



Student Disability Services Student Handbook

**Rocky Mountain College of Art and Design
Student Disability Services**

1600 Pierce Street, Denver, CO 80214

Voice: 303-335-9937, FAX: 720-545-2137

E-Mail: jmeister@rmcad.edu

Student Disability Services
Student Handbook

1. Requesting accommodations at RMCAD
2. Definitions
3. Student Rights and Responsibilities
4. Documentation Guidelines
 - a. Attention Deficit/Hyperactivity Disorder
 - b. Blind and Low Vision
 - c. Deaf and Hard of Hearing
 - d. Head Injury and Traumatic Brain Injury
 - e. Physical Disabilities and Systemic Illness
 - f. Psychiatric and Psychological Disabilities
 - g. Specific Learning Disabilities
5. Forms
 - a. Request for Accommodations
 - b. Informed Consent
6. Grievance Process

Requesting Academic Accommodations with Rocky Mountain College of Art and Design

Students that have been admitted to the Rocky Mountain College of Art and Design may request reasonable academic accommodations under the ***Americans with Disabilities Act (ADA) of 1990*** and ***Section 504 of the Rehabilitation Act of 1973*** in accordance with the Institution's policies by following the process below:

1. Self-Identify to the Student Disability Services Coordinator as a student with a disability. The Student Disability Services Coordinator may be contacted by phone at xxx-xxx-xxxx or via e-mail at jmeister@rmcad.edu.
2. Submit documentation of disability(ies) to Student Disability Services.
3. Submit both a Request for Accommodations and Informed Consent forms to the Student Disability Services.
4. Contact the Student Disability Services Coordinator to ensure that disability documentation, Request for Accommodations and Informed Consent forms were received. The Student Disability Services Coordinator may be contacted by phone at 303-335-9937 or via e-mail at jmeister@rmcad.edu.
5. Request an appointment with the Student Disability Services Coordinator following document review process. Review process generally takes 5 to 10 business days.
6. Request reasonable academic accommodations for each academic term.
7. Distribute and discuss accommodations letters with faculty/instructors.
8. Accommodations are not considered in place until the student shares their Accommodations Letter with their individual faculty members.

Documentation Guidelines are available by contacting the Student Disability Services Coordinator or the Dean of Students.

Students may request an appointment at any time with the Student Disability Services Coordinator to discuss the above process, documentation guidelines, or any concerns the student may have during the application process.

Disability documentation and Applications for Academic Accommodations may be submitted by the following means:

In-Person

Rocky Mountain College of Art and Design
1600 Pierce Street – Attn: Student Disability Services
Denver, CO 80214

Mail

John Meister, MS, CRC, LPC
303 S. Broadway, Ste 200-467
Denver, CO 80209

FAX

720-545-2137

E-Mail

jmeister@rmcad.edu

Definitions

These definitions are taken from Title II Highlights and Title III Highlights, U.S. Department of Justice, Civil Rights Division, Office on the Americans with Disabilities Act, Section 504 Compliance Handbook, and ADA Alliance.

The two federal laws governing institutions of higher education are The Americans with Disabilities Act of 1990 (ADA) and The Rehabilitation Act of 1973.

Provisions of the ADA prohibits discrimination on the basis of disability in

Title I -	Employment
Title II -	Public services and transportation (includes state universities)
Title III -	Public accommodations related to goods, programs, and services (includes most private universities)

Section 504 of the 1973 Rehabilitation Act states: "No otherwise qualified disabled individual in the United States ... shall, solely by reason of his disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance..."

An individual with a disability is defined as a person who has a "physical or mental impairment" that substantially limits a "major life activity," or has a record of such impairment, or is regarded as having such impairment.

A **physical impairment** is defined as any physiological disorder, condition, cosmetic disfigurement, or anatomical loss which affects one or more of the following body systems: neurological, musculoskeletal, sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin and endocrine. Examples:

AIDS	epilepsy	muscular dystrophy
cancer	hearing impairments	speech impairments
cerebral palsy	heart disease	visual impairments
diabetes	multiple sclerosis	

A **mental impairment** is defined as any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, as well as specific learning disabilities.

