Access and Disability Resources (ADR) Student Handbook

MacEwan.ca/access

Collaborating with the MacEwan University community to facilitate full access for all students.

Published for the 2020/2021 academic year

* amendments resulting from ongoing COVID 19 will be made
WELCOME

Access and Disability Resources (ADR) welcomes you to MacEwan University.

We have prepared this handbook to provide you with information about the various resources, services, and accommodations we offer. We hope to make your learning environment as accessible as possible. Please read the sections relevant to you.

This handbook is available online at MacEwan.ca/access. You can also access it via myPortal.MacEwan.ca. If you prefer an alternate format, we can provide braille, enlarged, or digital versions. Just let us know.

Please note that this handbook makes frequent references to “instructors”. This term applies to all teaching faculty including professors, teaching assistants, and sessional instructors.

If you have any questions, please feel free to connect with us. We’re here to support you.
### WELCOME

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Service Hours and Appointment Scheduling

Our office is open from Monday to Friday between 8:30 a.m. and 4:30 p.m.

Contact Us

A variety of appointment options are available. We offer in-person, phone and video conferencing appointments.

*Due to the COVID-19 pandemic, in-person appointments may not be offered. Students should contact ADR Reception to request available options for an appointment with a Learning Specialist*

You can book appointments via our receptionist:

- Phone: (780) 497-5886
- Email: myaccess@macewan.ca
- Fax: (780) 497-4018

Access Disability Resource Office Location

- City Centre Campus 10700 104 Ave
  - 7-198 ADR Office
  - 7-199 Exam Centre

Exam Centre hours vary depending on scheduled exams. The Centre may be open Mondays - Fridays until 9 p.m. and Saturdays as needed. It will be closed on Sundays.

During final exams, the Exam Centre may be open Monday - Friday until 9 p.m., and Saturdays, 9 a.m. - 7 p.m.
# ADR Staff Contact

<table>
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<th>Phone Number</th>
<th>Email Address</th>
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<td><a href="mailto:accessexams@macewan.ca">accessexams@macewan.ca</a></td>
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Getting Started
We suggest that you familiarize yourself with two relevant policies at MacEwan:

- Human Rights and Accessibility Policy
- Student Rights and Responsibilities Policy.

Registering With ADR
We encourage you to register with us in advance—preferably 2-4 months before the start of your first term. This gives us enough time to determine which resources will be helpful and how to put them in place. The sooner you register, the sooner we can arrange everything before classes begin.

General Responsibilities of Students
- Meet with us to discuss any barriers that may interfere with full participation in your coursework
- Provide us with documentation describing your disability, diagnosis or medical condition and the barriers that you may encounter in a typical university setting
- Collaborate with us to find the best ways to remove or accommodate those barriers
- Follow standard procedures so you can easily access recommended resources, accommodations, and services
- Let us know if any change is needed to accommodate new or existing barriers

Documentation of Disability
We request that you provide us with current documentation of your disability, diagnosis or medical condition that has been prepared by a licensed professional. We ask that the documentation provides enough information to help us anticipate potential barriers that you may face as a student. It’s generally helpful if it includes:

- A specific diagnosis
- A description of how the typical university experience may create barriers for you
- Recommendations for resources, accommodations, and services that will remove potential barriers to full participation

If your disability is medical in nature, have your doctor or other qualified professional complete the Documentation of Disability form. You can pick up a copy at any of our offices, or download it from the link below or from the Resources page on the ADR website.

Documentation of Disability form
With one of our Learning Specialists, we can discuss your options for acquiring documentation. If you need time to access it, we may provide accommodations in the meantime.

Planning For Access

In partnership with you, our Learning Specialists will develop an Individual Service Plan (ISP). The ISP integrates all of the information that you have told us about yourself, the documentation that you’ve shared with us, what we know about the university environment, and the typical design of courses and programs. We'll work together to develop a plan that facilitates full access and participation, while maximizing your independence. Other factors in ISP development include course requirements and availability of resources. The ISP information will also be the basis for your Accessibility/Accommodation Letter.

The Admission Process

If you’re applying to MacEwan University, you are required to meet standard admission requirements and follow standard admission procedures. ADR can assist you if any part of the standard application process is not fully accessible to you. For example, when writing a placement or entrance exam, we may be able to arrange exam accommodations. If you would like accommodations for any part of the application process, contact us in advance. We can discuss your needs and plan accordingly.
Funding for Students with Disabilities

Just like any student, you can apply to Student Aid Alberta for funding such as loans and grants. Visit the Student Aid website for more information.

