

AAC Instructor's Questions and Answers

Many instructors may have students with disabilities in their classes this semester. Our purpose is to give students with disabilities the best opportunity to be successful in the educational process.

What kind of disabilities does the Academic Accommodation Center serve?

- Hard of hearing/deaf
- Learning Disability
- Visual impairment
- Communication disorder
- Psychological disorder
- Mobility Challenged
- Attention Deficit Disorder
- Memory/Organization Problems
- Acquired Brain Injury

How do I know if a student with a disability is in my class?

The student should approach you during the first week of classes. He/she should show you an accommodation letter outlining his/her accommodations that were determined to be appropriate based on his/her disability. Examples of accommodations are: extended time to complete a test, a distraction-reduced environment in which to take an exam (TLC Lab facilitates this), notetaking paper, and an interpreter for deaf and hard of hearing students. If you have any questions regarding how to accommodate the student, please contact the AAC office. We will provide additional suggestions on how to provide accommodations with the least amount of disruption to your class.

The student has informed me that he/she is a disabled student and has shown me an accommodation letter. What does that mean and how do I accommodate him/her?

The student will present their accommodation letter. For accommodations of extended time and distraction-reduced testing environment, instructors may submit the exam to the TLC Lab, or proctor the exam themselves. They will proctor the test and facilitate accommodations. You probably have already had AAC students in your class - you just didn't know it. Many AAC students choose not to utilize accommodations in the classroom. This is especially true for students who have been served by the program for some time and have transitioned themselves not to need accommodations.

My student has an interpreter; how does this affect my instructions with the student?

Try to remember that the deaf/hard of hearing person is the student not the interpreter. Look at the student, not the interpreter, when you speak to him/her. Often it helps for the interpreter to be located behind you to the side. Then, the student can see you as well as the interpreter.

I suspect that my student has a disability; what should I do?

Refer him/her to our office. We can provide information and, if appropriate, test for learning disabilities. AAC has a faculty referral form that you may discuss with the student and then turn into AAC.

The accommodation letter states that the student needs a note taker. How do I facilitate that?

Note takers are usually volunteers from the class who use NCR paper supplied by AAC. Without identifying the student publicly, ask the students if someone in the class would be willing to take notes for another student. If the student doesn't want to be identified, you, as an instructor, can facilitate providing note taking paper to the note taker. It is the responsibility of the student requesting note taking services to pick up the note paper from AAC and give it to the instructor. If the student doesn't mind being identified, they can work out arrangements with the note taker.

Do I set a different standard for the AAC student re: grading, and/or behavior?

Absolutely not. The purpose of the accommodations is to provide "otherwise qualified" students with disabilities the opportunity to demonstrate their knowledge about the subject matter. All students, including those with disabilities, must abide by the provisions of the Student Code of Conduct and meet all requirements and standards of the class.

As an instructor, what support/resources are available to me to help the student?

We invite you to stop by our office to tour our facilities and tutoring lab. Students may present a progress report to you 1-2 weeks before the drop deadline. If possible, try to be as specific as possible regarding the student's progress. When the student returns the progress report, they meet with a counselor to discuss their coursework and we take steps to secure tutoring for the student, or advise him/her to drop the course. The more information you provide, the better we are able to help the student. Counselors and tutors are available to help and we welcome your input.

How do I contact AAC?

The AAC Office is located in Seco Hall, room 103

Email: aac@canyons.edu

DSP&S Office.....	661.362.3341
Dr. Terri Goldstein, Director	661.362.3347
Lauren Yeh, Counselor	661.362.3995
Dr. Stephanie Lee, Counselor.....	661.362.3568
Scott McAfee, Access Coordinator.....	661.362.3356