



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.

Front Desk Phone: 303-914-6733

Video Phone: 720-336-3893

Fax: 303-914-6833

Email: access@rrcc.edu

Website: rrcc.edu/accessibility-services

We serve both the Lakewood and Arvada campuses. Our office is on the Lakewood campus, Suite 1182. We are open from 8-5pm Mondays – Thursdays and 8-4pm on Fridays.

Have a super semester!
The Accessibility Services Staff

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Accessibility Services Staff:



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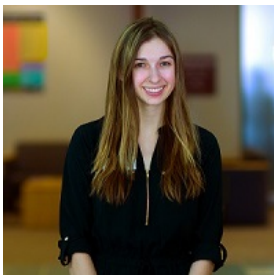


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Syllabus Statement:

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:

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.

The Accommodations Process

When a student comes to our office, we start with an intake appointment. This is the initial meeting where we meet the student and get to know them. We also review disability information such as an IEP, 504 plan, or information provided by a licensed professional. The appropriate accommodations are determined for the student. It's important to note that we will not approve accommodations until we have sufficient disability information.

After the intake, the student will submit a Semester Request Form. This lets us know that they are taking classes and would want to use their accommodations. We send out Accommodations Letters after receiving the Semester Request Form. The student must submit a Semester Request Form every semester they wish to use accommodations.

Accommodations Letters are emailed to the student and any additional forms needed depending on the accommodation. The student will give their instructors the **Accommodations Letter**. We encourage students to discuss their accommodations with their instructors.

There are instances where students may present a copy of their Accommodations Letter later in the semester. Some students choose not to use their accommodations at first. Other students need to have an evaluation done to secure disability information.

Meeting with Students Regarding Their Disability

We recommend that instructors be open to meeting with students who provide you an Accommodations Letter to discuss particular accommodations. Due to the personal and private nature of some disabilities, it is 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 pre-determine 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, contact Accessibility Services.

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.

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 intake, 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 can be an IEP (Individualized Education Plan) or a 504 Plan. These plans come from the K-12 school environment. If a student does not have an IEP or 504 Plan, the student might provide information from a medical provider or another licensed professional.

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.

Forms

The student should provide you a copy of the Accommodations Letter (AL). For online courses, our office will be emailing the AL. The accommodations officially begin when you receive the AL. It is important to note that the accommodations are not retroactive.

Accommodations are divided into what Accessibility Services, the instructor, and the student provides. If you have any questions or concerns about how the accommodations will be applied in your course, contact Accessibility Services.

The next few pages will include examples of the Accommodations Letters, Accommodated Testing Form & Instructions.

Testing Accommodations

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

When the student presents you the Accommodations Letter, they will also present you the Accommodated Testing Form and the instructions. **Effective Fall of 2018, the student will only need to present the Accommodated Testing Form once.** It will be the student's responsibility to notify you if they ever wish to take the test in class without their accommodations.

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 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. Email the test and the Accommodated Testing Form to access@rrcc.edu
3. Fax the test and the Accommodated Testing Form to 303-914-6833.
4. **Starting Fall of 2018, we are offering a Form Stack online that is fillable.**

This is located on our webpage under [Faculty Resources](#).

If the student is testing at Arvada, the testing material will go to Susanne Eagan at the Assessment Center. It may be dropped off in person in room 7117 or emailed to Susanne.eagan@rrcc.edu.

Example Accommodations Letter

Semester:

Student:

S Number:

The student above has been approved for specific accommodations due to a disability. Please discuss the accommodations listed below with the student as they apply to your particular course. **Let me 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

Accessibility Services Provides:

Materials in alternate format.
Materials enlarged.
Sign Language Interpreter.

Transcription Services.
Use of Assistive Listening Device.

Testing:

Extended time on tests and quizzes. *

A distractions-reduced testing area. *

Instructor Provides:

Preferred seating.
Ability to turn in in-class work following the class period.
Breaks when needed.
Instructor lecture notes/PowerPoints (when available)

No spelling penalization for in-class work.
Peer note taker.
Captioned media. *

Student Provides:

Recording of lecture.
Use of electronic device.
Personal food and drink in classroom.

