

**MACEWAN**

# Handbook

## for Deaf and Hard of Hearing Students

***Services to Students with Disabilities***

**[www.macewan.ca/ssd](http://www.macewan.ca/ssd)**

*Fostering the full and self-directed participation of  
people with disabilities in post-secondary education.*

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This Handbook is available on line at the Services to Students with Disabilities (SSD) Webpage as follow: [www.macewan.ca/ssd](http://www.macewan.ca/ssd)  
Braille, enlarged and e-text versions can be obtained from the SSD office upon request.

# ***INTRODUCTION***

Services to Students with Disabilities (SSD) at MacEwan has prepared this handbook to provide comprehensive and precise information about the services and accommodations available to MacEwan students with disabilities. Please read the sections relevant to your specific needs, and direct any questions about the information provided to SSD. With the aim to support students in achieving their academic goals, we want to ensure that students have clear and reasonable expectations of MacEwan and SSD.

Good luck in your academic endeavours! We look forward to supporting you in achieving your goals.

## ***OFFICE OF SERVICES TO STUDENTS WITH DISABILITIES***

### ***LOCATION***

Services to Students with Disabilities (SSD) is part of the Student Resource Centre. The primary SSD offices are located at the City Centre Campus in Room 7-112 and at the South Campus in Room 121. At City Centre Campus, the testing area is located in Room 7-199. SSD staff will also travel to the Centre for the Arts (3<sup>rd</sup> floor) and Alberta College (6<sup>th</sup> floor) campuses as necessary. In addition, services can also be extended to the satellite campuses and to students studying at a distance.

### ***SERVICE HOURS and APPOINTMENT SCHEDULING***

The Student Resource Centre offices are open Monday to Friday from 8:30 am to 4:30 pm. Appointments can be scheduled by calling the reception staff:

**City Centre Campus**  
**South Campus**

**(780) 497- 5063**  
**(780) 497- 4041**

## **HOW TO CONTACT STAFF**

### **Chair / Counsellor (City Centre Campus)**

Abigail Parrish-Craig      (780) 497-5811      [ParrishCraigA@MacEwan.ca](mailto:ParrishCraigA@MacEwan.ca)

### **Learning Disabilities Specialist (City Centre Campus)**

Eunice Litwinow      (780) 497-5815      [LitwinowE@MacEwan.ca](mailto:LitwinowE@MacEwan.ca)

### **Counsellor (South Campus)**

TBA      (780) TBA      [TBA](#)

### **Deaf Services Coordinator**

Jody Morrison      (780) 497-5822      [MorrisonJo@MacEwan.ca](mailto:MorrisonJo@MacEwan.ca)

### **Assistive Computer Technology Specialists**

(780) 497-5826      [acts@MacEwan.ca](mailto:acts@MacEwan.ca)

### **Educational Assistants (City Centre, Centre for the Arts & Alberta College)**

(780) 497-5823      [ssd@MacEwan.ca](mailto:ssd@MacEwan.ca)

### **Educational Assistants (South Campus)**

(780) 497-4194      [ssd@MacEwan.ca](mailto:ssd@MacEwan.ca)

### **Fax Numbers**

**City Centre**      (780) 497-4656

**South Campus**      (780) 497-4080

# ***GETTING STARTED***

## ***GENERAL RESPONSIBILITIES OF DEAF AND HARD OF HEARING STUDENTS***

In the last section of this handbook, you will find a copy of the policy on Students with Disabilities (E3400). MacEwan also has a policy on Student Rights and Responsibilities which is published in the calendar. Please familiarize yourself with these documents as they outline important information regarding expectations of students and MacEwan.

As policy E3400 states, MacEwan shall take all reasonable measures, short of undue hardship, to provide accommodation to students with disabilities. The policy also identifies that a student with disabilities has certain responsibilities regarding his/her educational experience including the following:

- To self-identify his/her disability in order to access accommodations and services
- To provide required documentation of the disability and its functional impact
- To follow established procedures for accessing accommodations and services
- To provide timely notification of the need to change any accommodations and/or service requirement.

## ***IDENTIFICATION OF A DISABILITY***

Prior to commencing studies, students are encouraged to self-identify their hearing loss to SSD. With adequate preparation time, SSD is better able to ensure that the necessary services and accommodations are arranged by the time classes begin.

SSD will request that the student with hearing loss provide current documentation from a licensed professional qualified (audiologist) to provide information about the hearing loss. SSD requests that the documentation minimally outlines the following information:

- Specific diagnosis
- Description of the functional effects of the hearing loss particularly as they pertain to post-secondary study
- Recommendations for accommodations and support services that will permit full and equal participation in post-secondary study.

For other disabilities with a medical basis, SSD has a standard Documentation of Disability and Recommendations form that can be completed by the professional if necessary. This form can be obtained from SSD or the Webpage ([www.macewan.ca/ssd](http://www.macewan.ca/ssd)).

Students with learning disabilities, attention deficit disorders, and/or neurological conditions are required to provide current psychological assessments providing detailed information about intellectual abilities, academic achievement, and information processing functions.

Determination of accommodations and services occurs through a process involving review of presenting documentation and discussion among the individual student, SSD and, where necessary to ensure a full consideration of course requirements, the appropriate faculty. The following factors will be considered in this process:

- Functional effects of the hearing loss
- Design of the course and/or academic requirements
- Accommodations and/or services that will
  - ✓ facilitate equal access to course materials, activities and requirements
  - ✓ maximize the independence of the student
  - ✓ maximize the full participation of the student
- Preferences of the individual student
- Availability of services and resources
- Reasonableness of the accommodations considering the impact on the student, instructors, SSD, other students and MacEwan in general.

## ***ADMISSION PROCESS***

Deaf and hard of hearing students who are applying to MacEwan programs follow the standard documented admission process and are expected to meet the standard admission requirements. Therefore, applicants are encouraged to familiarize themselves with the admission requirements of the MacEwan programs in which they are interested and to follow the standard procedures.

Deaf and hard of hearing students, who are required to write the Skills Appraisal as part of the admission process and who require accommodations due to their hearing loss, are advised to contact SSD to arrange for individual administration of the Skills Appraisal. If there are other aspects of the admission process for which the individual with hearing loss identifies a need for accommodation, he/she is advised to contact SSD in advance to assess the need and to implement the appropriate accommodation.

## ***FUNDING FOR ASSISTIVE SERVICES AND TECHNOLOGIES***

A deaf or hard of hearing student may be eligible for financial assistance through resources such as the Canada Study Grant for the Accommodation of Students with Permanent Disabilities (DSG) or Disability Related Employment Supports (DRES) to cover the cost of educational accommodations related to his/her hearing loss while he/she attends MacEwan. Costs that may be considered disability-related include the following: note taking, preparation of materials in alternate formats, some exam accommodations, academic strategy instruction, tutoring, sign or oral interpretation, specialized transportation, digital recorders, computers, assistive technologies and assistive listening devices.

Deaf and hard of hearing students, who will require assistive services and technologies, are advised to meet with the Deaf Services Coordinator to complete the necessary applications and to be referred to a career consultant from Alberta Employment and Immigration. Using the documentation of hearing loss and other relevant information, SSD will develop an Individual Service Plan (ISP) that outlines the specific recommendations for program planning, accommodations, services and technologies. This ISP will be included with applications for funding for disability-related needs.

## **CONFIDENTIAL INFORMATION**

To ensure compliance with professional codes of ethics and the Freedom of Information and Protection of Privacy (FOIPP) Act, certain procedures are followed with respect to the management of confidential information received by SSD. We encourage students to ask us questions about these procedures.

### **Consent Form for the Disclosure of Personal Information**

To facilitate effective services, SSD requires documentation of disability and has to communicate with various other parties including, but not limited to, instructors, career consultants, and health care professionals. Prior to this communication, SSD requires students to sign a consent form specifying what information can be shared with whom, for what purpose and over what period of time.

### **Request to Access Information**

Students have the right to access their personal information contained in SSD student files. To obtain this information, the student has to complete a Request to Access Information form and submit it to the MacEwan's FOIPP Coordinator for processing. This form is available from the MacEwan Website ([www.macewan.ca](http://www.macewan.ca)) or can be provided by SSD. SSD also encourages students to keep copies of all personal information prepared on their behalf (assessments, accommodation letters, individual service plans).

Under current records management standards, SSD student records are retained for 10 years from the date of last contact with the student.

