



# Student Disability Services Student Handbook 2016-2017

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## Welcome Letter

Dear Student:

Welcome to the Rocky Mountain College of Art + Design (RMCAD) and the Student Disability Services (SDS) office! RMCAD and SDS are committed to providing students with disabilities the information and support needed to be successful in the programs we provide. The appropriate accommodations afforded to students with disabilities are designed to create an equitable educational environment. All students at RMCAD are afforded the same opportunities for academic success. While students are usually the best resource when there are questions about their disability and what accommodations have been successful in the past, some students are not sure what accommodations will be helpful or what is available. This handbook is designed to assist you with that process.

**This Handbook serves two purposes:**

- 1. To convey policies for students with disabilities enrolled in SDS.**
- 2. To outline general procedures that students must follow to request and arrange accommodations.**

The procedures stated in this handbook are usually revised annually; amendments and/or updated information may be sent to you during the school year. Student, faculty, and staff input on policies and procedures are both welcome and important; please feel free to offer constructive suggestions.

### SDS Mission

*It is the SDS mission to collaborate with the RMCAD community to foster academic and personal growth in students with disabilities. We partner with our community members to embrace disability within the values of inclusive excellence and diversity.*

### Our Charge

*Student Disability Services (SDS) is the office responsible for the administration of RMCAD's commitment to equal access and participation for all students who have documented disabilities or medical conditions in academic areas and other programs sponsored by RMCAD. This includes providing appropriate accommodations pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (1990) and the ADA Amendments Act of 2008 (ADAAA).*

SDS wishes you success in the coming academic year!

## **Policy: Students with Disabilities, Confidentiality, & FERPA**

RMCAD is committed to equal access and participation for all persons, including those with disabilities, in academic areas and other programs sponsored by the College. This includes providing reasonable accommodations pursuant to Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008, and applicable State law (hereafter will collectively be referred to as, the “ADA-Section 504”).

Appropriate and reasonable accommodations for students with disabilities are provided on an individualized, collaborative, and flexible basis. However, it is the responsibility of students with disabilities to request accommodations through SDS.

### **Confidentiality**

All information regarding a student’s disability is kept confidential to the greatest extent practical. Records will remain separate from academic records and will not be released to an individual or source external to RMCAD without the student’s written consent. However, in order to arrange appropriate accommodations, SDS staff must often consult with specific faculty and/or staff members. Therefore, it may be necessary to communicate limited information about disability related needs to RMCAD faculty and/or staff. Specific details regarding a student’s diagnosis of disability or medical condition will not be revealed. Accommodation information is listed with limited access in our Starfish Software. Students requesting accommodations will be asked to sign a SDS Handbook Agreement/ Informed Consent form as part of their completed file.

### **Parent/Family Release of Information**

Students who authorize their parents/family to have contact with SDS must complete the FERPA (Family Educational Rights and Privacy Act of 1974) form available from the Office of the Registrar on the 3<sup>rd</sup> Floor in the Texas Building. The Registrar can also be reached via email at [registrar@rmcad.edu](mailto:registrar@rmcad.edu) or by phone at 303.753.6046 x22103. If this permission is not given, SDS cannot communicate with parents/family regarding accommodations or educational information for the student.

### **Accommodations, Access, and Eligibility Requirements**

To assist in the reasonable accommodation process at RMCAD, the student must:

- Self-identify to SDS. Identifying to faculty or other staff may occur first, but registration with SDS is necessary for accommodations to be granted.
- Provide appropriate documentation. Accommodations will not be provided without appropriate documentation. All expenses accrued in the process of obtaining documentation are the responsibility of the student.

- Submit Request for Accommodation(s) and SDS Handbook Agreement/Informed Consent forms. If the student is unable to submit needed paperwork, the student should request assistance from SDS.

### **Appropriate Documentation**

Documentation of the disability should meet current SDS documentation guidelines. Guidelines may be found in Appendix A. Alternatively, students may request these guidelines by emailing [sds@rmcad.edu](mailto:sds@rmcad.edu).

Documentation must be signed by an appropriate professional who is not related to the student. It should be current as reasonable for the diagnosed disability/ies, though historical information may also be helpful. Students with a disability that are manifested sporadically or that are degenerative in nature may be required to provide more frequent documentation updates to substantiate accommodation adjustments. Appropriateness of documentation will be determined on a case-by-case basis. Additional information to determine eligibility for accommodations may be requested.