Ability to stand when needed.
Use of sunglasses if needed.

* For further instructions, visit our website for [Faculty Resources](#)

Jean Kelly, Director
303-914-6731 jean.kelly@rrcc.edu

This information should be considered confidential. The accommodations listed above are among those identified in both Section 504 of the National Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), which address the issue of non-discrimination of students with disabilities in postsecondary settings.

Accommodated Testing Form Example

Can also be found on our [webpage](#).



Accommodated Testing Form

Phone: 303-914-6733 V.P: 720-336-3893 Fax: 303-914-6833 Email: access@rrcc.edu

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 to Susanne Eagan at susanne.eagan@rrcc.edu or in room 7117.

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: _____

Accommodated Testing Form Instructions

Can also be found on our [webpage](#).



Accommodated Testing Form Instructions

Phone: 303-914-6733

VP: 720-336-3893

Fax: 303-914-6833

Email: access@rrcc.edu

1. **Accommodated Testing Forms are located in:**
 - a. Accessibility Services in suite 1182 on the Lakewood Campus inside the Learning Commons.
 - b. Arvada Campus room 7117 in the Assessment Center.
 - c. Online under the Forms or Faculty Resources section at www.rrcc.edu/accessibility-services.
 - d. Fill out an Accommodated Testing Form Stack to electronically send it to our office.
2. **Student Responsibility**
 - a. To provide the instructor with a copy of the Accommodated Testing Form when presenting the Accommodation Letter.
 - b. On the day of the test, your test will be in the Assessment Center unless you have made prior arrangement with Accessibility Services.
 - c. If you decide to take the test or quiz in class, you must let your instructor know the class period before the test date.
3. **Instructor Responsibility:**
 - a. Submit the completed Accommodated Testing Form with the test *24 hours prior to the test date if possible*. **You must submit the test to Accessibility Services unless the test is at the Arvada Campus.**
 - b. Test pick-up will be in the **Assessment Center** unless other arrangements are made.
 - c. Contact Accessibility Services with any questions.
4. **Listed below are the options for Accessibility Services at Lakewood and Arvada to receive the test:**
 - Lakewood Campus options:**
 - i. Drop off the test and form in Accessibility Services.
 - ii. Complete a Form Stack online and attach the test.
 - iii. Email the test and the Accommodated Testing Form to access@rrcc.edu.
 - iv. Fax the test and the Accommodated Testing Form to 303-914-6833.

Arvada Campus options:

The Arvada Assessment Center will receive exams from instructors via email or in person 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 suite 1182 or call or email.

Faculty Information & Resources

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

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.

The website for the DO-IT center is:

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

Faculty Resources, Accessibility Services Webpage

See Accessibility Services webpages for more information about forms, process, Assistive Technology and other informational resources.

Accessibility Services will be offering demos and information sessions throughout the semester. Look out for more information about dates and times!

As always, please come by Accessibility Services if you have questions, concerns, suggestions, or you 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 from 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 accommodations 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, such as 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 type 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 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 late in the semester 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 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 do a class without accommodations but find that they aren't doing well and need accommodations. Whatever the reason, students may request accommodations at any time during the semester. Accommodations are NOT retroactive so you will not need to go back and apply accommodations to portions of the course already completed.

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

A: To express a concern or disagreement about a requested accommodation, 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 find a reasonable accommodation to meet a particular accommodation need.

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: 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 evaluation 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 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: 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 will be holding more information sessions about different disabilities. If you ever need extra support or have certain questions, please reach out to our office.

Q: Are there considerations for students who are pregnant?

A: If a student presents themselves as pregnant, the first step is to contact the RRCC Title IX Coordinator. 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: 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. 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: Shouldn't Accessibility Services be helping faculty create and mediate accessible electronic material?

A: Accessibility Services and E-Learning are partnering to help faculty with accessible electronic material. If there is a specific student in your class with a disability, your contact would be Accessibility Services.

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 the 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 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. 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.

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

A: We do what we can to protect a student's privacy. We ask students to give the faculty the Accommodations Letter so they can decide when and to what extent they want to use their accommodations. We encourage students to have a discussion with you about their accommodations.