You may be eligible for the Canada Student Grants for Students with Permanent Disabilities (CSG-PD) which is up to $2,000 per academic year and can be used to help pay for tuition, books, and/or living expenses. ADR’s Learning Specialists will provide information about this grant and help you apply for it.

You may also be eligible for funding to cover the costs of some of the recommended services and technologies listed in your Individual Service Plan (ISP). Resources such as the Canada Student Grant for Services and Equipment (CSG-SE), and the Grant for Disabled Students (GFD) can help cover the costs of:

- Note taking
- Alternate format materials
- Readers
- Educational attendant care
- Tutoring
- Interpretation services for D/deaf students
- Specialized transportation
- Computer/Laptop
- Assistive technology (digital recorders, listening devices etc.)

Note: If you are approved for funding for services and equipment, the grant funding will be deposited in your bank account. You will have to confirm that you’ve spent the money for the approved services and technology by submitting receipts to Student Aid Alberta.

We have created a process to make it as easy as possible for you to do this. As many of the recommended services and technologies are provided by MacEwan University, you will need to remit payment to us to cover the approved costs. We will ensure that all accounting for the grant is looked after with Student Aid Alberta. If you prefer to manage the funding on your own, we will invoice you for the provided services and technologies and you will look after sending the receipts to Student Aid Alberta.

If you are not eligible for funding, we will discuss other options with you.

We understand that this process can seem complex. Please don’t hesitate to ask questions. We’re here to help.
Confidential Information Management
Your privacy is important to us. We respect the requirement for confidentiality under the Freedom of Information and Protection of Privacy act (FOIPP). Feel free to ask us questions about how your information is managed.

Consent Form for the Disclosure of Personal Information
There may be times when you agree that it’s OK to share relevant personal information with ADR and third parties, such as instructors, parents, career consultants (if referring you for an assessment), and healthcare professionals. Since this communication might involve sharing sensitive information, we will seek your permission beforehand via a consent form. This form specifies which information can be shared with whom, why, and for how long.

Request to Access Information
You have the right to access the information in your ADR student file. You can do this by writing, emailing or phoning to:

Information Management and Privacy Department
MacEwan University
10700 - 104 Ave.
Edmonton, AB T5J4S2

Alternatively, you can call (780) 497-5423 or email Privacy@MacEwan.ca.

Accessing this information can take time, so we encourage you to keep copies of all your personal documents (assessments, accommodation letters, Individual Service Plans etc.). We retain your student records for seven years from the date of our last contact with you.

Staff Confidentiality
All our staff members must sign a confidentiality agreement, so we are fully aware of how we should manage and protect your personal information. Remember that this applies in all cases unless:

- You provide written, informed consent to the disclosure directly or through a third party such as legal counsel
- We receive a warrant, subpoena, or other order
- You are considered a danger to yourself or others
- There is suspected neglect or abuse of a child
Accommodation/Accessibility Letters

If the classroom environment presents challenges and/or barriers, you can request an accommodation letter. Following a discussion with you about your individual needs and preferences, we will prepare an accessibility/accommodation letter on your behalf. This letter describes all the accommodations you’ll need so that your instructor can take part in making your education as inclusive as possible. Before the letter is released, you’ll be asked to sign a consent form, detailing which information can be disclosed to whom, and for how long.

It is a good idea to introduce yourself in the email containing the letter. Feel free to follow up with your instructor to check that they’ve read and understood it. It’s also a good idea to encourage them to ask questions. If possible, maintain an open dialogue with your instructor throughout the term, so that issues can be addressed as soon as they arise.

Student Responsibilities

- Request an accommodation/accessibility letter via myPortal.MacEwan.ca:
  - Log in to myportal.macewan.ca
  - Navigate to the “Support” menu, then
  - Access and Disability Resources page
  - Scroll down the page to find links for request form, choose “Request Accommodation Letter”
  - Complete online form (we’ll let you know if meeting with a Learning Specialist is necessary)
- Participate in a discussion with us concerning suitable accommodations
- Email your accommodation letter to your instructor(s)
- Report any issues to us, especially if a change of accommodations is needed (we may revise the letter if necessary)

If your instructor denies accommodations, or struggles to facilitate an accessible environment, we encourage you to initiate a discussion with them about any issues they might have. If the instructor is still unable or unwilling to help, get in touch with us. We can only help with these issues if you tell us about them. Don’t wait until the situation becomes a serious problem. Keep us posted.