### **Determination of Disability and Eligibility for Accommodations**

The assessment of reasonable and appropriate accommodations is based on the type(s) and impact of the particular disabling condition, as reflected by documentation, other information, and self-report, and may differ for each student. Accommodations will be determined on an individual basis and may not be identical to those previously used by a student at another institution or in another setting. Accommodations that compromise the integrity of an academic program, impose undue financial and/or administrative burden on RMCAD, or alter the programmatic, academic or curricular content are neither reasonable nor appropriate.

While RMCAD does not determine disability under the guidelines of the Americans with Disabilities Act, RMCAD has the ability to recognize that a student may have an impairment(s) that may negatively impact academic work, and therefore may provide reasonable and appropriate accommodations that provide access to the curriculum, programs and events at RMCAD.

Accommodations cannot be requested retroactively for past terms or past parts of courses in which the letter of accommodation was not presented to the instructor at the beginning of the course. Undiagnosed or undocumented disabilities cannot be the basis for grade appeals. Students cannot petition grades received as a result of not using accommodations or not following appropriate procedures to request accommodations. Grade appeals must follow RMCAD policy as found in the Academic Catalog and Student Handbook.

## Access

Access usually refers to elimination of physical barriers that prevent full participation, but it also includes access to appropriate technology and institutionally sponsored events and programs. All building or facilities concerns related to access should be discussed with the SDS Coordinator. If the SDS Coordinator is not available during regular business hours, please contact the Resource Desk located in the Texas Building (303.753.6046). For assistance after regular business hours or in the event of an emergency, please contact Security at 303.567.7271.

## Retention and Disposal of Documentation and SDS Records

The Coordinator of Student Disability Services (SDS) at the Rocky Mountain College of Art + Design (RMCAD) will usually keep all disability related records for seven (7) years. All documentation and other SDS related materials will usually be destroyed seven (7) years after the last term of attendance at RMCAD.

Prior to the destruction of the records, students are entitled to copies of documents held in their file and may receive them upon request. Students who return to RMCAD after disability documents have been destroyed must resubmit documentation of their disability in order to obtain accommodations. It is highly recommended that students retain a copy of their documentation for their own purposes.

## Accommodations: Current Procedures and Standards

### Accommodated Testing

RMCAD will provide appropriate test accommodations for students with disabilities when such a need is substantiated by appropriate documentation. The purpose of test accommodations is to measure the student's knowledge accurately while minimizing the impact of the disability. These accommodations may include but are not limited to: extended time (the addition of fifty (50) percent or time and a half is standard; requests for additional time will be evaluated on a case-by-case basis); reduced distraction testing environment; use of a reader, scribe, computer, an audio version of the exam questions, enlarged text, braille formats or other appropriate assistive technology.

Students must follow the procedures outlined here and any additional procedures posted by the Student Learning Center (SLC). Accommodated testing is typically handled in and by the SLC.

Students will need to schedule a time to take exams by contacting the SLC at least two (2) days in advance of the planned exam administration. Appointments can be scheduled by stopping in the SLC (located in Tri-Boro) or calling 303.225.8605. Email

communication may be sent to [learning@rmcad.edu](mailto:learning@rmcad.edu). Drop-ins will not be accepted. Appointments will be administered during regular SLC hours.

The student must identify while scheduling with the SLC that they have exam accommodations and what those accommodations are.

Extended time testing is only available for on-ground, timed exams. Take home and untimed online exams are not eligible for extended time testing. If you have a timed, online exam, please contact SDS to discuss arrangements.

### **Alternate Format Text**

Books are available to order two (2) weeks prior to the beginning of the term (four [4] weeks for students in Hawaii, Alaska and International Students). At RMCAD, your textbooks are 100% free. If you receive alternate format text, it is important that you contact SDS to discuss your needs prior to ordering your books. Ordering one format when you need a different format can delay our ability to receive and provide the text in a timely manner.

Please fill out the Alternate Format Text request form for any alternate format including audio format (specify what type), MS Word, hardcopy books, pdf format, enlarged text (specify percentage increase or font size) and braille embossed. The form can be found in Appendix B in the back of this SDS Handbook.

### **Note-taking**

Some students with disabilities have difficulty taking notes. A note-taking accommodation is intended to provide information that the student would have gotten on their own if it were not for their disability.

RMCAD has several SmartPens available for checkout via the library for on-ground students enrolled in a lecture-based course. Students must present their letter of accommodation indicating that use of a note-taker is approved in order to check out a pen. They can be checked out for one eight (8) week term at a time.