### **Staff Confidentiality**

All MacEwan employees are required to sign a Confidentiality Agreement at the commencement of their employment. This agreement confirms the staff member's obligation to be informed about policies and procedures regarding the confidentiality of MacEwan and student information learned during the course of employment with MacEwan.

As with all professional services, the limitations of confidentiality include the following:

- The individual provides written, informed consent to the disclosure directly or through a third party including legal counsel;
- There is a subpoena, warrant or order made by a court or office having the jurisdiction to make such order;
- The individual is assessed as being a danger to him/herself or others;
- There is evidence of suspected abuse or neglect of a child.

# **ACCOMMODATION LETTERS**

If a student is requesting classroom or academic accommodations due to deafness or hearing loss, it is his/her responsibility to take an accommodation request letter to his/her instructors. Accommodation letters are prepared by Services to Students with Disabilities (SSD) at the request of the individual student. The letter is addressed to the student's instructors and outlines the accommodations identified as necessary to ensure that the student will have the opportunity to access and participate fully in his/her coursework. The student will be asked to sign a **Consent Form for the Disclosure of Personal Information** to specify the information that can be disclosed in the accommodation letter and in discussions with the instructors and program staff.

## **RESPONSIBILITIES**

### **Student Responsibilities**

- ✓ Make an appointment with SSD to request an accommodation letter.
- ✓ Participate in the process of determining appropriate and reasonable accommodations.
- ✓ Deliver the letter to instructors.
- ✓ Identify and discuss with SSD any request for changes to the original accommodation letter. If the change is determined to be warranted, a revised accommodation letter will be prepared.

### **Institutional (SSD) Responsibilities**

- ✓ At the student's request and with his/her input, prepare an accommodation letter addressed to the student's instructors.
- ✓ When course expectations are not familiar, determine appropriate accommodations through discussion with the student and his/her instructors.

A sample accommodation letter is displayed on the following pages.

**REQUEST FOR ACCOMMODATIONS**

**Date:** September 7, 2009

**TO:** Instructors

**FROM:** Jody Morrison, Deaf Services Coordinator  
Services to Students with Disabilities

**RE:** Jane Smith  
ID#: 1234567

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Please be advised that the above named student has identified herself to Services to Students with Disabilities (SSD). This letter serves as documentation of disability to ensure that the student's accommodation needs are met. The actual documentation of disability is kept confidential by SSD and can be shared only with the student's written consent. As per MacEwan policy E3400, it is the student's responsibility to identify her need for accommodations to her program and instructors. The student has been advised to present this letter to her instructors when requesting accommodations.

According to the documentation received by the SSD office and depending on the design of the course, the student may require the following accommodations to ensure that she is able to participate fully in her coursework:

**Interpreter services**

During scheduled class time, Jane will require sign language interpreter services to communicate all information (lectures, discussions and particularly group discussions). Please review the attached document "Deaf and Hard of Hearing Students in the Classroom --- A Guide for Instructors" which provides supplementary information regarding the role of the interpreter. In addition, the interpreter will be doing advance work to prepare for the sign vocabulary required for classes; consequently, she will need access to textbooks and other course materials prior to class. Your assistance in these matters will be essential and appreciated.

**Communication Access Real-time Translation (CART)**

A CART reporter will be providing real time transcription of lecture content. Using court reporter technology, the reporter will write all spoken words so that the student can follow verbatim the printed text of the lecture and classroom

discussion on a laptop computer monitor. Jane will be provided copies of the transcripts after they have been edited. The transcripts will be used only for Jane's personal studies.

I have forwarded the document "Deaf and Hard of Hearing Students and CART Reporters in the Classroom --- A Guide for Instructors" to provide supplementary information regarding the role of the CART reporter. In addition, the CART reporter will be doing advance work to prepare for the vocabulary required for classes; consequently, she will need access to textbooks and other course materials to review prior to class. Your assistance in these matters will be essential and appreciated.

### **Note Taking**

Because Jane will be attending to the interpreter/CART reporter, it will be very difficult for her to record notes simultaneously. Although she will have a verbatim transcript of the text from the CART reporter, she will be able to learn and study more efficiently from notes that highlight primary concepts and information. Consequently, Jane will need to recruit one or two classmates to be peer note takers. SSD will provide her with NCR paper (which makes two copies) for the volunteer note takers. They keep one copy and give her the second copy. During initial classes, she may request instructor assistance to recruit the volunteer note takers.

### **Audio Visual Materials**

Jane will probably be unable to hear audio-visual materials unless they are captioned. If uncaptioned videos are part of the course, please advise, and we will determine appropriate accommodations at that time.

### **Exam Accommodations**

Jane requires accommodations of extended time and isolation for exams. Exam accommodations are arranged and proctored by educational assistants with SSD. Jane is responsible for notifying us of scheduled exams and for providing her instructors with exam proctoring checklists.

### **Tutoring**

I am recommending that provisions for tutoring be considered in the event that Jane identifies any difficulty mastering the content of her courses.

### **Academic Strategy Instruction**

I am recommending academic strategy instruction on a regular basis to assist Jane to learn the meta-cognitive strategies that will help her to learn effectively. I propose that she meet weekly with an academic strategist to review specifically the following learning processes: organization of academic tasks, time management, attention and memory, reading, studying, writing, and test taking. It is essential that she develop the most effective skills to ensure that she is able to demonstrate her potential in her courses.

The identified accommodations may be reviewed and revised pending additional information about the disabling condition and/or the specific academic requirements.

Thank you for your attention to this matter. Your cooperation and assistance will facilitate the actualization of policy E3400 and will also encourage the continuing development of a supportive community respectful of student diversity. If you require additional information, please feel free to contact me at 497-5822. For additional information on disabilities and techniques for teaching students with disabilities, visit [www.macewan.ca/ssd](http://www.macewan.ca/ssd) and click on FAQs and Faculty FAQs.

Sincerely,

Jody Morrison  
Deaf Services Coordinator

C.c. Jane Smith

# ***SERVICE AND ACCOMMODATION GUIDELINES***

Services to Students with Disabilities (SSD) co-ordinates a range of assistive services and accommodations to students depending upon their needs. Individual service needs are assessed and negotiated by the Deaf Services Coordinator, Counsellor and/or Learning Disabilities Specialist in conjunction with the student and other relevant service providers familiar with the student's needs.

On the following pages are specific guidelines for each of the major services offered to students with disabilities on an as needed basis. Each section provides information describing the service, eligibility criteria, and detailed responsibilities of students, SSD and the service providers.

## **REDUCED COURSE LOAD**

Some students with hearing loss can be considered full-time with a reduced course load if this consideration is deemed to be an appropriate accommodation. If considered full-time with a reduced course load, the student may be eligible for the following:

- Students Finance as a full-time student
- Consideration for scholarships and awards that include full-time status as an eligibility criterion
- Access to benefits offered to full-time students such as UPass and Student Health and Dental benefits.

### **Definitions:**

Although there can be variations in of the way that different funding sources define the following terms, these are the commonly accepted definitions:

Full-time course load: Sixty percent or more of a regular course load (usually 9 credits or more during a regular academic term)

Part-time course load: Less than a 60% course load (8 credits or less during a regular academic term)

Reduced course load: Considered to be full-time for students with disabilities carrying a 40-59% course load (usually 6-8 credits during a regular academic term)

## **ELIGIBILITY CRITERIA FOR REDUCED COURSE LOAD**

Students with hearing loss may be eligible for of the accommodation of a reduced course load under the following circumstance:

- Due to the functional effects of the hearing loss, the student requires more time to complete academic tasks effectively.

## **STUDENT AND SSD RESPONSIBILITIES**

### **Student Responsibilities**

- ✓ Identify the need for a reduced course load to SSD at the beginning of each term.
- ✓ Ensure that documentation of hearing loss provides SSD with sufficient information to assess the appropriateness of a reduced course load.
- ✓ Follow up with the Students Association regarding the assessment of fees for full-time students.

## **Institutional (SSD) Responsibilities**

- ✓ Assess student's eligibility for consideration as a full-time student with a reduced course load.
- ✓ After approving that a student be considered full-time with a reduced course load, document this approval in the appropriate locations, which may include, but not necessarily be limited to, the following:
  - Individual Service Plan
  - Relevant Students Finance applications for disability-related educational supports
  - MacEwan Student Information system
  - Students Association
- ✓ Advise student of the need to ensure that all the above records are updated each term.
- ✓ Advocate to relevant departments at MacEwan that students with disabilities who are considered full-time with a reduced course load are fairly recognized as full-time students.

