

**Deaf and Hard of Hearing Accommodations
for
Arizona Western College Students**

Arizona Western College provides interpreting services for classes, related academic requirements and non-academic out-of-class activities that are sponsored by Arizona Western College.

Students requesting sign language interpreter services will meet with the ARS coordinator to discuss his/her needs and to sign an agreement acknowledging familiarity with related policies.

Students using interpreting services are encouraged to register during the priority registration period and to submit requests for services to the Deaf and hard of hearing services coordinator as soon as possible after registration to ensure there will be services provided. Last minute changes to a student's schedule may result in an inability to provide interpreting services; therefore, it is important to meet with the coordinator with any schedule changes.

- All non-classroom requests (including meetings with professors or group meetings with other students for projects or assignments) also should be made as far in advance as possible using the Interpreter Request Form on the ARS website, but at least five business days in advance. Last-minute requests cannot be guaranteed, although attempts will always be made to secure interpreter services. Arizona Western College is not responsible for any interpreting services other than those approved by ARS. *Cancellations for these activities must be made at least three business days (72 hours) in advance.*

Student Responsibilities:

- Students are encouraged to meet with their professors before classes to discuss the use of interpreting services, any logistical needs such as note taker selection and exchange of notes.
- Students are responsible for all information presented in class. The interpreter is not responsible for retaining or repeating information the student missed. (ARS Highly recommends requesting a note taker for didactic classes please refer to Note taker request policy).

- The student is responsible for informing ARS, in writing, of any changes in a regularly scheduled assignment.