If you are an online student who feels you need the assistance of a note-taker, please discuss the specific course and format with SDS as soon as possible.

### **Flexibility in Class Attendance and Flexibility in Assignment Due Date**

**Faculty members may not legally lower or affect substantial modifications of standards for accommodation purposes.**

Students are expected to follow established class attendance policies; however, some disabilities are episodic in nature and a student may have to miss class for medical or mental health reasons related to their disability. As a **general guideline**, if this

accommodation has been approved, the student will be allowed one extra absence for an eight (8) week course, and two (2) extra absences for a sixteen (16) week course. If additional absences are necessary, the student must contact SDS directly and in a timely manner to request a review. Depending on the nature of the course (essential components), flexible attendance might not be an appropriate or reasonable accommodation.

The same information applies to flexibility in assignment due dates. As a **general rule**, students are allowed one extra day to complete discussion posts and replies and two extra days to complete course assignments or projects. Because of the short time between course terms, extensions are not available on final projects. Students who have finished the amount of coursework designated under the Incomplete Policy, found in the Student Handbook and Catalog, may request an Incomplete for the course. Students who meet these criteria and who request an Incomplete will be granted such without penalty.

### Sign Language Interpreting Services

RMCAD will provide sign language interpreters or CART services for D/Deaf or Hard of Hearing students who are currently enrolled and qualify for this accommodation. Interpreters/Captioning will be provided at no cost for classes, academic meetings/appointments, and institutionally sponsored programs. Unless you request accommodations through Student Disability Services and provide a final schedule of classes, an interpreter will not be scheduled for your classes.

If there should be any time when RCAD is closed (due to weather, other related and unforeseen circumstances, or planned circumstances), interpreting and captioning services will automatically be cancelled for that period of time.

An interpreter's/captionist's function is to facilitate communication. The interpreter/captionist is not available to act as a note-taker, tutor, or messenger for the student. Students should contact SDS with any questions regarding the role of interpreters/captionists.

To request interpreting/captioning services, notify the SDS Coordinator (or designee) as far in advance of the class/meeting/event as possible. Every effort will be made to find a qualified interpreter or captionist. SDS cannot guarantee services can be provided with less than seventy-two (72) business hours' notice. Students must notify SDS Coordinator of any signing preferences (e.g., ASL, Signed English, etc.) or preference for CART.

Requests may be made to SDS by email (preferred) at [sds@rmcad.edu](mailto:sds@rmcad.edu).

### Attendants and Classroom Assistants

Personal Attendants: If a student with a disability requires a personal attendant, the student should notify SDS who will then notify instructors of their needed presence in the classroom. SDS may require medical documentation of the need for an attendant. Personal attendants are not provided by RMCAD and are not employees of RMCAD, but are employed by and directly paid by the student.

Attendants should not interact with instructors or other students in the class unless the student with a disability is unable to communicate; SDS will work closely with the instructor to determine if and when it is appropriate for an attendant to facilitate communication.

Classroom Assistants: SDS will provide academic assistants for classroom or lab/shop work for students whose disabilities demonstrate a need, e.g., a shop class where required activities include the stable use of power equipment.

SDS will work with the student and instructor to identify the type of assistant needed and class schedule; SDS will contract with the assistant for pay. Assistants are not tutors, will not make creative content decisions, and will not be available to assist students outside of the classroom, lab or shop unless prior arrangements have been made. If an assistant is not suitable, then SDS will make every effort to find a replacement. Students may suggest names of possible assistants but may not contract for their services without the approval of SDS.

Assistants should not interact with the instructor or other students in the class unless needed for clarification of a task; communication should be with the student enrolled in the class. Assistants will not attend class that the student does not attend; assistants may not be utilized as note-takers or scribes unless previously approved by SDS or as part of their duties as an assistant. The student should notify SDS and/or the assistant if they know they will not be attending class.

Attendants and Assistants are expected to follow all applicable RMCAD rules and regulations.

## **Assistance Animals**

### **(Service Animals and Emotional Support Animals)**

This policy applies to assistance animals that may be used by individuals with disabilities. The term “assistance animal” is the overarching term that refers to both service animals as well as emotional support animals (ESAs) as defined below.

Therefore, an assistance animal is an animal that either:

1. works, provides assistance, or performs tasks for the benefit of a person with a disability; or

2. provides emotional or other types of support that alleviate one or more identified symptoms or effects of a person's disability.

NOTE: A "pet" is any animal kept for ordinary use and companionship. Assistance animals (service and support), as defined below, are not considered pets. RMCAD specifically prohibits pets anywhere on campus with the exception of approved assistance animals for individuals with disabilities.