## **NOTE TAKING**

The note taking services offered at MacEwan usually involve the deaf or hard of hearing student recruiting one to three classmates who are willing to be peer note takers. The volunteers record their notes on the NCR (copy) paper that the deaf or hard of hearing student has obtained from SSD. The peer note taker keeps one copy and the student with hearing loss is given the second copy.

### **ELIGIBILITY CRITERIA FOR NOTE TAKING SERVICES**

Students with disabilities may require note taking assistance for any of the following reasons:

- Physical difficulties that limit the ability to write quickly and efficiently
- Physical difficulties that cause pain or discomfort leading the student to adjust body position frequently
- Hearing loss that limits the ability to listen and/or watch an interpreter while taking notes
- Vision loss and blindness
- Attention/concentration difficulties that make it difficult for the student to listen and take effective notes simultaneously.

**Note taking is an accommodation only for students who attend class.** If a student is absent from class, he/she is expected to request a copy of notes from another student.

### **STUDENT AND SSD RESPONSIBILITIES**

#### **Student Responsibilities**

- ✓ Identify the need for note taking assistance to SSD.
- ✓ Obtain the NCR paper from SSD as needed.
- ✓ Take responsibility for recruiting note takers. SSD recommends that a request for volunteers be made to the entire class during the first scheduled class to improve the chances of recruiting competent note takers. If the student feels uncomfortable making the request independently, he/she is encouraged to ask instructors to make the request on his/her behalf. We recommend that at least two note takers be recruited to ensure that the student has the best chance to obtain a good copy of notes and a back up note taker in case a volunteer note taker is unable to attend class.

- ✓ Pick up the Tip Sheet that SSD has developed to help you to recruit good peer note takers.
- ✓ Communicate with the note taker(s) to discuss the notes and to share concerns and compliments.

### **Institutional (SSD) Responsibilities**

- ✓ Manage the distribution of NCR note taking paper to eligible students with disabilities.
- ✓ Assess and validate the appropriateness of individual student requests for note taking support as an accommodation.
- ✓ Provide assistance in recruiting note takers to the student and/or the instructor.

### **Tips for Peer Note Takers**

(SSD recommends that students share these tips with their note takers.)

- ✓ Attend class regularly. Notify the student with a disability if you expect to be absent from any particular class.
- ✓ Use good note taking practices including, but not necessarily limited to, the following:
  - Record course name and date on first page
  - Number each page
  - Write legibly
  - Provide blank spaces for adding notes later
  - Use accurate spelling
  - Organize notes in logical manner
  - Use consistent practices of highlighting and summarizing important points
  - Record as much as possible of the information discussed during the class.
- ✓ Communicate with the student to discuss the notes and to share concerns.

## ***ALTERNATE FORMAT MATERIAL PREPARATION***

Students who have difficulties reading standard print material usually require access to the alternate format material preparation services provided by Educational Assistants through SSD. Depending on the student's disability, need and preferences, academic print materials may be provided in one or more of the following formats:

- Audio visual transcripts
- Enlarged print
- Audio (CD, MP3)
- Electronic text
- Braille

## **ELIGIBILITY CRITERIA FOR MATERIAL PREPARATION SERVICES**

- The individual has a verifiable disability affecting his/her ability to read standard print effectively or to hear audio productions;
- The disability restricts the student's access to educational materials;
- The individual can identify his/her preferred alternate format of print materials;
- The individual is registered in classes at MacEwan and funding for material preparation services has been arranged; and
- The individual agrees to abide by the list of student responsibilities for using material preparation services.

## **STUDENT, SSD AND EDUCATIONAL ASSISTANT RESPONSIBILITIES**

### **Student Responsibilities**

- ✓ Identify his/her need for materials in alternate format to the Deaf Services Coordinator, Counsellor or Learning Disabilities Specialist.
- ✓
- ✓ Identify the preferred alternate formats.
- ✓ Obtain copies of the materials (textbooks, course outlines, handouts, etc.) that he/she requires in alternate format and provide these to SSD with a completed Student Agreement for Alternate Format Text Material form (paper copy or on-line request at [www.macewan.ca/ssd](http://www.macewan.ca/ssd) under Links, Forms). If the required text is already commercially available in the alternate format, be prepared to purchase that version.
- ✓ Specify the timelines by which he/she requires the material in alternate format and recognize that variable amounts of time may be required depending on the task and overall demands on the department.

- ✓ Pick up the prepared materials from the Educational Assistants. Sign the Alternate Format Agreement that confirms the student's consent to the terms and conditions granting access to alternate format text materials.

### **Institutional (SSD) Responsibilities**

- ✓ Recruit educational assistants who are skilled at preparing materials in alternate format.
- ✓ Provide orientation and instruction in the material preparation processes used at MacEwan to the educational assistants.
- ✓ Establish material preparation procedures that comply with applicable legislation and license agreements.
- ✓ Advise students of alternatives for obtaining materials in alternate formats outside the institution (e.g., Recordings for the Blind and Dyslexic, CNIB, Edmonton Public Library) where appropriate.
- ✓ Provide the equipment necessary to prepare materials in alternate format.

### **Educational Assistant Responsibilities**

- ✓ Receive the requests for material preparation from students.
- ✓ Contact the publisher to request an electronic version of the requested text.
- ✓ Identify and record (on the Alternate Format Agreement form) the authority under which the alternate format will be provided.
- ✓ Prioritize the fulfillment of the requests based on timelines by which students require the material.
- ✓ Obtain and/or prepare materials in the preferred alternate format in a timely manner following procedures developed and recommended by SSD.
- ✓ Deliver the materials to the students in a timely manner. Ensure that the student signs an Alternate Format Agreement for each text provided.
- ✓ Date and document on the Alternate Format Agreement form all actions relevant to each request.

## **EXAM ACCOMMODATIONS**

Exam accommodations are alterations to exam conditions to ensure the student with a disability has the opportunity to demonstrate his/her mastery of the material tested by an exam. Accommodations are provided by SSD to eliminate any disadvantage caused by the disability. However, exam accommodations are not intended to allow students with disabilities to have an advantage over other students on exams.

Exam accommodations, which vary depending on the individual's need, may include, but not necessarily be limited to, the following: extended time (specified), alternate format exam, alternate format response system, isolation, access to assistive and/or computer technology.

### **ELIGIBILITY CRITERIA FOR EXAM ACCOMMODATIONS**

The student must have a verifiable disability affecting his/her ability to complete exams (including tests and quizzes) under standard conditions. Consideration is given for the following standard exam conditions:

- Length of exam (time)
- Location of exam
- Format of exam
- Format of exam response
- Environmental conditions (e.g., seating, distractions, confirmed need for breaks, etc.)

## **STUDENT, SSD AND INSTRUCTOR RESPONSIBILITIES**

### **Student Responsibilities**

#### **Before Exam**

#### **Approved Exam Accommodations**

The student must have met with one of SSD's professional resource staff (Counsellor, Learning Disabilities Specialist, or Deaf Services coordinator) to arrange for exam accommodations; if exam accommodations are deemed a reasonable accommodation, an Approved Exam Accommodation form will be completed. This form is stored in the student's exam file. To ensure appropriate accommodations, this process is reviewed each academic term.

#### **Orientation to Exam Accommodations**

Each student is required to meet with one of the Educational Assistants involved in exam accommodations for the purpose of orientation to the exam accommodation procedures.

### **Exam Notification**

The student completes an Exam Notification (green) form for each exam for which he/she requires accommodations. An online version of this form can be completed and submitted via the SSD website at [www.macewan.ca/ssd](http://www.macewan.ca/ssd). This form is returned to SSD no less than one week before the exam date for mid-terms and three weeks before the exam date for final exams. SSD cannot guarantee accommodations if less notice is provided. Please note that SSD cannot reliably provide exam accommodations for exams scheduled outside regular office hours (Monday-Friday between 8:30am - 4:30pm). Therefore, if possible, the student is asked to identify an exam start time that will ensure he/she is finished writing the exam before 4:30 p.m. on weekdays. If necessary, SSD staff will review alternatives with the student and/or instructor.

### **Exam Proctoring Checklist**

The student gives an Exam Proctoring Checklist (yellow) to each instructor. The instructor completes and signs the form indicating the regular in-class exam conditions. SSD uses this information to ensure that appropriate conditions are established for the exam accommodation.