Institutional Responsibilities

- At your request and with your input, we will prepare an accommodation letter addressed to your instructor, and email it to you
- If course expectations are unfamiliar to us, we will meet with you and your instructor to determine appropriate accommodations
Service and Accommodation Guidelines

The following sections describe the various services and accommodations we facilitate. Read the sections that you think are relevant to you, and we can discuss them while we develop your ISP and accessibility/accommodation letter.

Reduced Course Load

If you require extra time to complete academic tasks for reasons related to your disability, you may be considered a full-time student with a reduced course load. If this is the case, you may be entitled to:

- Student Aid Alberta funding for full-time students
- Consideration for scholarships and awards that normally require full-time status
- Student health and dental benefits that are normally available to full-time students only

Definitions

Here are some generally accepted definitions of terms you may want to become familiar with. Credits for each course load may vary by term and program. Please be aware that some funding sources may define these terms somewhat differently. This should get you started, though.

- Full-time course load: 60% or more of a regular course load
- Part-time course load: less than 60% of a regular course load
- Reduced course load: considered to be full-time for students with disabilities carrying a 40-59% course load

Student Responsibilities

- Let us know if you need a reduced course load at the beginning of each term
- Participate in a discussion with us about whether a reduced course load is an appropriate choice

Institutional Responsibilities

We will review your individual situation to establish whether a reduced course load is an appropriate choice. If so, we will:

- Document that information in the following locations:
- Your Individual Service Plan (ISP)
- Any relevant Student Aid Alberta applications for disability-related educational supports
- The MacEwan University Student Information System (PeopleSoft)
- The Office of the University Registrar (so that they can assess full-time fees)
- Provide you with information on getting an accurate T2202A form for tax purposes
- Remind you to make sure your records are up-to-date for each term
• Act as advocates to other University departments to ensure that you are considered a full-time student in every sense
• Develop an extended program plan in conjunction with program staff

Note Taking
Note taking services usually involve recruitment of one to three classmates to be peer note takers.

Your peer note takers will most likely send your notes to you electronically, but you may also choose to take a photo or a photocopy of their notes.

Reasons to Access Note Taking Services
Does anything in the following list apply to you? If so, you may find peer note taking services helpful. Be aware that this list is not comprehensive. If you experience other barriers not mentioned in this list, feel free to discuss them with us.

• The pace of classroom lectures is too quick for you to write your own notes
• You have to adjust your body position frequently, due to pain or discomfort, which results in your note taking being interrupted
• You have to focus all your attention on listening or attending to an interpreter because you’re unable to hear the instructor.
• You have to focus all your attention on attending to an interpreter, or reading notes via the CART captioner, because you’re unable to hear the instructor.
• You cannot clearly see the PowerPoint slides or white board
• Lectures require so much sustained attention and concentration that it’s hard to listen and take notes simultaneously

Student Responsibilities
• Let us know if you experience any challenges writing your own notes or accessing notes in the classroom
• Play a role in recruiting peer note takers; if you experience any challenges with this, talk to your instructor and, if necessary, ADR
• Share the list of tips for peer note takers with your volunteers
• Exchange contact information with peer note takers
• You may need to collaborate with the peer note taker(s) if you have concerns about the notes

When requesting volunteer note takers, some students like to ask the whole class at the beginning of term. This increases the chances of finding volunteers right away. Other students prefer to ask one or two students privately. If you’re uncomfortable with making the request yourself, feel free to ask your instructor to do so on your behalf. We recommend at least two note takers (you’ll receive more accurate and comprehensive notes) as well as a backup note taker in case your primary volunteers are unable to attend class.
Institutional Responsibilities

- Explore all possible options with you for accessing lecture notes
- Help you to recruit peer note takers if need be

Peer Note Taker Responsibilities

- Exchange contact information with you
- Attend class regularly
- Send electronic copies of the notes to you (assuming they are using a laptop)
- Notify you if they’ll be absent from class
- Collaborate with you if you have concerns about the notes

Tips for Peer Note Takers

Make sure you share these tips with your peer note takers.

- Record the course name and date on the first page
- Number each page
- Write legibly
- Watch out for typos
- Provide blank space in case notes need to be added later
- To the best of your ability, use accurate spelling
- Organize notes in a logical manner
- Be as consistent as possible when formatting the notes
- Write down as much relevant material as you can
Lecture Recording

If you encounter any barriers where listening to lectures and note taking is concerned, it may be helpful to record your lectures. These recordings can then be reviewed later to ensure that you have comprehensive notes.