### Service Animals

Service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA..

Additionally, RMCAD cannot ask about the nature or extent of a person's disability to determine whether a person's animal qualifies as a service animal. However, when it is not readily apparent that a dog is a service animal, RMCAD employees may make two inquiries to determine whether the dog qualifies as a service animal, which are:

1. Is the dog required because of a disability?
2. What work or task has the dog been trained to perform?

A service animal must be housebroken (i.e. trained so that it controls its waste elimination, absent illness or accident) and must be kept under control by a harness, leash, or other tether, unless the person is unable to hold those, or such use would interfere with the service animal's performance of work or tasks. In such instances, the service animal must be kept under control by voice, signals, or other effective means. RMCAD and SDS will assess requests for the use of miniature horses by people with disabilities on a case-by-case basis. Requests should be submitted to the Student Disability Services (SDS) Coordinator and, consistent with applicable laws, RMCAD may make modifications in its policies to permit their use if they meet certain criteria and have been individually trained to do work or perform tasks for the benefit of people with disabilities.

### Emotional Support Animals (ESA)

An "emotional support animal" is an animal that provides emotional or other support that ameliorates one or more identified symptoms or effects of a person's disability.

Unlike service animals, support animals are not required to be trained to perform work or tasks, and they may include species other than dogs and miniature horses. Emotional Support Animals are generally not allowed to accompany persons with disabilities in all public areas in the same manner in which a service animal is allowed. While support animals are generally not allowed in campus facilities or on the grounds, people with disabilities may request approval from the Student Disability Services office to have the support animal accompany them to campus. Such requests will be considered on a case-by-case basis consistent with applicable laws and safety (e.g., shop).

### **Guide and Hearing Trainees**

This manual is not intended to provide legal advice and should not be relied upon for such. For informational purposes only, the following may be helpful (however please note that laws can and often do change. Therefore, you should review the law for yourself or contact the Colorado Department of Public Health or a private attorney to confirm that you have the most recent version of the law). Colorado law, in relevant part, states the following with respect to animals in training and, in compliance with this law, service animals in training will be allowed on RMCAD's campus:

#### **§ 24-34-803. Rights of persons with assistance dogs**

(2) A trainer of a service animal, or an individual with a disability accompanied by an animal that is being trained to be a service animal, has the right to be accompanied by the service animal in training without being required to pay an extra charge for the service animal in training in or on the following places or during the following activities:

- (a) Any place of employment, housing, or public accommodation;
- (b) Any programs, services, or activities conducted by a public entity;
- (c) Any public transportation service; or
- (d) Any other place open to the public.

### **Responsibilities of People with Disabilities Using Assistance Animals**

RMCAD is not responsible for the care or supervision of assistance animals. People with disabilities who own and/or utilize assistance animals are responsible for the cost, care, and supervision of assistance animals, including:

- Compliance with any laws pertaining to animal licensing, vaccination, and owner identification;
- keeping the animal under control and taking effective action when it is out of control;
- feeding the animal, walking the animal, and disposing of its waste; and
- liability for any damage to persons or property caused by the assistance animal.

RMCAD will not require any surcharges or fees for assistance animals. However, a person with a disability may be charged for damage to property caused by an assistance

animal to the same extent that RMCAD would normally charge a person for damage caused.

People with disabilities who are accompanied by assistance animals must comply with the same campus rules regarding noise, safety, disruption, and cleanliness as people without disabilities.

### **Classroom Changes**

Many of the buildings on the campus of RMCAD are considered Historical Landmarks. Due to this fact, some of the buildings on campus may not be fully accessible to individuals with disabilities and classes or programs may need to be relocated to more accessible locations. SDS will, with appropriate notification, relocate classes and other institutionally sponsored programs to ensure that students who have mobility limitations have access.

To request a room change due to applicable accessibility concerns, please contact SDS. SDS will work with campus personnel to make changes as quickly as possible once notification has taken place. Please provide SDS with as much detail about the event or course as possible and notify SDS as early as possible.

## **Grievance Procedures**

Rocky Mountain College of Art + Design (RMCAD) is committed to a policy of ensuring that no otherwise qualified individual with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination in college programs or activities due to his or her disability. RMCAD is fully committed to complying with all requirements of the ADA-Section 504 in providing equal educational opportunities to otherwise qualified students with disabilities.