Substantially Limits is defined as an individual being unable to perform a major life activity or significantly restricted as to the condition, manner or duration under which s/he can perform a major life activity.

Major life activities include functions such as

breathing	learning	speaking
caring for self	performing manual tasks	walking
hearing	seeing	working

A **qualified individual with a disability** is one who meets the essential eligibility requirements for the program or activity offered by a public entity. The essential eligibility requirements will depend on the type of service or activity involved.

A **qualified person with a disability in regard to education** is defined as a person who meets the academic and technical standards requisite to admission or participation in the institution's programs and activities. Factors such as safety may be considered in determining whether a disabled person is qualified.

Reasonable accommodations are the adaptation of a program, facility, or work place that allows an individual with a disability to participate in the program or services or perform a job. Accommodations may consist of changes in policies, practices, services or location and the use of auxiliary aids. Accommodations must be made unless it can be demonstrated that the accommodations would impose an undue hardship on the operation of the program. A modification is not mandated if it would "fundamentally alter" the goods, services, or operations of the public accommodation.

Auxiliary aids will be provided when they are necessary to ensure effective communication with individuals with hearing, vision, or speech impairments. **Auxiliary aids** include such services or devices as qualified interpreters, assistive listening headsets, television captioning and decoders, telecommunications devices for deaf persons, videotext displays, readers, taped texts, Brailled materials, and large print materials.

A disability is **NOT**: homosexuality, bisexuality, transvestitism, transsexuals, compulsive gambling, or substance abuse disorders resulting from current illegal use of drugs.

Student Rights and Responsibilities

In addition to providing notification and documenting the need for accommodation(s), students with disabilities also have the following rights and responsibilities:

Rights

- to an equal opportunity to participate in and benefit from courses, programs, services or activities;
- to an equal opportunity to work and to learn, to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services;
- to the assurance that all disability-related records will be confidential and maintained separately from college/university records.

Responsibilities

- to meet qualifications and maintain essential institutional standards for courses, programs, services or activities;
- to initiate all requests for accommodations and services;
- to give institutions advance notice of needed accommodation(s).

Documentation Guidelines for Attention Deficit/Hyperactive Disorder

These documentation guidelines are provided for students with a diagnosis of ADD/ADHD who are seeking academic accommodations through the Student Disability Services at Rocky Mountain College of Art and Design.

Attention Deficit/Hyperactive Disorder (AD/HD) is considered a medical or clinical diagnosis. Individuals qualified to render a diagnosis for this disorder are practitioners who have been trained in the assessment of AD/HD and are experienced in assessing the needs of adult learners. Recommended practitioners may include developmental pediatricians, neurologists, psychiatrists, licensed clinical or educational psychologists, family physicians, or a combination of such professionals. The diagnostician must be an impartial individual who is not a family member of the student.

Documentation should include the name, title, professional credentials, address, and telephone number of the practitioner as well as the date(s) of testing.

The following documentation requirements will assist the Student Disability Services Coordinator in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that supports a student's request for appropriate accommodations. Recommended documentation includes all of the following:

1. A clear statement of ADD or AD/HD with the DSM-IV diagnosis (including which DSM-IV criteria were met) and alternative diagnoses or explanations should be ruled out;
2. Documentation for eligibility must be current, within the last three years; (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's specific request for accommodations);
3. A summary of the client's self report of past history (to demonstrate childhood onset and rule out other causes for the difficulties), past treatment and/or remediation history (if no previous treatment or remediation, why not), the chronic and pervasive nature of the condition as manifested in multiple settings;
4. A summary of hard data to support the client's self report (for example, performance reviews, past academic reports, reports from significant others, etc.);
5. A summary of the testing measures used to document the disabling condition (including standardized scores of all subtests as well as overall standardized test scores);
6. A conclusive summary that presents the sound rationale for the diagnosis based on the information presented, information gathered and tests administered;
7. A statement of the functional impact or limitations of the disorder or disability on learning or other major life activity and the degree to which it impacts the individual;
8. Medical information relating to the student's needs must include the impact of medication on the student's ability to meet the demands of the postsecondary environment;

9. Recommendations of strategies and accommodations that would be appropriate for the student based on the information gathered, testing results, and observations of performance.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Student Disability Services Coordinator at Rocky Mountain College of Art and Design will collaborate regarding accommodations with the final decision made by the Student Disability Services Coordinator.

