** Your cooperation is not only appreciated, it is essential to the college meeting its obligations under the law.

Please note:

- Accommodations take effect once you receive this letter
- Accommodations are not retroactive; **however, Accessibility Services supports faculty's flexibility with students at their discretion**
- Not all accommodations apply to every course

Accessibility Services Provides:

- Sign Language Interpreter(s)
 - o Accessibility Services will provide American Sign Language (ASL) interpreters for in-person or remote communication access. Accessibility Services will contact you with additional information.
- Speech-to-Text
 - o Speech- to-Text 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)
 - o 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
 - o Accessibility Services will work with the student to provide materials in the format that they need. This can range from enlarged materials, text-to-speech, or screen reader accessible. Accessibility Services may reach out for access to materials as needed.
- Preferential Seating
 - o Accessibility Services may place some equipment such as an adjustable height table or padded seating in the classroom, please encourage the class to use it appropriately. This accommodation may also mean that a student has a specific need for the placement of where they sit. For example, a student may need

to sit near the front for better vision, attention or use of an interpreter or a student may need to sit at the back of the room or close to an exit.

- Materials Enlarged
 - o 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:

- Peer Notetaker
 - o 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. This can happen by email or Accessibility Services can provide NCR note taking paper. 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
 - o 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 the 99% accuracy in their captions.
- Breaks, when needed
 - o The student may need to take a break(s) during the class period due to disability impact.
- Access to lecture notes & presentation materials
 - o If the instructor has notes or 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
 - o 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.
 - o 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) then it should be considered incorrect. And if the word is unrecognizable, if it can't be associated with the intended meaning, then it should also be considered incorrect. But if a few letters are misplaced and the meaning can be interpreted, the word should be considered correct.

Student Provides:

- Use of Recording Device
 - o In accordance with the Colorado Community College policy SP 19-50, to record lectures in the classrooms, students must have either (not both): An accommodation to record and it listed on their Accommodations Letter OR written permission from instructor to record lectures.
 - o Recordings are for private academic use and study and are not to be shared with individuals or social media.
 - o The instructor should respect the privacy of students and not announce or ask permission of the class for recording.

- o For confidential or personal information, instructors should work with Accessibility Services so we can ensure the student has the notes that they need.
- Use of Electronic Device
 - o 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
 - o Student should be allowed to bring food and/or drink into the classroom and be allowed to eat or drink it during class time.
- Ability to stand when needed
 - o Similar to “breaks, as needed” the student should be given the opportunity to stand during class time as needed.
- Use of sunglasses
 - o Student should be allowed to wear sunglasses in the classroom, as needed, to reduce the effects of light sensitivity or other disability impacts.

Testing:

- Extended time on tests & quizzes (**1.5x or 2x**)
 - o The student will be provided a preestablished amount of additional time for each exam and quiz. This will be the amount of time the class has to finish the quiz or exam plus the student’s accommodated time. These exams and quizzes are mostly proctored separately and processed through our office. Please see the Accommodated Testing Form Instructions provided along with this letter for information about setting up accommodated testing.
- Technology for testing
 - o This may include providing test materials in alternate format, being able to listen to music or to a white noise machine, etc.
- A distractions-reduced testing area
 - o The student should be provided an environment in which distractions such as excess noise, or visual stimuli are reduced.

May Require Discussion between Student, Instructor, & Accessibility Services:

- Extended deadlines
 - o The student may be given **up to 3** additional days to submit coursework past submission deadline. If the student experiences extenuating circumstances, we support the instructor’s flexibility at their discretion.
- Use of calculator
 - o Student will contact Accessibility Services if there is a need for this accommodation.
- Use of notes during testing
 - o Student will contact Accessibility Services if there is a need for this accommodation.
- Flexible attendance, if needed
 - o Student will contact Accessibility Services if there is a need for this accommodation.

Jean Kelly, Director

303-914-6733, access@rrcc.edu

Accommodated Testing Form

Instructor:

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

1. Drop off in Accessibility Services, Suite 1182.
2. Email access@rrcc.edu.
3. Fax 303-914-6833.
4. For the Arvada Campus: Drop off in Room 7117, or email assessment.center@rrcc.edu.

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

Student: _____

Course: _____ Instructor: _____

Instructor preferred contact information: _____

Testing instructions:

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

Testing instructions:

How much testing time is the class allowed? _____

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 Use Only:

Received by: _____ Date: _____ Accommodated time: _____

Assessment Center received initials and date: _____

Comments: _____

Faculty Information & Resources

Terms & Resources for Instruction

[Differentiation](#) entails adjusting content, process, product, and instruction to meet the needs of individual students. It does not necessarily mean recreating entire lessons or curricula.

[Universal Design for Learning](#) (UDL) is "the design of teaching and learning products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design." Making classrooms more accessible benefits *all* students.

Resources for [Instructional Design](#) and [Course Accessibility](#) can also be found on the RRCC website under the Instructional Technology department.

For further information, visit our "Faculty Resources" page under Accessibility Services.

The DO-IT Center

The DO-IT (Disabilities, Opportunities, Internetworking & Technology) 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. There is information specific to particular disabilities as well as general information regarding accessibility.

[DO-IT Center Faculty Room](#): The Faculty Room from the University of Washington 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.

"Faculty Resources" Page

We urge you to visit the [Faculty Resources](#) page on the Accessibility Services website for more information about accommodated testing, specific disabilities, differentiation, Universal Design for Learning (UDL), Assistive Technology, Service Animals, and other topics.