Any RMCAD student who believes that he or she has been subjected to discrimination on the basis of disability or that he or she has been denied access or accommodations required by law shall have the right to invoke the Grievance Procedure. This Grievance Procedure is designed to address disagreements or denials regarding requested services, accommodations, or modifications to academic practices or requirements or any other disability related grievance. Retaliation of any kind against a complainant is strictly prohibited.

The Grievance Procedure is not intended to and shall not supersede other college policies and procedures, which may exist for addressing alleged violations of the ADA-Section 504, and other issues of concern for which separate RMCAD policies and procedures exist, including for example, grade appeals. Students are encouraged to consult with the Student Disability Services Coordinator or an appropriate respective

designee regarding the most appropriate policy or procedure to address a particular concern.

### Procedures for Submitting a Formal Written Grievance Complaint

Formal written grievances or complaints regarding accommodation issues should be submitted to the Student Disability Services Coordinator. The SDS Coordinator will work with RMCAD personnel and the student(s) in a timely manner to resolve disagreements regarding recommended accommodations or related disability issues.

The following procedures will be used to review all formal written complaints or grievances alleging violations of the ADA-Section 504:

All complaints alleging violation of the ADA-Section 504 must be made in writing to the Student Disability Services Coordinator. Disability Services is located in the Texas Building, Room 215. The SDS Coordinator can be reached at 303.567.7277 or by email to [sds@rmcad.edu](mailto:sds@rmcad.edu). Please use the **Student Disability Services Grievance Form**, located in Appendix B.

The written complaint should specify the nature of the act claimed to be in violation as well as the period of time and the circumstance in which the complaint occurred. This may be supplemented by supporting documents and/or affidavits from persons having first-hand knowledge of the facts. The student complaint should be filed within a reasonable time. The written complaint should be filed within thirty (30) days of the end of the term in which the alleged violation occurred. If the written complaint is not filed within the thirty (30) day period, the written complaint should include a clear explanation of why the complaint was not filed within the prescribed period.

Student Disability Services (SDS) will investigate all pertinent facts and circumstances regarding the alleged violation.

SDS may attempt resolution of a complaint through mutual agreement of the affected parties at any point during the course of the investigation. Where resolution through mutual agreement is achieved, the investigation shall be ended. The terms and conditions of the resolution agreement shall be issued to the complainant and to the appropriate faculty member, administrator or department charged with implementing the prescribed action, if there is one. A copy of the agreement will be filed in the complainant's file in the office of the SDS Coordinator.

Where resolution through mutual agreement is not achieved, written findings from the investigation regarding probable cause along with a recommendation for resolving the complaint shall be forwarded simultaneously to the complainant and to the Grievance Committee by the SDS Coordinator. Upon completion of the investigation, the committee shall take action on the recommendation within ten (10) working days.

Consultation will be provided by the SDS Coordinator and other appropriate college personnel.

Either party may appeal the findings of the SDS Coordinator or the Grievance Committee to the Provost by filing a request for a review of a complaint alleging discrimination on the basis of disability or failure to provide reasonable accommodation in writing within ten (10) working days of receipt of the finding. Decisions provided by the Provost are final and binding.

Upon final resolution of a complaint, copies of records will be forwarded to and maintained by the SDS Coordinator. All records relating to complaints of failure to provide reasonable accommodations are evaluative in nature and all medical information contained in complaint records shall be deemed confidential.

Although students are encouraged to attempt to resolve complaints by using the RMCAD Grievance Procedure, they have the right to file a complaint directly with the U.S. Department of Education, Office for Civil Rights (OCR).

## Appendix A

### Guidelines for providing documentation of disability/medical condition/impairment

In order to receive disability/medical-related accommodations and/or services from RMCAD, students are usually required to submit documentation of disability to verify eligibility under the ADA-Section 504 and the RMCAD SDS policy..

Documentation of disability/medical issue assists RMCAD SDS in collaborating with the student to determine reasonable accommodations and/or services, which are provided on a case-by-case basis. If the submitted documentation is incomplete or does not support the student's request for accommodations and/or services, the student may be asked to provide additional documentation. For example, an Individualized Education Plan (IEP), 504 Plan, or Summary of Performance (SOP) from a secondary school may or may not be sufficient evidence of the need for accommodation/services. The cost of obtaining all documentation is the responsibility of the student.

Appropriate documentation, along with the "Request for Accommodations" and the "Informed Consent" forms, found in the SDS Student Handbook, should be submitted to SDS early enough to allow sufficient time to review the request and implement reasonable accommodations and/or services.