Documentation Guidelines for Blind/Low Vision

These documentation guidelines are provided for students with visual impairments who are seeking academic accommodations through the Student Disability Services at Rocky Mountain College of Art and Design.

Ophthalmologists are the primary professionals involved in diagnosis and medical treatment of individuals who are blind or experience low vision. Optometrists provide information regarding the measurement of visual acuity as well as tracking and fusion difficulties. The diagnostician must be an impartial individual who is not a family member of the student.

Documentation should include the name, title, professional credentials, address, and telephone number of the practitioner as well as the date(s) of testing.

The following documentation requirements will assist the Student Disability Services Coordinator in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that supports a student's request for appropriate accommodations. Recommended documentation includes all of the following:

1. A clear statement of a vision-related disability with supporting numerical description that reflects the current impact the blindness or vision loss has on the student's functioning, (the age of acceptable documentation is dependant upon the disabling condition, the current status of the student and the student's request for accommodations);
2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results including standardized scores;
3. Presenting symptoms that meet the criteria for diagnosis;
4. Medical information relating to the student's needs, the status of the individual's vision (static or changing) and its impact on the demands of the postsecondary environment;
5. Narrative or descriptive text providing both quantitative and qualitative information about the student's abilities which might be helpful in understanding the student's profile including the use of corrective lenses and ongoing visual therapy (if appropriate);
6. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing disabling conditions are indicated. The student and the Student Disability Services Coordinator at Rocky Mountain College of Art and Design will collaborate regarding accommodations with the final decision made by the Student Disability Services Coordinator.

Documentation Guidelines for Deaf/Hard of Hearing

These documentation guidelines are provided for students with hearing impairments who are seeking academic accommodations through the Student Disability Services at Rocky Mountain College of Art and Design.

Physicians, including Otorhinolaryngologists and Otologists are qualified to provide diagnosis and treatment of hearing disorders. Audiologists may also provide current audiograms. The diagnostician must be an impartial individual who is not a family member of the student.

Documentation should include the name, title, professional credentials, address, and telephone number of the practitioner as well as the date(s) of testing.

The following documentation requirements will assist the Student Disability Services Coordinator in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that supports a student's request for appropriate accommodations. Recommended documentation includes all of the following:

1. An audiogram accompanied by a clear statement of deafness or hearing loss that reflects the current impact on the student's functioning, (the age of acceptable documentation is dependant upon the condition, the current status of the student, and the student's request for accommodations);
2. Medical information relating to the student's needs, the status of the individual's hearing (static or changing), and its impact on the demands of the postsecondary environment;
3. A statement regarding the use of hearing aids and/or cochlear implants (if appropriate);
4. A description of the functional impacts or limitations of the hearing loss on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Student Disability Services Coordinator at Rocky Mountain College of Art and Design will collaborate regarding accommodations with the final decision made by the Student Disability Services Coordinator.

Documentation Guidelines for Head Injury/Traumatic Brain Injury

These documentation guidelines are provided for students with head injuries and traumatic brain injuries who are seeking academic accommodations through the Student Disability Services Office at Rocky Mountain College of Art and Design.

Head Injury and Traumatic Brain Injury are considered medical or clinical diagnoses. Individuals qualified to render a diagnosis for these disorders are practitioners who have been trained in the assessment of a Head Injury or Traumatic Brain Injury. Recommended practitioners may include physicians; neurologists; licensed clinical, rehabilitation and school psychologists; neuropsychologists and psychiatrists. The diagnostician must be an impartial individual who is not a family member of the student.