ADR can provide a range of recording options, depending on your course requirements and preferences. Recording technology may vary depending on which courses you are taking and your personal preferences. You may want to use a simple digital recorder, a more comprehensive piece of software like Audio Notetaker, or a SmartPen.

Reasons to Record Lectures

Does anything in this list apply to you? If so, you may benefit from recording your lectures. Be aware that this list is not comprehensive. If you encounter any barriers not mentioned in this list, feel free to discuss them with us.

- You are unable to write quickly and efficiently enough to take your own notes
- You have chronic pain or discomfort that causes you to adjust your body position frequently
- You can’t access visually-presented material
- You have concentration/attention challenges that make it hard for you to listen and take notes simultaneously

Lecture Recordings Agreement

If you are planning to record lectures, be aware that you’ll need to agree (in writing) to the following:

- You acknowledge that the recordings are only for your personal use, and that you won’t share the recordings with anyone else (including your classmates)
- You turn off the recording device if a student wants to share personal information
- You acknowledge that the recordings are considered sources, and are subject to the rules governing academic integrity
- You agree to dispose of the recordings once the course has ended

The written agreement will be available for your instructor’s review on your student file. These terms are governed by MacEwan’s Human Rights and Accessibility Policy, so it’s essential that you abide by them.

Student Responsibilities

- Let us know if you have any challenges writing your own notes, accessing lecture notes in the classroom, or sustaining attention during lectures
- Sign the Lecture Recordings Agreement before recording class lectures
• Obtain and use a recording device

Institutional Responsibilities
• Discuss the option for recording class lectures as an accommodation
• Ensure that you have understood and signed the corresponding agreement
• Participate in discussions with instructors who have questions

Exam Accommodations
If you encounter barriers while writing exams, we can support alterations that will provide a more accessible environment. These accommodations are intended to level the playing field and give you a fair opportunity to demonstrate your knowledge.

Student Responsibilities

Before the Exam
• Meet with a Learning Specialist to discuss barriers and accommodations. This information will be forwarded to the Exam Centre and stored in your student file. To keep the information current, we'll review this process with you at the beginning of each academic term.

• Students are required to share their current Accommodation Letter with their course Instructors for the courses they wish to access accommodations.

Booking Your Exam

Please Note: Due to Covid-19, the ADR Exam Centre is closed for the duration of the Summer 2020 academic terms and no in-person exams will be administered. We expect the ADR Exam Centre to be proctoring minimal exams and operating at reduced hours for the Fall 2020 term as many exams will be completed online. Please discuss with your Instructor and, if necessary, your Learning Specialist.

The exam booking process for Fall 2020 is undergoing revisions. Please refer to this handbook at the start of the Fall 2020 term for updates to the Exam Booking Process.

Deferred Exams
If you miss an exam due to an emergency, contact your Instructor to find out what to do. For missed final exams you will need to fill in a deferral form, get your instructor’s permission to write, and pay a fee.

You can access the Deferred Examination Request form from the OUR Forms Cabinet in the Office of the University Registrar website.

Institutional Responsibilities

Before the Exam

If a student requires alternate format for an exam, they must notify their Learning Specialist who will work with the ADR Alternate Format staff to ensure the exam is prepared in the appropriate format.

If Instructors require assistance in providing exam accommodations, they may contact the student’s Learning Specialist, the ADR Manager, or E-Learning/BlackBoard support.

Academic Strategy Instruction

Academic strategy instruction is provided by ADR Learning Specialists and other members of the ADR team to address individual students’ academic needs. We recognize that everyone learns differently, so we work with you on an individual basis to identify your learning challenges and strengths. We can help with any of the following:

- Reading
- Writing
- Note taking
- Time/task management
- Memory
- Study resources
- Organization resources
- Assignment breakdown

Reasons to access Academic Strategy Instruction

- The study skills you’ve used in the past are no longer working well for you
- You would like assistance with strengthening and adapting your current skills to meet the demands of your coursework

Student Responsibilities

- Explore options with your Learning Specialist to develop the plan that works best for you
- Schedule appointments for academic strategy instruction
• Be prepared with specific concerns and questions before each session
• Arrive to sessions with all required materials (lecture notes, course textbooks, assignment criteria etc.)