Students are encouraged to contact SDS ([sds@rmcad.edu](mailto:sds@rmcad.edu)) for guidance on the documentation needed for their individual situations.

In general, documentation should include the following components:

#### **1. The credentials of the evaluator(s)**

The best quality documentation is provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no family relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g. an orthopedic limitation might be documented by a physician or DO, but not a licensed psychologist).

Documentation should be provided on official letterhead with the name, title, professional credentials, address, phone number, and signature of the evaluator, as well as the date of the report.

#### **2. A diagnostic statement identifying the disability**

Quality documentation includes a clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact of learning and/or barriers to access, and details the typical progression or

prognosis of the condition as it relates to learning and/or barriers to access. While diagnostic codes from the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM V) or the International Classification of Functioning, Disability and Health (ICF) of the World Health Organization are helpful in providing this information, a full clinical description will also convey the necessary information.

**3. A description of the diagnostic methodology used**

Quality documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with norming population identified) within the report is recommended.

Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. Methods may include formal instruments, medical examinations, structured interview protocols, performance observations and unstructured interviews. If results from informal, non-standardized or less common methods of evaluation are reported, an explanation of their role and significance in the diagnostic process will strengthen their value in providing useful information.

**4. A description of the current functional limitations**

Information on how the disabling condition(s) currently impacts the individual, as it relates to learning and/or barriers to access, provides useful information for both establishing the existence of a disability and identifying possible accommodations. A combination of the results of format evaluation procedures, clinical narrative, and the individual's self-report is the most comprehensive approach to fully documenting the disabling condition's impact on learning and/or barriers to access. The best quality documentation is thorough enough to demonstrate whether and how the learning process is impacted and/or whether there exists barriers to access to education.

While relatively recent documentation is recommended in most circumstances, common sense and discretion in accepting older documentation of conditions that are permanent or non-varying is possible. Likewise, changing conditions and/or changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture. It is important to remember that documentation is not time-bound; the need for recent documentation depends on the facts and circumstances of the individual's condition.

**5. A description of the expected progression or stability of the disability**

As it relates to learning and/or overcoming barriers to access, it is helpful when documentation provides information on expected changes in the functional

impact of the disability over time and context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions (including the individual's own strategies) for exacerbations and recommended timelines for re-evaluation are most helpful.

**6. A description of current and past accommodations**

The most comprehensive documentation will include a description of both current and past accommodations, including their effectiveness in ameliorating functional impacts of the disability, as it relates to learning and/or overcoming barriers to access. A discussion of any significant side effects from current medications that may impact cognitive performance in the learning/testing process is helpful when included in the report. While accommodations provided in another setting are not binding on the current institution, they may provide insight in making current decisions.

**7. Recommendations for accommodations, adaptive/assistive devices, assistive services, compensatory strategies, and/or collateral support services**

Recommendations from professionals with a history of working with the individual provide valuable information for review and the planning process. It is most helpful when recommended accommodations and strategies are logically related to functional limitations; if connections are not obvious, a clear explanation of their relationship can be useful in decision-making. While the postsecondary institution has no obligation to provide or adopt recommendations made by outside entities, those that are congruent with the programs, services, and benefits offered by the college or program may be appropriate. When recommendations go beyond equitable and inclusive services and benefits, they may still be useful in suggesting alternative accommodations and/or services.

These guidelines are based primarily on the Association of Higher Education and Disability (AHEAD) best practices for documentation

(<http://www.ahead.org/resources/best-practices-resources/elements>).

Students should keep a copy of the documentation for their personal records. The Student Disability Services office destroys documentation and other disability-related information seven (7) years after a student leaves the institution.

All documentation and the two forms, the Request for Accommodations and SDS Handbook Agreement/Informed Consent, should be submitted by the student as follows:

Mailing address:

Student Disability Services

Rocky Mountain College of Art + Design

1600 Pierce Street

Denver, CO 80214

720.545.2137 Fax

[sds@rmcad.edu](mailto:sds@rmcad.edu)

Please note that the documentation accepted by the Rocky Mountain College of Art + Design might not be accepted by other institutions, agencies, and/or programs (e.g. testing agencies, licensure exams, and certification programs). Please check with the specific organization and/or program to determine their individual documentation requirements.

For additional information or to receive this document in an alternate format, please contact the Student Disability Services office at [sds@rmcad.edu](mailto:sds@rmcad.edu).