### **Deferred Exams**

Students are responsible for obtaining instructor permission to write an exam at a time other than the regularly scheduled time.

### **During Exam**

#### **Complete Exam**

The student comes prepared to write the exam (e.g., brings pens and/or pencils) at the scheduled time and completes the exam to the best of his/her ability and without engaging in any academic dishonesty (such as cheating) according to Student Rights and Responsibilities (see MacEwan Calendar).

#### **Instructor Questions**

If the student needs to ask the instructor a question, the student will ask the proctor for an escort to the classroom. The time required to do this will be added to the extra time allowed.

#### **Breaks**

If the student requires a break (e.g., bathroom) during the exam, he/she must notify the proctor and be accompanied by a representative of SSD.

#### **Nutrition**

Students who require food or drink during the exam are expected to come prepared with these requirements.

## **Institutional (SSD) Responsibilities**

### **Before Exam**

#### **Establish exam schedule**

Based on the information submitted by students on Exam Notification forms, SSD will establish an exam schedule including the student's name, course, exam time and room number. This schedule is kept in the testing office; students are encouraged to confirm their exam arrangements.

#### **Obtain exam**

Approximately one week before the exam date, SSD will contact the instructor and/or representative of the instructor to arrange to obtain a copy of the exam. A log is completed to verify that the exam has been received, and the exam is locked until exam day. If required, SSD will prepare the exam in an alternate format.

#### **Communication with Student**

If there are any irregularities associated with the exam, SSD will communicate these to the student. Irregularities may include a need to adjust actual time of exam because of lack of available space and/or supervision.

### **During Exam**

#### **Supervision**

SSD is responsible for supervising exam accommodations and ensuring that procedures follow the instructor's expectations. A representative of SSD is assigned to proctor each exam. The proctor will review the Exam Proctoring Checklist with the student at the beginning of the exam to ensure that all exam conditions are followed. **If the student is not permitted access to any materials (notes, texts), he/she is expected to take in only the pens and/or pencils required for writing. Any other materials taken into the room will be checked to ensure that none are unauthorized. Items that are not permitted in exam rooms include the following: cell phones, electronic music devices and memory sticks.** Staff from SSD may enter the exam room at any time to check on the student. If the student needs to take a bathroom break, the proctor must accompany the student. Any evidence of cheating during the exam will be documented and reported to the instructor and the MacEwan's Academic Integrity Officer (See Academic Integrity Website for details of the policy and procedures at [www.MacEwan.ca/academicintegrity](http://www.MacEwan.ca/academicintegrity)).

#### **Documentation**

SSD completes a Details of Exam form for each exam accommodation. These forms are stored for the term in the student's exam file.

## **After Exam**

### **Exam Return**

SSD returns the completed exam to the instructor and asks the person receiving the exam to sign the Exam Accommodation form. The Exam Log is completed to confirm that the exam has been returned.

## **Instructor Responsibilities**

### **Before Exam**

#### **Exam Proctoring Checklist**

Instructors will discuss the exam accommodation with the student and will complete an Exam Proctoring Checklist at the request of the student. If the instructor has any questions and/or concerns, he/she is encouraged to contact SSD for more information.

#### **Exam**

Instructors will work with SSD to ensure that a copy of the exam is available at the scheduled exam time.

## ***INTERPRETER SERVICES***

Interpreter services are provided to facilitate communication in post-secondary settings between hearing people and individuals with hearing loss who use a signed and/or oral language to communicate.

### **ELIGIBILITY CRITERIA FOR INTERPRETING SERVICES**

- The individual has a verifiable hearing loss which significantly interferes with access to a post-secondary education;
- The individual prefers interpreting services as the method of communication;
- The individual is registered in classes at MacEwan and funding for interpreting services has been arranged with the Deaf Services Coordinator, Services to Students with Disabilities (SSD); and
- The individual agrees to abide by the list of student responsibilities for the use of interpreting services.

### **STUDENT, SSD AND INTERPRETER RESPONSIBILITIES**

#### **Student Responsibilities**

##### **General**

- ✓ When first planning to undertake coursework at MacEwan, the deaf or hard of hearing student must schedule and attend an appointment with the Deaf Services Coordinator, SSD to identify the need for interpreter services. This appointment needs to occur well in advance of commencing studies at MacEwan.
- ✓ Follow through with necessary paperwork to secure funding for interpreting services.
- ✓ Notify the Deaf Services Coordinator, SSD of the class schedule.
- ✓ If requesting interpreter services for other required activities (e.g. out of class group meetings, field placement), the student must notify the Deaf Services Coordinator, SSD by completing a "Request for Interpreter Services" form. These are available from the Deaf Services Coordinator, SSD and the receptionists at the Student Resource Centre at City Centre Campus. If unable to come to MacEwan to complete the request, the student can provide the request by email or the phone/TTY to the Deaf Services Coordinator or a receptionist.
- ✓ Discuss communication preferences and sign choices with the interpreters.

- ✓ Understand that the role of the interpreter is to facilitate communication by providing the content of spoken/signed information. Unless otherwise arranged, the interpreter is not to be a tutor, instructor or counsellor.
- ✓ Notify the Deaf Services Coordinator if there are any concerns and/or problems with respect to the provision of interpreting services and be prepared to participate in problem resolution if necessary.

### **Attendance**

- ✓ When possible, provide 48 hours notice of cancellation of request for interpreter services. Without adequate notice of cancellation interpreters will bill for services.
- ✓ Arrive on time for scheduled appointments or classes; alternatively, notify the interpreter(s) and/or the Deaf Services Coordinator if expecting to be late or absent.
- ✓ Understand that the interpreter(s) will wait for 15 minutes for classes up to fifty minutes long, 20 minutes for classes up to ninety minutes long and 30 minutes for classes longer than ninety minutes unless the student has given the interpreter prior notification that he/she may be late.
- ✓ If a student has cancelled interpreter services without 48 hours' notice on two or more occasions (including being absent from class without informing the interpreters), s/he will be required to meet with the Deaf Services Coordinator to discuss service delivery.
- ✓ Understand that student absences without notice or good cause may result in suspension of the interpreter services until the student meets with the Deaf Services Coordinator to discuss service delivery.
- ✓ Contact the Deaf Services Coordinator when the student has decided to withdraw from a course or is no longer attending a course using interpreter services.

### **Evaluation of Interpreter Services**

- ✓ Participate in any scheduled evaluation of interpreter services.
- ✓ **Immediately** identify to the Deaf Services Coordinator any concerns about interpreting services.

## **Institutional Responsibilities (SSD)**

- ✓ Meet with deaf students, who request interpreter services, to discuss the following information:
  - Student's course schedule
  - Interpretation format preferences (e.g., American Sign Language, Signed English, etc.)
  - Interpreter preferences
  - Funding alternatives for interpreter services including provision of supporting documentation.
  
- ✓ Schedule interpreter assignments in the most efficient and effective manner possible giving consideration to the following factors (in no particular order):
  - Team interpretation when required
  - Consistency/continuity of interpreters from term to term
  - Interpreter availability
  - Student preferences
  - Interpreter abilities and background
  - Funding support available to cover interpreter costs.
  
- ✓ Provide to instructors orientation materials regarding SSD services, the needs of deaf and hard of hearing students, and the role of the interpreter.
  
- ✓ Assist interpreters with course preparation as follows:
  - Access to instructors and/or program staff to locate materials such as course outlines, textbooks, and/or audiovisual materials.
  - Provision of a space to prepare for classes
  - Access to Library resources if necessary
  
- ✓ Act as a liaison among interpreters, students and instructors.
  
- ✓ Communicate frequently with interpreters regarding scheduling, interpreting concerns, and relevant MacEwan information.
  
- ✓ Provide support, guidance and feedback to interpreters as required.
  
- ✓ Provide a safe workplace in accordance with MacEwan policies and procedures.