Institutional Responsibilities
• Meet with you to discuss the learning challenges that you are experiencing and all options for academic strategy instruction
• Assist you to secure funding for the academic strategy instruction, if available
• Provide you with the Academic Strategy Instruction Guidelines so you will have a clear idea of expectations for you and your Strategist
• Encourage you to develop an understanding of the interaction between your learning challenges and environment (this can lead to improved self-concept and self-advocacy)
• Keep up with new research concerning effective learning strategies, so that we can offer you the best possible service

Academic Strategist Responsibilities
• Establish a mutually agreeable schedule
• Become familiar with the courses you’re enrolled in
• Teach you how to learn (not what to learn) including the following:
  o Organization of work
  o Time management
  o Note taking
  o Reading comprehension
  o Writing strategies
  o Study skills
  o Test taking strategies
  o Attention to task

Individual Access Assistance

Do you need one-to-one assistance during class time? Would descriptions of visually-presented material be helpful during classroom activities? Is hand-writing notes and other written coursework challenging for you? Would assistance completing lab experiments or other in-class activities ensure greater independence and accessibility? If any of this applies to you, you may want to discuss the option for one-to-one educational assistance with an Access Assistant.

Student Responsibilities
• Let your Learning Specialist know if you will need one-to-one educational assistance with an Access Assistant
• Schedule appointments with your Access Assistant
• Arrive on time to appointments and classes; if you expect to be late or absent, let your Access Assistant know right away
• Understand that unless you’ve notified your Access Assistant that you’ll be late or absent, they will wait
  o 15 minutes for a 50-minute class
  o 20 minutes for a 90-minute class
  o 30 minutes for classes longer than 90 minutes
• If you cancel Access Assistance services with less than 24 hours’ notice (including absences) you may have to meet with your Learning Specialist to discuss your situation (services might be suspended until that meeting)
• Bring all required materials and clear instructions for your Access Assistant for each session or class
• Discuss any changes with your Access Assistant and/or Learning Specialist as soon as they come up
• Report any difficulties to us so that we can resolve them

Institutional responsibilities
• Meet with you to discuss educational assistance services
• Help you apply for funding, if applicable
• Recruit Access Assistants who are skilled at providing the services you’ll need
• Provide necessary orientation and instruction for your Access Assistants
• Liaise between you and your Access Assistant if necessary

Access Assistant Responsibilities
• Establish a mutually agreeable schedule
• Attend sessions punctually, notifying you of any changes in the schedule
• Assist you while maximizing your independence
• Avoid taking on extra roles (e.g. counsellor, personal care attendant, etc.) unless we have instructed them to do so
• Abide by MacEwan University’s policies and procedures, particularly with respect to confidentiality
• Report any difficulties to your Learning Specialist so that they can be resolved

Tutoring
Do you need assistance with mastering/understanding course-specific content? You may benefit from the services of a tutor or tutor service.

Tutoring services are not provided by ADR but we can help you work out a plan:
• Provide you with information about options for accessing extra help on campus (e.g. Math help)
• Provide information about Tutor registries
• Help you access grant funding for tutoring services if you are enrolled in postsecondary courses (the management of this funding is up to you, however)
• Provide you with a Tutor Toolkit that gives you information about how to find a tutor, tips on how to contract with a tutor, and tracking tutor services (we’ve included some templates that you may want to use too)

Assistive Computer Technology Services (ACTS)
If you experience barriers that would be mitigated or removed by assistive technology, you may find assistive technology services helpful. The Assistive Technology Access Program is centralized in room 7-198 at the City Centre Campus, but services are available at other campuses as needed.

Assistive Technology (AT) Assessment/Consultation
First, your Learning Specialist will refer you for an AT assessment/consultation. This meeting is intended to determine which technology will benefit you most, based on any learning or accessibility barriers you may encounter during your time at MacEwan. This assessment may include:
  • Review of background and referral information
  • Interview to discuss your goals and associated barriers
  • Trial demonstrations with a range of technologies
  • Assessment of your current computer skills
  • Preparation of a report containing assessment findings and recommendations, cost of technology, and appropriate training hours
  • Incorporation of the AT recommendations into your ISP (Individual Service Plan) by your Learning Specialist

AT Training
Once we know which technology will best suit you, we offer preliminary training sessions. These are intended to help you learn the basics. If you need more help, we can schedule additional training sessions.

AT Package Release
Your software and/or equipment will be released to you after:
  • Classes have begun
  • You’ve completed AT training
  • Funding has been applied for (if you will own the technology) or a loaner agreement has been signed (if you’re borrowing it)
Ownership Transfer Agreement

If funding for your software/equipment is available, the AT team will schedule an appointment with you so you can sign an ownership transfer agreement. For details on obtaining and managing this funding, see above.

Loaner Agreement

If funding isn’t available, we can loan you the technology, in which case you’ll be given a loaner agreement to sign. If you’re borrowing technology, return it by the predetermined date on the loaner agreement. Be aware that, if you don’t return the technology on time, you may be invoiced for replacement costs.