As always, you are also welcome to visit Accessibility Services if you have questions, concerns, suggestions, or just want to say hi!

Frequently Asked Questions

Questions about Accommodations

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

A: Accessibility Services has been charged with determining reasonable and appropriate accommodations. The staff bases decisions on information received from the student with a disability, the student's functional limitations, as well as 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 Accommodations Process?

A: The student is responsible for requesting services every semester and providing our office with disability information that supports the need for accommodations. After Accessibility Services determines appropriate accommodations, we provide the AL to the student and their instructors. The student is then responsible for discussing their accommodations with their instructors as needed.

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

A: While some disabilities are apparent (i.e., use of a wheelchair, hearing aids, walking aids, etc.), many students have non-visible disabilities which include medical or psychological conditions, such as attention deficit disorder and specific learning disabilities. Since our office respects students' right to privacy, we do not identify the nature of the student's disability in their ALs 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, faculty members should be careful not to ask questions about the nature of their disability.

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

A: Faculty should provide accommodations listed under the "Instructor Provides" and "Requires Discussion" sections (if any) in a timely manner and talk with students to establish the best means of providing accommodations. You are not obligated to provide accommodations until you receive the AL from Accessibility Services. Accommodations are **not** retroactive and take effect the day the AL is sent; however, Accessibility Services supports your flexibility with students at your discretion.

Q: What are the most commonly requested accommodations at RRCC?

A: Extended testing time and a distraction-reduced exam setting are the most commonly requested accommodations at our institution.

Q: A student came to me late in the semester to request extended time. I think it is too late to ask for accommodations and believe arrangements should have been made at the beginning of the semester. I even made an announcement on the first day to meet with me to make 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 take classes without accommodations but find that they aren't doing well and ultimately need their accommodations. Whatever the reason, students may request accommodations at any time during the semester. Accommodations are not retroactive, so you are not required to go back and apply accommodations to portions of the course that have already been completed; however, our office will support any flexibility at your discretion.

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

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

Q: Why do some students have an accommodation for "extended deadlines"?

A: Some students may experience "flare-ups" (sudden intensification) of their disability and will need additional time to catch up on work or to complete assignments. Students may also have difficulty with accessing transportation (ex: Access-a-Ride) and could unintentionally arrive late or miss class. In any case, it is important to remember that we discuss the necessity of each accommodation with students and ensure that their ALs are individualized to reflect their needs. However, please do reach out to our office if you have specific questions or concerns.

Q: From my conversations with students, most do not seem to need the extra time given to them on tests. Do I have to give them the extra testing time?

A: The accommodations are approved after a comprehensive process including the evaluation of disability information from a licensed professional. Due to the inherent power differential in a relationship between an instructor and a student, students may hesitate to advocate for their needs. The additional time should consistently be offered when approved unless the student communicates that there is no need at the time.

Questions about Disabilities

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

A: The student should be directed to take their 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: 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 emergency responders. Dismiss the class for a small break while the student is provided attention. You do not need to remain with the student once emergency personnel have arrived.

Try to remain calm and move any furniture or items that could harm the student who is seizing. If possible, place something soft under the student's head. Try to keep track of when the seizure began to share with emergency personnel. At your earliest convenience following the incident, contact the Director of Accessibility Services, Jean Kelly at 303-914-6731 or jean.kelly@rrcc.edu to notify her that the student has had a seizure and to share any relevant details.

Q: I feel under-trained on different disabilities. What do I do?

A: Accessibility Services can provide resources and information sessions regarding different disabilities upon request. We also have a section under our "Faculty Resources" page with information on specific disabilities, including their potential impact in different educational settings (during lectures, tests, or distance learning). If you need additional support or have specific questions, please reach out to our office.

Q: Are there considerations for students who are pregnant?

A: If a student presents themselves as pregnant, refer the student to contact the RRCC Title IX Coordinator, Patty Davies, at patty.davies@rrcc.edu or 303-914-6298. If necessary, the Title IX Coordinator will refer student to Accessibility Services for consideration of accommodations.

Q: If I have a student in class with a temporary disability such as a broken arm or surgery, should I refer them to your office?

A: Yes, please refer them to our office. They may benefit from temporary accommodations and other support such as Assistive Technology.

Questions about Assistive Technology

Q: I haven't picked the books for my class yet, 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. 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: Shouldn't Accessibility Services help faculty create and mediate accessible electronic material?

A: Accessibility Services and E-Learning are partnering to help faculty with accessible electronic material. If a student has a specific need for accessible electronic content, contact our office.

Q: How do I know if a student is recording lectures?

A: If a student has a disability and is approved to record lectures, that accommodation would be listed on their Accommodations Letter. Other students may be recording your lectures without accommodations and without connection to our office. Technology to record lectures is available on the open market for any student to purchase.

Q: Who can use Kurzweil?

A: Kurzweil is a read aloud software available for use by all students and faculty at Red Rocks. However, we may only convert books to alternate format for students with that accommodation. For Kurzweil Installation, contact our office.

Miscellaneous Questions

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 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 satisfactorily, that's where we stop. The dog must be housebroken and under the control of the student. For more information, visit the [Rocky Mountain ADA Service Animals](#) website or the [ADA Service Animals](#) website.

Q: Can I have a list of students needing accommodations in my class?

A: We can create a list of students in your course(s) needing accommodations upon request.