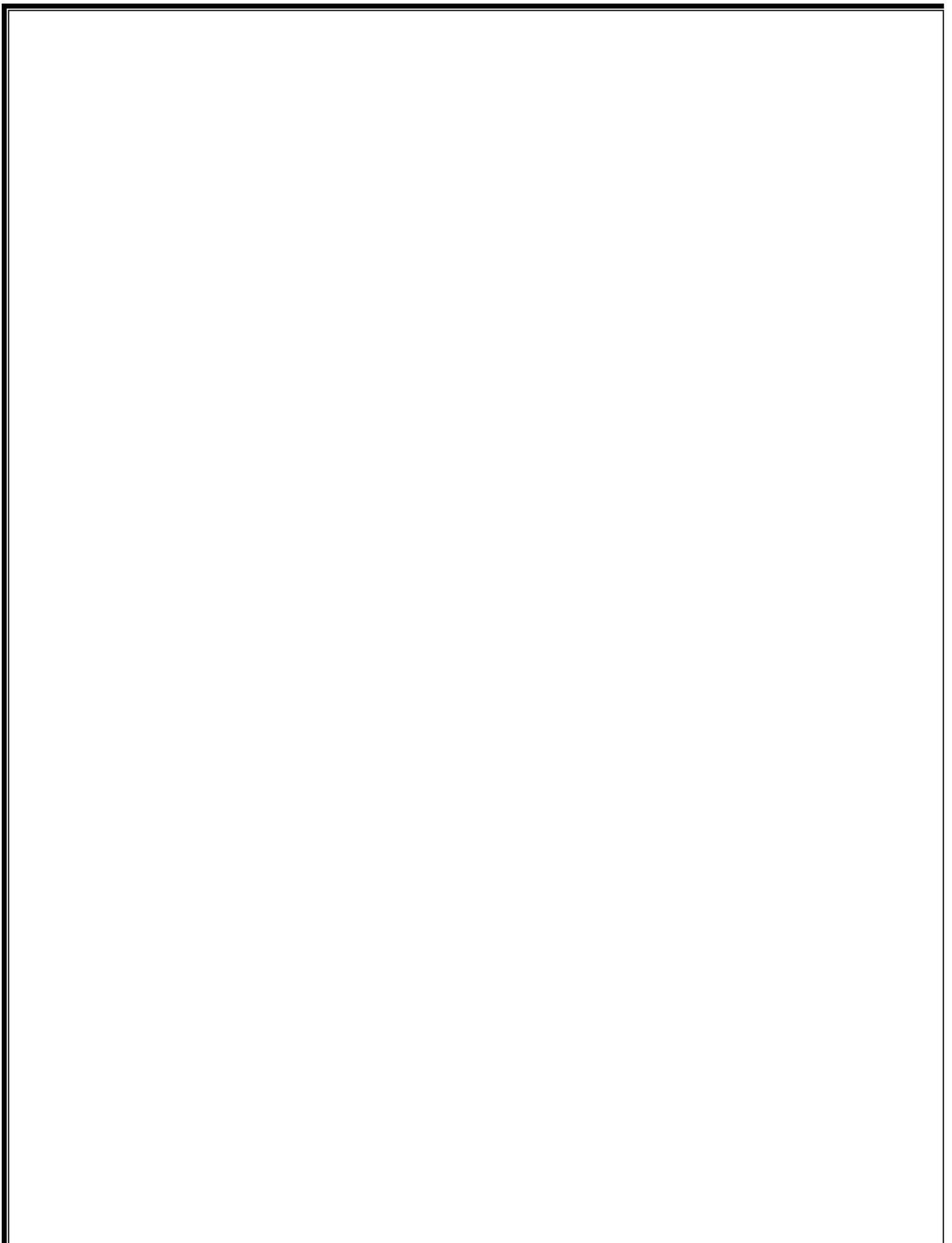
Absence Policy

- Students using interpreters should notify ARS at least 48 hours in advance if they will be absent from class. In the event of illness or emergency, students should notify the ARS coordinator as soon as possible after the absence. After three unreported absences, the student must meet with the ARS coordinator to reinstate services.
- Interpreters will wait five minutes for each half-hour of class time. If the student has not shown up after the waiting time has elapsed, the interpreter will leave. If the student shows up after the elapsed time, the interpreter's availability is not guaranteed. Any interpreter absences must be reported to the coordinator of ARS.
- Note: An unreported absence refers to an absence with neither advance notification nor notification within 24 hours following the class or event.

Sign Language Interpreter Role and Responsibilities:

Sign language interpreting provides the facilitation of communication between people who are Deaf or hard of hearing (HH) and individuals who are hearing.

- The interpreter is there to serve the class (professor, Deaf/HH student and other students) by providing communication access.
- Interpreters do not participate in class.
- Interpreters will not answer student's questions. If the Deaf/HH student has a question, he/she should raise his/her hand. The interpreter will voice if requested.
- Students should not socialize with the interpreters while they are on the job.
- Interpreters will keep all information confidential.
- Interpreters must adhere to the Registry of Interpreters for the Deaf Code of Professional Conduct.



Notes to the professor:

Deaf people rely on their vision to communicate and learn. Whether the Deaf person is expected to watch an interpreter, an experiment, a video tape, written examples, a demonstration, or information on a handout—all messages are gathered visually.

Therefore, important considerations are:

One message at a time—if you expect the Deaf person to understand more than one message at a time, missed information is unavoidable. The most effective presentation strategy is to use sequenced actions instead of simultaneous actions. This may be accomplished by:

Using a multiple-step approach—As separate steps, verbally describe a concept, and then show the concept with objects or writing. After the demonstration, review the concept again. This allows the Deaf person to see all of the messages that hearing people hear and observe (as opposed to showing a concept while talking about it at the same time, causing the Deaf person to miss valuable information.)

Speaking one at a time during discussions—This gives the Deaf person (and the interpreter) a clear understanding of the discussion's content. With a clear turn-taking process, the Deaf person is given more opportunity to join the discussion.

Using closed captioning during videos—Captioning allows the Deaf person to follow the action of the movie while still being able to read the words being spoken.

Wait time—Interpreting does not happen instantly. The interpreter must hear, understand, and sign each thought, using several seconds of processing time. Waiting about 3 to 5 extra seconds for the Deaf person to comprehend messages will give him or her the chance to comment with the group. Wait time is often beneficial for hearing people as well.

Line of sight—The Deaf person should be able to see all important visual messages (the interpreter, speaker, other participants, board/projector screen, TV, etc.) from the best possible position. This may require flexible seating assignments for each activity.

Adequate lighting—In order to receive visual messages, the Deaf Person must have enough light to see clearly.

Other considerations—Every Deaf consumer is different. Individual needs must be evaluated before deciding what creates an accessible environment for each Deaf person.

Interpreting Accommodations Agreement Form

After reviewing the handbook information, sign below and return to ARS office.

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I, _____, have read the handbook and agree to follow the policies and procedures.

Signature: _____ Date: _____