## **Interpreter Responsibilities**

### **Professionalism**

- ✓ Follow the tenets of the Association of Visual Language Interpreters of Canada (AVLIC) Code of Ethics and Guidelines for Professional Conduct.
- ✓ Commit to work for the entire assigned time. If this commitment cannot be honoured, a minimum of two weeks written notice is required for permanent schedule changes.
- ✓ Obtain required readings for each course. These resources may be available from the instructor, the program area, the faculty or school, or the Library. SSD will assist in locating preparatory reading materials.
- ✓ Prepare for each assignment. This includes pre-reading lecture material, previewing audio-visual materials (if available) and researching possible sign choices. Preparation may also include spending time with students and team interpreters to discuss sign choices for course vocabulary.
- ✓ In the classroom, introduce yourself to the instructor and negotiate the conditions required for interpreting services. If you encounter difficulties, contact the Deaf Services Coordinator.
- ✓ If necessary, arrange for substitute interpreters who possess the skills and background for your assignments, and inform the Deaf Services Coordinator, SSD, the students, and the instructor of the changes.
- ✓ Immediately report any difficulties arising between you and a student or you and an instructor or any other concern so that the situation can be addressed.
- ✓ Dress in clothing appropriate for the classroom. Blue jeans and running shoes are not acceptable, except when recommended by the instructor.
- ✓ When interpreting in the classroom, laboratory or off-site, refrain from engaging in other activities, such as eating, and responding to text/cell phone messages.

### **Attendance**

- ✓ With as much notice as possible, inform the student and SSD when you will be late, sick or unable to attend class. Arrange for qualified replacement services.

- ✓ Arrive at the classroom at the scheduled class time.
- ✓ Wait 15 minutes for classes up to fifty minutes long, 20 minutes for classes up to ninety minutes long and 30 minutes for classes longer than ninety minutes, unless the student has given prior notification that s/he may be late.
- ✓ Contact SSD when interpreting service is not required as scheduled.

## **COMMUNICATION ACCESS REAL-TIME TRANSLATION (CART) REPORTER SERVICES**

Communication Access Real-Time Translation (CART) Reporter services are provided to facilitate communication among hearing people and individuals with hearing loss in post-secondary settings. The CART reporting system provides a visual display of spoken words. With appropriate software, the size and contrast of the projected copy can be modified to facilitate communication access from the instructor and class to the student with a hearing loss. The display provided will be a near word-for-word transcription of the events as they occur.

### **ELIGIBILITY CRITERIA FOR CART REPORTER SERVICES**

- The individual has a verifiable hearing loss which significantly interferes with access to post-secondary education;
- The hearing loss is a primary factor in preventing the individual from meeting educational goals;
- The applicant prefers CART Reporting as the method of communication in a classroom;
- The applicant is registered in classes at MacEwan and funding for CART reporter services has been arranged;
- The applicant agrees to abide by the list of student responsibilities in the use of CART reporter services.

### **STUDENT, SSD AND CART REPORTER AGENCY RESPONSIBILITIES**

#### **Student Responsibilities**

##### **General**

- ✓ Notify the Deaf Services Coordinator, SSD at the time of application and acceptance in order to facilitate the arrangements of CART reporting services.
- ✓ Meet with the Deaf Services Coordinator, SSD to discuss CART reporting requirements and the referral process well in advance of class start dates.
- ✓ Follow through with necessary paperwork to secure funding for CART reporting services.
- ✓ Notify the Deaf Services Coordinator, SSD of the class schedule and any changes.

- ✓ Notify the Deaf Services Coordinator, SSD in writing if CART reporter services are required for otherwise unscheduled activities (e.g., out-of-class group projects) by completing a Request for Interpreting or Captioning Services form.
- ✓ Introduce him/herself to the CART reporter and the instructor.
- ✓ Discuss communication preferences (e.g., use of abbreviations, names, etc.) with the CART reporter.
- ✓ Recognize that CART reporter notes are a form of communication and are not to be given out to other students or staff. They are to be used only for personal use.
- ✓ Understand that the role of the CART reporter is to facilitate communication by providing the content of spoken information. Unless otherwise arranged, the CART reporter is not to be a tutor, instructor, or counsellor.
- ✓ Notify the Deaf Services Coordinator if there are any concerns and/or problems with respect to the provision of CART reporting services and to be prepared to participate in problem resolution if necessary.

### **Class preparation and class time**

- ✓ Work with the CART reporter and instructor on communication strategies for technical and other specialized language components.
- ✓ Ensure the CART reporter is aware of the required advance readings for class.
- ✓ Advise the CART reporter when terminology is unclear.

### **Attendance**

- ✓ Contact the CART reporter at least 48 hours in advance when expecting to be late, sick, or otherwise unable to attend class, or when the class has been cancelled. Understand that CART reporting services will be billed if the reporter is provided with less than 48 hours' notice of cancellation.
- ✓ Understand that the CART reporter will wait for a student for 15 minutes for a fifty minute class, 20 minutes for a class up to ninety minutes long and 30 minutes for a class longer than ninety minutes unless the student has given previous notification to the CART reporter. CART reporting services will not begin until the student arrives.

- ✓ Understand that if a student has cancelled CART reporter services without 48 hours notice on two or more occasions, s/he will be required to meet with the Deaf Services Coordinator to discuss service delivery.
- ✓ Understand that student absences without notice or good cause may result in suspension of CART reporting services until the student meets the Deaf Services Coordinator to discuss service delivery.
- ✓ Contact the Deaf Services Coordinator when the student has decided to withdraw from a course or is no longer attending a course using CART reporting services.

### **Evaluation of CART Reporting Services**

- ✓ **Immediately** contact the Deaf Services Coordinator about any concerns with services if unable to reach a resolution with the CART reporter.
- ✓ Participate in any scheduled evaluation of CART reporting services.

### **Institutional (SSD) Responsibilities**

#### **Classroom**

- ✓ Schedule assignments in the most efficient and effective manner possible, including the following factors (in no particular order):
  - \* consistency/continuity of CART reporters from term to term
  - \* availability of appropriately skilled CART reporters
  - \* student preferences
  - \* CART reporters' abilities and backgrounds
- ✓ Provide the CART Reporter Services guidelines to students to clarify the respective roles of CART reporters and students.
- ✓ Provide instructors with orientation materials and information regarding SSD services, the needs of deaf and hard of hearing students, and the role of the CART reporter.
- ✓ Assist with CART reporter's course preparation as follows:
  - \* access instructors and/or program staff to locate materials such as course outlines, textbooks, audiovisual materials
  - \* provide a room/space to prepare for classes
  - \* access to Library resources if necessary.

## **Communication**

- ✓ Facilitate communication and problem solving as necessary between students, CART reporters, and instructors. Communicate frequently with CART reporters regarding scheduling, concerns, and MacEwan affairs.
- ✓ Provide support, guidance and feedback to CART reporters, as required.
- ✓ Provide a safe workplace in accordance with MacEwan Policies and Procedures.

## **CART Reporter/Agency Responsibilities**

### **General**

- ✓ Provide all necessary software and hardware and operate a computer-aided system to convert speech and classroom activities into electronic text on a computer screen.
- ✓ Ensure that the student(s) and the monitor/display are positioned for optimum readability of the real-time text.
- ✓ Follow the intent of the speaker at all times. Produce as near verbatim as possible the speaker's words, always conveying the content and spirit of the speaker.
- ✓ Substitute vocabulary that is computer translatable in order that the student understands the content.
- ✓ Ensure that the text on the screen reflects what is happening in the environment, including laughter, a knock at the door, background talking, speaker identifiers, tone of voice identifiers (e.g. anger, sarcasm, joking, etc.) and other verbal clues.
- ✓ Provide the student with an edited, electronic copy of the lecture / communication transcript from the real-time version.

### **Class Preparation**

- ✓ Prepare for each assignment. Obtain and use necessary materials (lecture material, textbook, etc.) to add new technical and academic vocabulary into the computer dictionary database. SSD may be able to assist in obtaining materials.
- ✓ Liaise with the student(s) and/or sign language interpreters (if teamed) to reach consensus on service delivery processes.

## **In-Class**

- ✓ Arrive at classroom 15 minutes before class start time.
- ✓ Set up the equipment in a location that is visible to the student.
- ✓ Introduce yourself to the instructor, and negotiate the conditions required for providing CART reporting services. If there are difficulties, contact the Deaf Services Coordinator.
- ✓ Begin CART reporting services when the student arrives.

## **Attendance**

- ✓ With as much notice as possible, inform the student and SSD when you will be late, sick or unable to attend class. Arrange for qualified replacement services.
- ✓ Wait 15 minutes for a fifty-minute class, 20 minutes for a class up to ninety minutes and 30 minutes for a class longer than ninety minutes unless the student has given previous notification that s/he will be late.
- ✓ Contact SSD when CART reporting service is not required as scheduled.