Documentation should include the name, title, professional credentials, address, and telephone number of the practitioner as well as the date(s) of testing.

The following documentation requirements will assist the Student Disability Services Coordinator in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that supports a student's request for appropriate accommodations. Recommended documentation includes all of the following:

1. A clear statement of the head injury or traumatic brain injury, the probable site of lesion, and the date of injury,
2. Documentation for eligibility must reflect the current impact the head injury has on the student's functioning; (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's specific request for accommodations);
3. A summary of cognitive and achievement measures used and evaluation results including standardized scores used to make the diagnosis;
4. A summary of present residual symptoms which meet the criteria for diagnosis;
5. Medical information relating the student's needs must include the impact of medication on the student's ability to meet the demands of the postsecondary environment;
6. A statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Student Disability Services Coordinator at Rocky Mountain College of Art and Design will collaborate regarding accommodations with the final decision made by the Student Disability Services Coordinator.

Documentation Guidelines for Physical Disabilities and Systemic Illnesses

(Includes but is not limited to: Mobility Impairments, Multiple Sclerosis, Cerebral Palsy, Chemical Sensitivities, Spinal Cord injuries, Cancer, AIDS, Muscular Dystrophy, Spina Bifida)

These documentation guidelines are provided for students with a diagnosis of a physical disabilities or systemic illnesses who are seeking academic accommodations through the Student Disability Services at Rocky Mountain College of Art and Design.

Any physical disability and/or systemic illness is considered to be in the medical domain and require the expertise of a physician, including a neurologist, psychiatrist or other medical specialist with experience and expertise in the area for which accommodations are being requested. The diagnostician must be an impartial individual who is not a family member of the student.

Documentation should include the name, title, professional credentials, address, and telephone number of the practitioner as well as the date(s) of testing.

The following documentation requirements will assist the Student Disability Services Coordinator in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that supports a student's request for appropriate accommodations. Recommended documentation includes all of the following:

1. A clear statement of the medical diagnosis of the physical disability or systemic illness;
2. Documentation for eligibility must reflect the current impact of the physical disability or systemic illness on the student's functioning, (the age of acceptable documentation is dependent upon the disabling condition, the student's request for accommodations, and the current status of the student. Therefore, disabilities that are sporadic or degenerative may require more frequent evaluation);
3. If applicable, a summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable;
4. A description of presenting symptoms that meet the criteria for diagnosis;
5. Medical information relating to the student's needs must include the impact of medication on the student's ability to meet the demands of the postsecondary environment;
6. A statement of the functional impact of limitation of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Student Disability

Services Coordinator at Rocky Mountain College of Art and Design will collaborate regarding accommodations with the final decision made by the Student Disability Services Coordinator.

Documentation Guidelines for Psychiatric/Psychological Disabilities

(Includes but is not limited to: Depressive Disorders, Post-Traumatic Stress Disorder, Bipolar Disorders, and Disassociative Disorders)

These documentation guidelines are provided for students with a diagnosis of a psychiatric or psychological illness who are seeking academic accommodations through the Student Disability Services at Rocky Mountain College of Art and Design.

A diagnosis by a licensed mental health professional including licensed clinical social workers (LCSW), licensed professional counselor (LPC), psychologists, psychiatrists, or neurologists is required and must include the license number. The diagnostician must be an impartial individual who is not a family member of the student.

Documentation should include the name, title, professional credentials, address, and telephone number of the practitioner as well as the date(s) of testing.