## Appendix B – Forms



### **SDS Request for Accommodations**

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

Date of Request: \_\_\_\_\_

### **Demographic Information**

#### **Student Contact Information**

Name: \_\_\_\_\_ Student ID #: \_\_\_\_\_

Phone: \_\_\_\_\_ Alternate Phone: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Current Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Preferred Method of Contact: \_\_\_\_\_

#### **Academic Information**

Major: \_\_\_\_\_ Year of Study: \_\_\_\_\_

Are you a transfer student?      Yes      No

If so, Institution name:

\_\_\_\_\_

What is your goal for pursuing coursework with the RMCAD?

\_\_\_\_\_

#### ***Tell us about your educational history***

High School Name: \_\_\_\_\_ Date of Graduation: \_\_\_\_\_

Did you receive support services or academic accommodations in High School?  
(for example, IEP or 504 Plan)                      Yes                      No

If yes, please describe:

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Have you attended any educational institutions beyond High School?  
Yes                      No

If so, where? \_\_\_\_\_

Did you receive support services or accommodations?                      Yes                      No

If yes, describe the types of services you received:

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## **Request for Accommodation/s**

The assessment of appropriate accommodations is based on a case by case assessment of the types of limitations manifested by a particular disability/medical condition or impairment and may differ for each individual student. The student must request accommodations and disclose his/her disability before any accommodation can be implemented.

All accommodations provided are based upon individual needs as reflected in documentation and information related to the student's disability and functional limitations.

### **Disability Information**

What is your disability? \_\_\_\_\_

When were you first diagnosed (approximately): \_\_\_\_\_

Please list any functional limitations that impact your ability to learn/take tests/have access to facilities: (How does your disability impact your academic work? What are some of the challenges you face when taking classes)

Please list any accommodations you would like to request and your rationale for requesting them:

Are you registered with any of the following agencies?

Vocational Rehabilitation

Veterans Administration

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

1600 Pierce Street, Denver, CO 80214

FAX: 720-545-2137

E-Mail: [sds@rmcad.edu](mailto:sds@rmcad.edu)

# RMCAD

## Student Disability Services (SDS) Handbook & Informed Consent Agreement

The SDS Handbook is available in alternate formats if requested.

It is very important that you are aware of the policies and procedures regarding the arrangement of appropriate accommodations for your disability. Therefore, when you receive the SDS Student Handbook, or are given information about how to access the information online, we ask that you sign this agreement.

By signing this agreement I also 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) from this release: \_\_\_\_\_

\_\_\_\_\_ .

Please note: students may also be required to sign a FERPA release form if they would like specific academic information discussed with others. Please let SDS know if you have questions or concerns about this process.

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I have received a copy and/or been offered access to the SDS Student Handbook. I agree to read sections of the Handbook that are pertinent to the arrangement of accommodations that have been approved through the Accommodations Request process. If accommodations that have been determined to be appropriate are not described in the Handbook, I agree to contact and consult with SDS regarding the specific procedures for that accommodation.

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Student Name (please print)

Student ID#

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Student Signature

Date



## Student Disability Services (SDS)

### Alternative Format Request - Textbooks

Date of Request: \_\_\_\_\_ Semester/Term: \_\_\_\_\_  
Student Name: \_\_\_\_\_ ID #: \_\_\_\_\_  
Phone: \_\_\_\_\_ E-Mail: \_\_\_\_\_

#### Type of Alternative Format Requested: (please check one)

_____ Audio format (type): _____	_____ Hardcopy/print version
_____ Word File	_____ Braille
_____ Pdf	_____ Enlargement (font size or % increase): _____

The following outlines the process for requesting and receiving alternate format(s) of textbooks for students registered with Student Disability Services (SDS) who are approved for alternate format.

- Requests should be made a minimum of **2 weeks prior** to the first day of class, or the date materials are needed.
- **SDS** will make every attempt to provide books/materials by the date needed. I understand that if I do not submit a request according to the timeline above, requested materials may not be available when needed.
- **SDS** will make every attempt to attain an accessible electronic or hardcopy version of the textbook but cannot guarantee exact format will be provided.

***I agree not to reproduce or distribute the alternate format text in any other format nor can anyone else be allowed to do so.*** Any further reproduction or distribution is considered copyright infringement.

I understand that I will be notified by the your official RMCAD e-mail address when books/materials are ready for pick up in SDS unless other arrangements have been made.