## **Professionalism**

- ✓ Abide by the policies and procedures of MacEwan, which include policies on confidentiality. All information regarding CART reporting assignments at MacEwan is to be kept confidential.
- ✓ Accept full responsibility for your work. Accept only work in which you are competent.
- ✓ Obtain feedback from the student about the manner, environment and dynamics of the CART reporting assignment.
- ✓ Immediately report any difficulties arising between you and a student, an instructor or any other concern so that the situation may be addressed.
- ✓ Obtain feedback from all the students and others regarding the presence of the CART reporter and how this presence is affecting the learning process.
- ✓ Refer student requests for tutoring and note taking to SSD.

- ✓ Transmit everything in the manner in which it is intended, even if you disagree or feel uncomfortable with what is being expressed.
- ✓ Refrain from taking on non-CART reporter responsibilities, unless directed to do so by the Deaf Services Coordinator. If students make inappropriate requests, encourage them to seek assistance from the Deaf Services Coordinator. The CART reporter is present in the given situation solely to facilitate communication.
- ✓ Reproduce the spoken words as closely as possible and paraphrase as little as possible.
- ✓ Schedule preparation time within the contracted time as much as possible (e.g., utilize time when students are working independently as preparation time).
- ✓ Balance the CART reporter role with the goal of maximizing student independence.

## **ACADEMIC STRATEGY INSTRUCTION**

Academic strategy instruction is offered individually by the Learning Disabilities Specialist and/or a Writing and Learning Services Specialist. The instruction is designed to assist students in learning how to learn making the best use of their learning strengths while considering the effects of identified learning challenges. Specific instruction may be provided in the study skills involved with reading, writing, editing, note taking, time management, task management, and memory.

### **ELIGIBILITY CRITERIA FOR STRATEGY INSTRUCTION**

- The individual has a verifiable disability affecting learning abilities and has identified him/herself to SSD;
- The individual is registered in classes at MacEwan, and funding for strategy instruction has been arranged;
- The individual agrees to abide by the list of student responsibilities for using strategy instruction services.

### **STUDENT, SSD AND STRATEGIST RESPONSIBILITIES**

#### **Student Responsibilities**

- ✓ Identify the need for strategy instruction to SSD.
- ✓ Identify and/or obtain a source of funding to cover the cost of strategy instruction. Options can be discussed with SSD.
- ✓ Schedule appointments with the strategist in a timely manner.
- ✓ Change or cancel a scheduled appointment with the strategist and give at least one hour's notice. Understand that the strategist will be compensated for sessions that are cancelled with less than 24 hours' notice.
- ✓ Prepare specific concerns and/or questions for scheduled strategy instruction sessions.

#### **Institutional (SSD) Responsibilities**

- ✓ Meet with individual students who request strategy instruction to assess and validate their needs. Assist students to secure funding for strategy instruction.
- ✓ Provide students with the Academic Strategy Instruction Guidelines to clarify the roles of the strategists and the students.

- ✓ Provide instructors with orientation materials regarding SSD services, the needs of students with learning disabilities and/or attention deficit disorder, and the role of the strategist.
- ✓ Encourage the student to develop an understanding of his/her disability and how it affects learning; such understanding can enhance self-concept, communication skills and self-advocacy.
- ✓ Consult with colleagues, attend workshops and conferences and read the professional literature in the field of disabilities in order to be aware of new research.

### **Strategist Responsibilities**

- ✓ Establish a mutually agreeable schedule to meet with the student requiring strategy instruction.
- ✓ Become familiar with the requirements of the courses in which students are enrolled.
- ✓ Teach student how to learn (not what to learn), which may include the following:
  - organization of work
  - time management
  - note taking
  - reading comprehension
  - writing strategies
  - study skills
  - test taking strategies
  - attention to task.

## **INDIVIDUAL EDUCATIONAL ASSISTANCE**

Some students with disabilities may need one to one assistance to allow them the opportunity to participate fully in their academic coursework. This assistance may be required in and/or out of class. For example, a visually impaired student may require an Educational Assistant in some classes to read or describe visually presented material and/or to provide scribe assistance to document the student's responses to assigned work. In a science laboratory, a blind or physically disabled student may require an educational assistant to follow the student's instructions in completing experiments. In another situation, a physically disabled student may require an educational assistant to scribe the student's work on in-class assignments. Another student may require individualized assistance from an educational assistant to access the resources housed in the Library.

### **ELIGIBILITY CRITERIA FOR INDIVIDUAL EDUCATIONAL ASSISTANCE SERVICES**

- The individual has a verifiable disability affecting his/her ability to independently complete some portion of his/her academic work;
- The individual can identify a specific need for occasional individual educational assistance;
- The individual is registered in classes at MacEwan and funding for individual services has been arranged; and
- The individual agrees to abide by the list of student responsibilities for using individual educational assistance services.

### **STUDENT, SSD AND EDUCATIONAL ASSISTANT RESPONSIBILITIES**

#### **Student Responsibilities**

- ✓ Identify the need for individual educational assistance to an SSD professional resource staff member (Counsellor, Learning Disabilities Specialist, or Deaf Services Coordinator) before beginning studies.
- ✓ Identify and/or obtain a source of funding to cover the cost of individual educational assistance services. Options can be discussed with SSD.
- ✓ Schedule appointments with the assigned Educational Assistant in a timely manner.
- ✓ Arrive on time for scheduled appointments or classes; alternatively, notify the educational assistant if expecting to be late or absent.

- ✓ For classes, understand that the educational assistant will wait for 15 minutes for classes or appointments up to fifty minutes long, 20 minutes for classes up to ninety minutes long and 30 minutes for classes longer than ninety minutes unless the student has given the educational assistant prior notification that he/she may be late.
- ✓ If a student has cancelled scheduled Educational Assistant services with less than 24 hours' notice on two or more occasions (including being absent from class without informing the educational assistants), he/she may be required to meet with the Deaf Services Coordinator, Counsellor or Learning Disabilities Specialist to discuss service delivery.
- ✓ Understand that recurring student absences without notice or good cause may result in suspension of the individual Educational Assistant services until the student meets with the Deaf Services Coordinator, Counsellor or Learning Disabilities Specialist to discuss service delivery.
- ✓ Take required materials and clear instructions of the tasks to be completed to scheduled sessions with the educational assistant.
- ✓ Discuss any changes in needs with the Educational Assistant, the Deaf Services Coordinator, Counsellor and/or the Learning Disabilities Specialist.
- ✓ Report to SSD any difficulties arising between you and the Educational Assistant so problem solving can be initiated.

### **Institutional (SSD) Responsibilities**

- ✓ Meet with students who request individual educational assistance to assess and clarify their needs. Assist students to secure funding for the services.
- ✓ Recruit educational assistants who are skilled at providing effective individual educational assistance to students with disabilities.
- ✓ Provide orientation and instruction to the Educational Assistants.
- ✓ Liaise between the student and Educational Assistant if necessary.

### **Educational Assistant Responsibilities**

- ✓ Establish a mutually agreeable schedule to meet with the student requiring the individual educational assistant services for the purpose of accomplishing the identified objectives.

- ✓ Attend these scheduled appointments punctually; communicate directly with the student regarding any need to change the schedule.
- ✓ Provide the required assistance while maximizing student independence and responsibility.
- ✓ Refrain from taking on other roles not required of an Educational Assistant (e.g., personal care attendant, counsellor, or advocate) unless directed to do so by SSD.
- ✓ Abide by MacEwan's policies and procedures which include policies on confidentiality.
- ✓ Report to SSD any difficulties arising between you and the student so that they can be addressed.
- ✓ Submit required service records to SSD as per the schedule provided.

## **TUTORING**

In this context, tutoring involves meetings between a student with a disability and an individual who is knowledgeable about a particular field of study. The purpose of the tutoring sessions is to assist the student to acquire or strengthen knowledge or skills required in his/her program of study. The tutoring sessions may be scheduled on a regular basis or as the need arises.

### **ELIGIBILITY CRITERIA FOR TUTORING SERVICES**

- The individual has a verifiable disability and has identified him/herself to SSD;
- The individual is registered in classes at MacEwan and funding for tutoring services has been arranged;
- The individual has identified a difficulty in mastering the content of particular courses;
- A suitable tutor has been recruited;
- The individual agrees to abide by the list of student responsibilities for using tutoring services.