The following documentation requirements will assist the Student Disability Services Coordinator in collaborating with each student to determine appropriate accommodations. Documentation serves as the foundation that supports a student's request for appropriate accommodations. Recommended documentation includes all of the following:

1. A clear statement of the disability, including the DSM-IV diagnosis and a summary of presenting symptoms;
2. Documentation for eligibility must reflect the current impact the psychiatric/psychological disability has on the student's functioning, (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodations);
3. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results, including standardized or percentile scores;
4. Medical information relating to the student's needs must include the impact of the current medications (and compliance with) to meet the demands of the postsecondary environment;
5. A statement of the functional impact or limitations of the disability on learning or other major life activities and how it impacts the individual in the learning environment. Include the degree of the impact as compared to the average person, i.e. mild, moderate or severe.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Student Disability Services Coordinator at Rocky Mountain College of Art and Design will collaborate regarding accommodations with the final decision made by the Student Disability Services Coordinator.

Please Note: Not all conditions listed in DSM-IV are disabilities or even impairments for the purposes of Section 504/ADA. Therefore, a diagnosis does not in and of itself meet the definition of a disability necessitating reasonable accommodations under these laws. In order to

assist this office in determining a disabling condition under Section 504/ADA and institutional policies, please address the above-listed items.

Documentation Guidelines for Specific Learning Disability

These documentation guidelines are provided for students with a diagnosis of a specific learning disability who are seeking academic accommodations through the Student Disability Services at Rocky Mountain College of Art and Design.

Professionals conducting assessment and rendering diagnoses of specific learning disabilities (SLD) must be qualified. A qualified professional needs to hold a degree in a field related to the diagnosis of SLD and have at least one year of diagnostic experience with adults and late adolescents. Recommended practitioners may include: certified and/or licensed psychologists, learning disabilities specialists and educational therapists with the above characteristics. The diagnostician must be an impartial individual who is not a family member of the student.

Documentation should include the name, title, professional credentials, address, and telephone number of the practitioner as well as the date(s) of testing.

The following documentation requirements will assist the Student Disability Services Coordinator in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that supports a student's request for appropriate accommodations. Recommended documentation includes all of the following:

1. Testing that is comprehensive, including a measure of Aptitude and Achievement in the areas of reading, mathematics and written language;
2. A narrative summary, including all standardized scores (subtest as well as overall scores), which supports the diagnosis;
3. Documentation for eligibility must be current, within the last three years, and reflect the current impact the learning disability has on the student's functioning, (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's specific request for accommodations);
4. A clear statement that a learning disability is present along with the rationale for this diagnosis. (Note: individual "learning deficits," "learning styles," and "learning differences," **do not**, in or of themselves, constitute a learning disability);
5. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing AD/HD or other disabling conditions is indicated. The student and the Student Disability Services Coordinator at Rocky Mountain College of Art and Design will collaborate regarding accommodations with the final decision made by the Student Disability Services Coordinator.

The following are suggested assessments:

Aptitude

- Weschler Adult Intelligence Scale Revised (WAIS-R or WAIS III) [Preferred] or the Weschler Intelligence Scale for children (WISCR or WISC III) Assessment must include Full Scale IQ, Performance IQ, and all subtest scores
- Woodcock Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability must include either tests 1-7 or 1-14
- Stanford-Binet Intelligence Scale
- Kaufman Adolescent and Adult Intelligence Test

Achievement

Reading

- Woodcock Johnson Psychoeducational Battery-Revised: Tests of Achievement
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Wechsler Individual Achievement Test (WIAT)
- Nelson Denny Reading Test (Vocabulary, Comprehension, and Reading Rate)
- Woodcock Reading Mastery Tests Revised

Mathematics

- Woodcock Johnson Psychoeducational Battery-Revised: Tests of Achievement
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Wechsler Individual Achievement Test (WIAT)
- Test of Mathematical Abilities (TOMA)
- Stanford Diagnostic Mathematics Test

Written Language

- Woodcock Johnson Psychoeducational Battery-Revised: Tests of Achievement
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Wechsler Individual Achievement Test (WIAT)
- Test of Written Language (TOWL)



Student Disability Services
Request for Accommodations

Students requesting academic accommodations with Rocky Mountain College of Art and Design must complete and return this form to the Student Disability Services prior to documentation review. The information requested is necessary to assist you with provision of appropriate support services with RMCAD.