Technology Evaluation and Maintenance

If you experience any problems with your assistive technology, let our assistive technology staff know, so we can troubleshoot the problem. Remember to back up your files on a regular basis in case technical difficulties occur.

In-Class Assistive Technology Access

We provide assistive technology and training to remove or accommodate barriers for in-class activities. We’ll arrange the details after consultation with you, your instructor, MacEwan’s IT staff, and the library (if applicable).

Alternate Format Preparation

Is standard print inaccessible to you? We offer a wide range of alternate formats for your academic documents:

- Enlarged print
- Electronic text (E-text)
- Braille
- Tactile graphics

If an accessible, commercial version of your material is already available, we advise you to purchase that version instead.

Student Responsibilities

- Let us know if you would like materials in an alternate format
- Tell us which format works best for you
- Obtain copies of the materials (textbooks, course outlines, handouts and so on) so that we can convert them
• Check your email regularly once we’ve received your materials, so that you receive them in a timely manner (the electronic textbooks are sent through WeTransfer, and the links expire after seven days)
• Alert us immediately if we need to make any changes to your alternate format materials, so that they are ready for you to use once classes begin

Note: It is very important that you purchase copies of your textbooks. Our agreement with publishers allows us to provide alternate format versions, but only if you purchase the material first. Please respect this agreement.

Requesting Textbooks in Electronic Format
Submit an online request through myPortal.MacEwan.ca:
• Choose “Support”
• Choose “Access and Disability Resources”
• Finally, choose “Request for Alternate Format Text Material”

Requesting Other Materials and/or Formats
Contact alternateformat@macewan.ca to arrange for other materials such as class handouts, articles, etc. to be converted to the format that you require, for example electronic, Braille, enlarged print.

Institutional Responsibilities
• Contact the publisher of your materials on your behalf to request digital formats
• Convert and/or edit any digital publisher materials that are inaccessible to you
• Ensure that our procedures comply with applicable legislation and license agreements
• Advise you of external sources for alternate format material (e.g.: Recordings for the Blind and Dyslexic, CNIB Edmonton, Edmonton Public Library etc.)
• Collaborate with instructors and the library to ensure that Blackboard and eReserve material is accessible to you
• Contract with external sources to provide specialized formats such as Nemeth and Music Braille
• Send you a WeTransfer link via your MacEwan email as soon as your materials are ready
• Make alterations to the materials we’ve converted if some part of them is still inaccessible to you
• Discuss requests for accessible material other than texts, if applicable

Interpreter Services
If you are D/deaf or experience hearing loss and use a signed language to
communicate, we can provide interpreting services. These services are intended to remove communication barriers, especially in the classroom (communication barriers happen between deaf and people who experience hearing loss as well, and between people who are hard of hearing).

Reasons to Access Interpreter Services

If anything in the following list applies to you, you may find Interpreter Services helpful. Be aware that this list is not comprehensive. If you encounter barriers that are not in this list, feel free to discuss them with us.

- You experience barriers when communicating with hearing people
- You prefer interpreting services as a means to accessing communication
- You are registered in classes at MacEwan University
- You communicate using signed language, and are unable to hear or track conversation within the classroom or lab environment, or when working in groups

Student Responsibilities

- Schedule an appointment with us to discuss interpreter services (well in advance of the start of term)
- Complete funding applications, if available
- Notify us of your class schedule at least one month before the term begins
- Provide at least a week’s notice if you will need interpreter services for out-of-class activities (group projects etc.)
- Discuss your preferences regarding sign choices and communication methods with your interpreters
- Understand that your interpreter cannot take on other roles (tutor, counsellor, note taker, participant etc.)
- Notify us of any problems and participate in the resolution process
- Attempt to provide at least 48 hours’ notice if you need to cancel interpreter services (be aware that interpreters will bill if given less notice)
- Arrive on time for your classes, and notify your interpreters if you'll be late or absent
- Understand that, unless you’ve let them know that you’ll be late or absent, your interpreter(s) will wait
  - 15 minutes for a 50-minute class
  - 20 minutes for a 90-minute class
  - 30 minutes for a class longer than 90 minutes
- Understand that if you have canceled interpreter services with less than 48 hours’ notice on more than two occasions, you’ll need to meet with us to discuss service delivery
- Understand that insufficient notice on a continuous basis may result in suspension of interpreter services until you meet with us
• Notify us if you have dropped a course and/or decided that you no longer need interpreter services for a given class
• Participate in any evaluation of interpreter services