### **STUDENT, SSD AND TUTOR RESPONSIBILITIES**

#### **Student Responsibilities**

- ✓ Identify the need for tutoring services to SSD.
- ✓ Identify and/or obtain a source of funding to cover the cost of tutoring services. Options can be discussed with SSD.
- ✓ Participate in the process to identify a suitably qualified tutor.
- ✓ Schedule appointments with the tutor in a timely manner (e.g., upon noticing difficulty with understanding a concept, not after too much subsequent material has been covered).
- ✓ Change or cancel a scheduled appointment with the tutor and give at least one hour's notice. Understand that the tutor will bill for sessions that are cancelled with less than 24 hours' notice.
- ✓ Prepare specific concerns and/or questions for scheduled tutor sessions. Make independent attempts to understand the material before meeting with the tutor.
- ✓ Discuss any changes in tutoring needs with the tutor.

- ✓ Report to SSD any difficulties arising between you and the tutor, so that they can be addressed.

### **Institutional (SSD) Responsibilities**

- ✓ Meet with individual students who request tutoring services to assess and validate their needs. Assist students to secure funding for tutoring services.
- ✓ Liaise with the student and develop a plan to recruit tutors who are qualified to respond to individual needs.
- ✓ Liaise with the student to determine if the tutor will be paid directly by the student or if the tutor will become a part-time casual employee of MacEwan.
- ✓ Instruct the student and tutor regarding the specific expectations of the arrangement.
- ✓ If the tutor is an employee of MacEwan, SSD will ensure that standard procedures are followed for establishing an employment appointment and processing timesheets and service records.
- ✓ Liaise between the student and tutor if necessary.

### **Tutor Responsibilities**

- ✓ Establish a mutually agreeable schedule to meet with the student for tutoring sessions.
- ✓ Attend these scheduled sessions punctually; communicate directly with the student regarding any need to change the schedule.
- ✓ Become familiar with the requirements of the courses for which you provide tutoring.
- ✓ Provide tutoring in the specific topics and/or skills identified by the student. Expect the student to have made attempts to understand the material prior to the tutorial sessions.
- ✓ Balance the tutoring role with the goal of maximizing student independence.
- ✓ Refrain from taking on responsibilities other than tutoring (e.g., counsellor, advocate, etc.) unless directed to do so by SSD.

- ✓ Abide by MacEwan's policies and procedures which include policies on confidentiality.
- ✓ Report to SSD any difficulties arising between you and the student so that the situation can be addressed.
- ✓ Submit required service records and timesheets to SSD as per the schedule provided.

## **FIELD AND CLINICAL PLACEMENTS**

Many of MacEwan's programs include field or clinical placement components. Depending on the design of the placement and the functional nature of a student's disability, the student may request accommodations, services and/or access to assistive technologies to facilitate his/her full participation in meeting placement requirements. Some examples of field and clinical placement accommodations include, but are not limited to, the following: rearrangement of workplace furniture to allow for wheelchair accessibility, schedule changes to accommodate personal care or transportation needs, access to assistive technologies to facilitate reading and writing tasks, guidance from a strategist to assess the demands of the field or clinical placement with a view to identifying the most suitable management strategies, and/or interpreter services for group discussions.

### **ELIGIBILITY CRITERIA FOR ACCOMMODATIONS AND/OR SERVICES IN FIELD AND CLINICAL PLACEMENTS**

- The individual has a verifiable disability and has identified him/herself to SSD;
- The individual is registered in field or clinical placement courses at MacEwan MacEwan;
- The individual has identified a specific disability-related need for accommodations, services and/or access to assistive technologies in the field or clinical placement setting.

### **STUDENT AND SSD RESPONSIBILITIES**

#### **Student Responsibilities**

- ✓ Identify to SSD the need for accommodations, services and/or access to assistive technologies in the field or clinical placement.
- ✓ Participate with SSD, and relevant program staff and/or faculty members in the process to identify reasonable and appropriate accommodations, services and/or technologies.
- ✓ Identify and/or obtain a source of funding for required services. Options can be discussed with SSD.

## **Institutional (SSD) Responsibilities**

- ✓ Meet with individual students who request accommodations, services and/or technologies in field or clinical placements to assess and validate the need.
- ✓ In conjunction with the student, the relevant program staff and/or faculty, develop a plan to identify and implement reasonable and appropriate accommodations, services and/or technologies to respond to individual needs. This process may require a field placement needs or functional capacity assessment.
- ✓ Assist students to secure funding for recommended services and/or technologies for which there is a fee.
- ✓ Facilitate the implementation of the recommended plan including clarifying the expectations of all parties involved and monitoring and evaluating processes.
- ✓ In the event that specific service providers will facilitate the recommended accommodations and/or services, SSD will ensure that standard MacEwan procedures are followed for establishing and fulfilling a contract for service agreement or an employment appointment.
- ✓ Liaise among the student, faculty, and field or clinical placement contacts, if and when necessary.

# ***ASSISTIVE COMPUTER TECHNOLOGY SERVICES***

The Assistive Computer Technology Services (ACTS) are centralized in room 7-112 at the City Centre Campus although service can be provided at other campus locations if necessary. The ACTS office houses several computer systems, a range of assistive technologies that facilitate the use of the computers by students with disabilities and other devices that make it easier for students to complete course work as independently as possible. The following services are available through ACTS.

## ***ASSESSMENT***

Assessments are conducted to determine appropriate computer technologies required to facilitate the learning of an individual with a disability. The assessment process includes the following steps:

- ✓ Review of background and referral information
- ✓ Interview with the individual to determine goals and needs
- ✓ Trial experiences with a range of technologies
- ✓ Assessment of computer skills
- ✓ Preparation of a report summarizing findings and recommendations.

To undergo an assessment, individuals are advised to contact an SSD Counsellor, Learning Disabilities Specialist or an assistive computer technology specialist to discuss the request and identify the appropriate referral procedure.

## ***ASSISTIVE TECHNOLOGY ACCESS PROGRAM***

The Assistive Technology Access Program (ATAP) provides eligible students with **timely access** to the assistive technologies that they need to participate fully in their educational activities.

### **How does ATAP work?**

#### **Step 1: AT Assessment**

- ✓ Student is referred for an assistive technology (AT) assessment, usually by a career and employment consultant with Alberta Employment and Immigration
- ✓ ACTS staff conducts an assessment to determine appropriate AT for the student
- ✓ AT package (including training hours) is recommended and a report including the ATAP fee is provided to Alberta Employment and Immigration.

- ✓ The SSD Counsellor or Learning Disabilities Specialist incorporates the ATAP recommendations in the Individual Service Plan developed to support the application for funding for disability-related educational supports (usually DSG or DRES: see page 5 for more information)

### **Step 2: AT Training**

- ✓ Student attends AT training sessions to ensure his/her basic proficiency with the technology
- ✓ Additional training sessions will be offered if required.

### **Step 3: AT Package Release**

- ✓ The recommended AT package (equipment/software) will be released to the student when all of the following have occurred:
  - The student is registered in classes, and classes have begun;
  - The student has completed AT training;
  - The funding paperwork has been submitted for processing; and
  - The student has signed an agreement with respect to the terms for accessing ATAP technology.

### **Step 4: Funding**

- ✓ When funding is approved, MacEwan will invoice the funding source. Once funding has been received, ACTS will schedule an appointment so the student can sign ownership transfer documents.
- ✓ Students who do not return technology that is not funded will be invoiced for replacement costs.

### **Step 5: Technology Evaluation and Maintenance**

- ✓ ACTS staff will set up the equipment and restore it to the original state if there are any technical problems or when the equipment is returned. The student will be responsible for backing up his/her own electronic documents and files.

## ***INDIVIDUALIZED TRAINING AND INSTRUCTION***

On a fee for service basis, ACTS will provide individualized instruction to individuals who have specific learning goals and needs. Individuals with disabilities and/or their sponsors may contract with ACTS to provide such training.

## ***IN-CLASS ASSISTIVE TECHNOLOGY ACCESS***

ACTS will provide technical training and assistance to students with disabilities who need access to assistive computer technology in their regular MacEwan classes. Determination of need and appropriate processes will occur through a collaborative discussion between the relevant parties which may include, but not necessarily be limited to, the following: student, instructor(s), SSD, ACTS, Information and Technology Services and the Library.

# ***MISCELLANEOUS INFORMATION***

## ***PARKING***

Students requiring designated parking because of a disability or a disabling condition are advised to contact a Counsellor at their campus for authorization. An individual requesting designated parking is required to show that he/she has a provincial parking placard because of a disability or to provide medical documentation verifying his/her need for it.