I acknowledge and understand the outlined process as described above.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**Course Information:**

Course Name and Number: \_\_\_\_\_

Instructor Name: \_\_\_\_\_ Instructor Email: \_\_\_\_\_

Start Date for Course: \_\_\_\_\_ End Date for Course: \_\_\_\_\_

***Please provide a copy of your class schedule and syllabus, if available, to this request.***

**Book Information:**

1. Title: \_\_\_\_\_

Author(s): \_\_\_\_\_ ISBN: \_\_\_\_\_

Edition/Year Published: \_\_\_\_\_ Date Needed: \_\_\_\_\_

2. Title: \_\_\_\_\_

Author(s): \_\_\_\_\_ ISBN: \_\_\_\_\_

Edition/Year Published: \_\_\_\_\_ Date Needed: \_\_\_\_\_

3. Title: \_\_\_\_\_

Author(s): \_\_\_\_\_ ISBN: \_\_\_\_\_

Edition/Year Published: \_\_\_\_\_ Date Needed: \_\_\_\_\_

4. Title: \_\_\_\_\_

Author(s): \_\_\_\_\_ ISBN: \_\_\_\_\_

Edition/Year Published: \_\_\_\_\_ Date Needed: \_\_\_\_\_

5. Title: \_\_\_\_\_

Author(s): \_\_\_\_\_ ISBN: \_\_\_\_\_

Edition/Year Published: \_\_\_\_\_ Date Needed: \_\_\_\_\_



## Student Disability Services

### Documentation Form

This form should be completed by your health care provider. Documentation must be signed by an appropriate professional not directly related to the student. A written letter, on professional letterhead and sufficient information will also be accepted.

Please provide us with the following information. This form is used to help us provide the best possible reasonable accommodations to our students with disabilities. Please attach any additional records or test results as appropriate.

Student Name: \_\_\_\_\_ ID Number: \_\_\_\_\_

### Evaluator Information

Name: \_\_\_\_\_ Credentials (if applicable): \_\_\_\_\_

Organization: \_\_\_\_\_ Title: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_ Fax: \_\_\_\_\_

### Diagnostic Information

#### General Medical/Chronic Health Conditions

Diagnosis (1): \_\_\_\_\_ Date of Onset: \_\_\_\_\_

Circle one: (Stable      Progressive      Fluctuating)      (temporary      permanent)

Prognosis:  
\_\_\_\_\_

Diagnosis (2): \_\_\_\_\_ Date of Onset: \_\_\_\_\_

Circle one: (Stable      Progressive      Fluctuating)      (temporary      permanent)

Prognosis:

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Diagnosis (3): \_\_\_\_\_ Date of Onset: \_\_\_\_\_

Circle one: (Stable      Progressive      Fluctuating)      (temporary      permanent)

Prognosis:

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**Psychiatric/Mental Health Conditions (including Learning Disabilities/ADHD)**

Axis I:

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Axis II:

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Axis III:

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Axis IV:

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Axis V:

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GAF: Current: \_\_\_\_\_ Highest Past Year: \_\_\_\_\_

**Summary of Recommended Services/Accommodations**

(Please complete this section regardless of diagnosis or disability category)

Please describe the nature and severity of any functional limitations associated with this student's disability/ies or impairment/s:

Does the student have prescribed medications?      \_\_\_\_\_ Yes      \_\_\_\_\_ No

As far as you are aware, is the student compliant?      \_\_\_\_\_ Yes      \_\_\_\_\_ No

Please list medications, dosages, and possible side effects that may impact learning or concentration:

Are there crisis episodes or seizures associated with the student's disability/ies or impairment/s? \_\_\_\_\_ Yes \_\_\_\_\_ No

Please list any recommended accommodations or restrictions appropriate to an educational setting:

Other comments

### **Signature of Evaluator**

Please sign and date this form and return it to the address listed on Page 1.

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Signature of Evaluator

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Date



## Student Disability Services

### Disability/Accommodations Grievance Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student ID: \_\_\_\_\_ Phone: \_\_\_\_\_

Email address\*: \_\_\_\_\_  
(your RMCAD email address will be used as the official means for communicating with students who are currently enrolled)

Mailing  
address: \_\_\_\_\_

Reason for grievance (information should include clear explanation as to why the grievance is being filed, a description of the concern, relevant dates, and any suggested solutions): \_\_\_\_\_  
(If needed another sheet of paper may be attached)

When filing a grievance, the student gives permission for those outlined in the procedure to review any pertinent documentation, if necessary.

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

***For office use only***

Date of Meeting with SDS Coordinator: \_\_\_\_\_

Date sent to Grievance Review Committee: \_\_\_\_\_

Date of meeting with Provost: \_\_\_\_\_