Institutional Responsibilities

• Meet with you to discuss interpreter services, in the context of
  o Your course schedule
  o Your language or interpretation preferences (ASL, signed English, oral interpretation, etc.)
  o Interpreter preferences
  o Funding alternatives
• Schedule interpreter assignments as efficiently as possible, while considering
  o Team interpretation when required
  o Consistency/continuity of interpreters from term to term
  o Interpreter availability
  o Your preferences
  o Interpreter abilities and background
  o Funding support available to cover interpreter service costs
• Provide your teaching faculty with orientation material regarding your specific environmental barriers, our services, and the role of interpreter(s)
• Assist your interpreter(s) with course preparation as follows:
  o Access to materials such as textbooks, course outlines, Blackboard content, etc.
  o Access to library resources, if necessary
• Liaise between you, your interpreter(s), and your teaching faculty
• Communicate frequently with your interpreter(s) concerning scheduling, interpreting concerns, and relevant MacEwan information
• Provide support and feedback to your interpreter(s) if required
• Provide a safe workplace in accordance with relevant MacEwan policy

Interpreter Responsibilities

• Follow the Association of Visual Language Interpreters of Canada (AVLIC) Code of Ethics and Guidelines for Professional Practice
• Commit to working for the assigned time (provide two weeks’ notice for permanent schedule changes)
• Obtain required readings for each course
• Prepare for each class by
  o Reviewing lecture material
  o Spending time with you and the interpreter team to discuss sign choices
  o Introducing themselves to your teaching faculty and negotiating conditions for interpreting services
• Contact us if there are any difficulties
• Arrange substitutes, if necessary, who possess the skills and background to interpret your coursework
• Alert us immediately if any changes need to be made
• Inform you when they will be late or absent
• Arrive at the classroom on time
• Contact us when interpreting services are not required as scheduled

Communication Access Real-time Translation (CART) Services
CART services can remove communication barriers in the classroom. CART services work by projecting near word-for-word transcripts of what is happening around you. CART services may be provided remotely or in-person.

Reasons to Access CART Services
If anything in this list applies to you, you may find CART services helpful. Be aware that this list is not comprehensive. If you experience barriers that are not in this list, feel free to discuss them with us.
• You encounter communication barriers that interfere with your postsecondary education
• For communication access, you prefer CART services for classroom, lab and/or group environments
• You are enrolled in classes at MacEwan University and funding for CART services has been arranged, if available

Student Responsibilities
• Meet with us well in advance of classes to discuss CART services and the referral process
• Complete funding applications, if available
• Notify us of your class schedule at least one month before classes begin and as soon as possible, if any scheduling changes
• Email us at least a week in advance if you will need CART services for unscheduled activities such as group projects
• Attend training and orientation sessions to learn how to use CART services
• Agree (in writing) that you will only use CART transcripts for educational purposes
• Arrive 10 or so minutes early to set up:
  o Turn on your computer
  o Start your web browser
  o Connect the wireless receiver
  o Give the wireless microphone to your instructor
  o Log into the Independent Reporters’ webpage and select class
  o Activate the audio connection
  o Receive a message from the CART captioner to confirm that the connection is working
  o Advise the CART captioner when terminology is unclear
• Shut down the computer and microphone when class has ended
  • Check your email at the end of each day to receive your transcripts
• Understand that the CART captioner cannot take on other roles (tutor, counsellor, note taker, participant etc.)
• Notify us of any problems with CART services, and participate in the resolution process
• Contact us at least 48 hours in advance if you’re expecting to be late or absent (this also applies to class cancellations, assuming you have advance notice)
• Understand that the CART captioner will bill if given less notice
• Understand that the CART captioner will wait
  • 15 minutes for a 50-minute class
  • 20 minutes for a 90-minute class
  • 30 minutes for a class longer than 90 minutes
• Understand that if you have cancelled CART services with insufficient notice on two or more occasions, you will need to meet with us (please note that suspension of service may result until that meeting)
• Notify us if you have dropped a course and/or decided you no longer need CART services
• Participate in any scheduled evaluation of CART services

Institutional Responsibilities

• Provide your class schedule to the CART captioner or agency
• Explain expectations of you, ADR, and the CART captioners
• Provide your teaching faculty with orientation material regarding your specific environmental barriers, ADR services, and CART services
• Assist the CART captioners with course preparation by
  • Facilitating access to relevant course materials (course outlines, textbooks, etc.)
  • Facilitating access to library services and Blackboard content, if necessary
• Communicate regularly with the CART captioners or agency about MacEwan affairs, scheduling, and other relevant concerns
• Provide support, feedback, and guidance to CART captioners
• Provide a safe workplace in accordance with MacEwan policy