## ***LOCKERS***

Services to Students with Disabilities have reserved several lockers for students with disabilities in each part of the City Centre and South campuses. If you have been unable to locate a locker suitable for your needs, contact a Counsellor at your campus to inquire about alternatives.

## ***PUBLIC TTY***

All public phones on campus have TTY capabilities.

# ***POLICY E3400: STUDENTS WITH DISABILITIES***

## **1.0 POLICY:**

MacEwan shall take all reasonable measures, short of undue hardship, to provide accommodation to students with disabilities. The reasonable accommodation of students with disabilities shall not require MacEwan to lower its standards, academic or otherwise, nor shall it relieve a student of the responsibility to develop and demonstrate the essential skills and competencies expected of all students pursuing post-secondary studies.

## **2.0 RATIONALE AND GUIDING PRINCIPLES:**

This policy is intended to support MacEwan's mission and the provision of an accessible environment in support of teaching and learning excellence, as well as judicious stewardship of resources, respecting the importance of a consultative learning community.

This policy is guided by federal and provincial human rights legislation and by the following principles:

- 2.1 MacEwan is committed to the principles of equality and inclusion.
- 2.2 Members of MacEwan's community are required to act in compliance with federal and provincial legislation regarding the accommodation of persons with disabilities and the regulations and rules set out in this policy.
- 2.3 Students with disabilities have an equal right to access all MacEwan programs and services subject only to MacEwan policies, regulations and procedures that provide for admission to MacEwan programs and those which regulate student conduct.
- 2.4 Students with disabilities are responsible for identifying all need(s) for academic accommodation to MacEwan's Services to Students with Disabilities department in accordance with this policy. A student's responsibility to identify the need for accommodation is an on-going responsibility that may begin at the admission stage and continue throughout the student's enrolment at MacEwan.

- 2.5 Upon admission to a MacEwan program in accordance with policy C5010, students with disabilities are presumed to be capable of fulfilling the academic requirements of their program with the provision of reasonable accommodation.

### 3.0 SCOPE AND DEFINITIONS:

#### 3.1 SCOPE

This policy pertains to students with disabilities who apply to and, having satisfied admission criteria, are enrolled in MacEwan programs and courses including off campus activities such as clinical and practicum placements. Academic activities undertaken off campus are addressed by agreement with the third party involved.

#### 3.2 DEFINITIONS

**Accessibility** refers to the extent to which services and facilities can be used by all regardless of disability.

**Accommodation** means the process of making alterations to the delivery of services to become more accessible to students with disabilities with the goal to ensure full participation in all aspects of their educational experience (*Alberta Human Rights Duty to Accommodate Students with Disabilities in Post-Secondary Institutions, interpretive bulletin, August, 2004, pp. 2-5*).

**Disability** encompasses the definitions of the terms “physical disability” and “mental disability” that are included in provincial human rights legislation (*Alberta Human Rights, Citizenship and Multiculturalism Act, Section 44*).

**Duty to Accommodate** refers to the requirement under federal and provincial legislation to make arrangements, adjustments and alterations in the educational environment to ensure that it does not have a discriminatory effect on a student because of the student’s disability.

**Reasonable Accommodation** under provincial legislation and the Supreme Court of Canada, refers to the requirement of educational institutions to provide accommodation up to the point of *undue hardship*, that is, the provision of accommodation to a standard that overcomes a discriminatory effect, but does not require the institution to choose the most expensive or comprehensive level of accommodation.

**Shared Responsibility** refers to the expectation that accommodation is a shared responsibility between the student and the institution, and that arriving at accommodation is an iterative, consultative process.

**Undue Hardship**, under both provincial and federal legislation, is deemed to have a very high standard and would include, but is not limited to, the following: financial cost that hurts the viability of the service, program or institution; a situation in which students cannot meet the requirements for entering or completing a program; significant interference with the rights of other students; and health and safety concerns. The institutional responsibility requires due diligence and may require adjudication under legislation.

**Services to Students with Disabilities department** means the MacEwan department responsible for coordination of reasonable accommodation for students with disabilities.

#### **4.0 REGULATIONS:**

##### **Administrative Responsibilities**

- 4.1 The Vice President Student Services is responsible for the overall management of this policy.
- 4.2 Under the authority of the Director, Student Resource Centre, the Chair of the Services to Students with Disabilities department is responsible for the administration and coordination of MacEwan's duty to accommodate students with disabilities in accordance with this policy.
- 4.3 The Director of Facilities is responsible for the administration and implementation of alterations to the physical environment of MacEwan facilities in accordance with this policy.

##### **MacEwan's Responsibilities to Students with Disabilities**

- 4.4 MacEwan acknowledges and accepts its duty to accommodate students with disabilities up to the point of undue hardship.
- 4.5 MacEwan shall foster and support positive relationships between itself and students with disabilities through open communication regarding the duty to accommodate. To this end, communication between MacEwan and its students with disabilities will be made accessible to all such students from the time of inquiry.

- 4.6 Where deemed by MacEwan to be reasonably necessary, MacEwan shall retain qualified and knowledgeable consultants to facilitate the assessment and coordination of accommodation to students with disabilities.
- 4.7 MacEwan shall educate all members of its community, including faculty, staff, students and contractors, on the duty to accommodate students with disabilities and the existence of this policy.
- 4.8 The Services to Students with Disabilities department shall publish procedures for students with disabilities in accordance with this policy.

#### **Responsibilities of Students with Disabilities to MacEwan**

- 4.9 In addition to the responsibilities of all students as indicated in E3101 Student Rights and Responsibilities, students with disabilities who seek accommodation are also responsible for the following:
  - 4.9.1 To provide all required documentation in support of the request for accommodation in a timely manner to the Services to Students with Disabilities department in accordance with published procedures (4.8).
  - 4.9.2 To abide by all recommendations and procedures for accommodation developed or coordinated by the Services to Students with Disabilities department.

#### **Documentation in Support of a Request for Accommodation**

- 4.10 Documentation in support of a request for accommodation must meet guidelines as developed and published by the Services to Students with Disabilities department and as noted below:
  - be completed by a licensed professional with specific training and expertise in the diagnosis and description of the condition(s) for which accommodation is being requested.
  - describe the nature of the disability and provide an explanation of the functional impact(s) of the disability.
  - describe the student's current functioning.

- 4.11 In exceptional circumstances, at the discretion of the Services to Students with Disabilities department, a student will be provided accommodations on an interim basis without documentation.
- 4.12 A student is not required to reveal the specific details of his or her disability to anyone other than the Services to Students with Disabilities department.
- 4.13 All information obtained by the Services to Students with Disabilities department will be treated as confidential and according to the Freedom of Information and Protection of Privacy (FOIP) Act. Personal documentation held by the Services to Students with Disabilities department will be destroyed consistent with the institution's Records and Information Management policy (D7220) and any relevant professional body's regulations (e.g. College of Alberta Psychologists).

#### **Decisions Regarding Recommended Accommodations**

- 4.14 The Services to Students with Disabilities department will review the documentation submitted by a student with a disability and conduct an assessment of the individual's need for accommodation.
- 4.15 To determine the appropriate reasonable accommodations, consultation will take place between the student and the Services to Students with Disabilities department, and, where necessary, the appropriate academic personnel. The student and/or the Services to Students with Disabilities department will document the recommended accommodations in writing. The student will deliver this documentation to each instructor. Efforts will be made to provide timely notice to instructors of the needs of students with disabilities in their classes.
- 4.16 The determination of reasonable accommodations for an individual may vary between courses, including required off campus components of programs, and/or over time depending upon individual circumstances. MacEwan reserves the right to alter or discontinue the provision of accommodation upon review of individual needs and relevant course or program demands.
- 4.17 If an instructor does not agree with the recommendations of the Services to Students with Disabilities department, he or she will communicate this disagreement to the Services to Students with Disabilities department in an attempt to reach a resolution that meets the duty to accommodate.

- 4.18 If a resolution is not reached in 4.17, the Chair of Services to Students with Disabilities shall discuss the matter with the Chair of the program. If necessary, the matter may then be referred to the Director of the Student Resource Centre who will consult with the Dean and may seek the advice of the Vice President Student Services, legal and/or human rights counsel to facilitate a resolution that meets the duty to accommodate.

### **Appeal**

- 4.19 Students wishing to appeal matters pertaining to this policy must follow the regulations as set out in E3103 (Student Appeals).