Date of Request: _____

Student Contact Information

Name: _____ Student ID #: _____

Phone: _____ Alternate Phone: _____

E-Mail Address: _____

Home Address: _____

Preferred Method of Contact: _____

Disability Information

Have you ever been tested for or diagnosed with a disability? _____

If yes, when: _____

Describe your disability: _____

What support services/accommodations are you seeking? _____

Are you currently receiving services through:

State Vocational Rehabilitation: _____ Veterans Administration: _____

If yes, please provide your counselor's name, and contact information: _____



Student Disability Services
Informed Consent for Information Release

I, _____ Student ID# _____
hereby authorize Student Disability Services to discuss either in writing or orally, my academic adjustments or accommodations with appropriate administrators, instructors, professors, third-party service providers, student assistants, and other persons deemed necessary by the Student Disability Services personnel for the purpose of providing and/or coordinating services for me with Rocky Mountain College of Art and Design.

I would like to **add** the following person(s) to this release: _____
_____.

I would like to **exclude** the following person(s) to this release: _____
_____.

Student Signature Date

Current Address: _____

Phone: _____ Alternate Phone: _____

E-Mail Address: _____

Date of Expiration: _____ *(If no date is listed, this release will remain in affect for a period of one year from the date of authorization.)*

Revised: 8/01/10

Disability Accommodations Grievance Procedure

Student Disability Services at Rocky Mountain College of Art and Design has the responsibility of determining a student's need for accommodations for those enrolled at RMCAD. The determination is made based upon the following guidelines: Submission of disability related documentation per College Guidelines; Review of documentation; Intake Interview; and the student's request for accommodation(s). If the Student Disability Services Coordinator determines that the student's request is reasonable, the Coordinator works with the student on an individual basis to ensure reasonable accommodations are implemented.

If the student believes the accommodation(s) provided are not reasonable, the below listed procedure has been developed to assist the student in the grievance process. The goal is to resolve concerns quickly and at the lowest level. Students may engage in this grievance process without fear of retaliation. *Note: All timelines may be waived or adjusted if agreed to by both parties if it will serve to resolve the dispute.*

- Step 1 The student meets with the Student Disability Services Coordinator to informally resolve the student's concern. During this meeting, the student will need to inform the Student Disability Services Coordinator that they are attempting to resolve a formal grievance. After the meeting, notice of the Coordinator's decision will be made in writing within ten (10) working days.
- Step 2 If the student's concern is not resolved at Step 1, the student needs to complete a SDS Disability Accommodations Grievance Form and submit it to the Dean of Students. The student should verify receipt of the SDS Grievance Form and request an appointment with the Dean of Students within 5 working days of the Step 1 final outcome. After the meeting, notice of the Dean of Students decision will be made in writing within ten (10) working days.
- Step 3 If the student's concern is not resolved at Step 2, the student needs to make an appointment within 5 working days of receipt of the written decision to meet with the President/Provost. The President/Provost will make a decision regarding the SDS grievance within ten (10) working days of meeting with the student. This decision will be communicated to the student in writing with a copy provided to the Student Disability Services Coordinator and other appropriate College staff. This is the final step of the grievance at the College level.



Student Disability Services
Disability Accommodations Grievance Form

Name: _____ Date: _____

Student ID: _____ Disability: _____

Phone: _____ E-Mail: _____

Address: _____

Reason for Grievance (Information should include: Clear explanation as to why grievance is being filed, a description of the concern, relevant dates, and remedy requested): _____

In filing a Grievance, the student gives permission for those outlined in the procedure to review the student’s documentation, if necessary.

Student Signature: _____ Date: _____

This form should be submitted to: RMCAD, Attention: Braelin Pantel, Dean of Students, 1600 Pierce Street, Denver, CO 80214 or by E-Mail: bpantel@rmcad.edu

For Office Use Only

Date of Meeting with the Student Disability Services Coordinator: _____

Date of Meeting with the Dean of Students: _____

Date of Meeting with the President/Provost: _____

Revised: 8/1/2010