CART Captioner / Agency Responsibilities

• Provide you with all the necessary technology and equipment
• Troubleshoot any technical problems on-site if necessary
• Provide you and your instructor with orientation and training
• Prepare for each assignment by obtaining required course material and entering new terminology into the computer’s database
• Liaise with you and any others to help keep things running smoothly
• Set-up at least 10 minutes before each class starts
• Notify you when the audio connection has been established
• Follow the intention of the speaker at all times, to provide you with the best possible understanding of your classroom environment
• Transmit everything as intended, even if the CART captioner disagrees or feels uncomfortable with the information
• Ensure that the on-screen content matches the environment (including laughter, a knock at the door, and other relevant background information)
• Refrain from taking on other roles (tutor, counsellor, note taker, participant etc.)
• Provide you with an edited version of the transcript at the end of the day
• Accept full responsibility for the quality of the transcripts
• Solicit your feedback concerning CART services. Contact us if there are any problems, either with the technology or with other concerns
• Notify us if CART services are not required as scheduled
• Keep information regarding CART assignments confidential
• Balance the CART reporting role with maximizing your independence
Prescription Medication Use Accommodations

Some students may be prescribed medication with side effects that could impact their ability to participate fully in their studies or clinical/field placements. If accommodations related to a medication are required, ADR may request additional documentation. Examples of situations which may need accommodating are:

- Needing to split an exam between two days so that you can use medication with impairing side effects
- Working in a science lab where you are handling hazardous materials

Student Responsibilities

- Let your Learning Specialist know if you need accommodations related to prescription medication use
- Provide documentation as requested by the Learning Specialist
- Comply with the law as it pertains to your use of prescription medication
- When participating on-site at any Workplace Integrated Learning Placements, Field Placements, or Clinical Placements, comply with the placement agency’s policies with respect to prescription medication use

Institutional Responsibilities

- Consult with you to determine what, if any, accommodations may be needed
- Provide you with Security Services contact information in case you feel unsafe while using prescription medication on campus
- Provide you with forms related to prescription medication use, if needed

Field and Clinical Placement Accommodations

Many programs at MacEwan University have a field placement component. If your workplace environment will present barriers, we can help with any of the following:

- Rearrangement of workplace furniture to ensure wheelchair accessibility
- Schedule changes to accommodate personal care and transportation needs
- Access to assistive technology for reading and writing tasks
- Interpreter services
- CART reporting services
- Guidance from a Learning Specialist to help you decide which accommodations will work best for you
Student Responsibilities

- Let us know about potential accessibility and/or environmental barriers in the field placement or clinical environment
- Participate in a discussion with all relevant university and/or field placement staff to determine which accommodations and technologies can remove or accommodate those barriers
- Obtain a source of funding for the accommodations, if available (feel free to discuss options with us)
- Ensure fitness to practice

Institutional Responsibilities

- Consult with you concerning barriers, accommodations, and technologies for your field placement
- Meet with you and relevant program staff to develop an implementation plan
- Visit the field placement site to arrange accommodations, if applicable
- Assist you to find funding for accommodations and technologies, if available
- Implement and monitor your accommodation plan
Miscellaneous Information

Study Abroad
If you plan to study abroad or go on an exchange, you might anticipate barriers for which you may need accommodations. Contact your Learning Specialist at least three months in advance to discuss anticipated barriers and reasonable accommodations. We will review the full situation with you including consultation with other people involved to come up with a plan.

Lockers
We have reserved several lockers across City Centre Campus. If you can’t find a suitable locker, contact your Learning Specialist.

Parking
If you are seeking designated parking for a disability or disabling condition, contact the Parking Office. If you experience any difficulties securing parking or applying for funding, contact a Learning Specialist at your campus.

Emergency Evacuation and Assistance
If an emergency evacuation is underway and you are unable to use stairs, here’s what you should do:

- Travel to the nearest stairwell (preferably near an elevator)
- Ask another person, preferably a floor warden, to tell emergency response personnel where you are
- Give your cell phone number to the floor warden so the emergency response team can communicate with you
- If possible, ask someone to stay with you until emergency response personnel can assist you
- If you need urgent assistance, call MacEwan University Security Services at (780) 497-5555
- If you need assistance, but it’s not urgent, call MacEwan University Security Services at (780) 497-5554