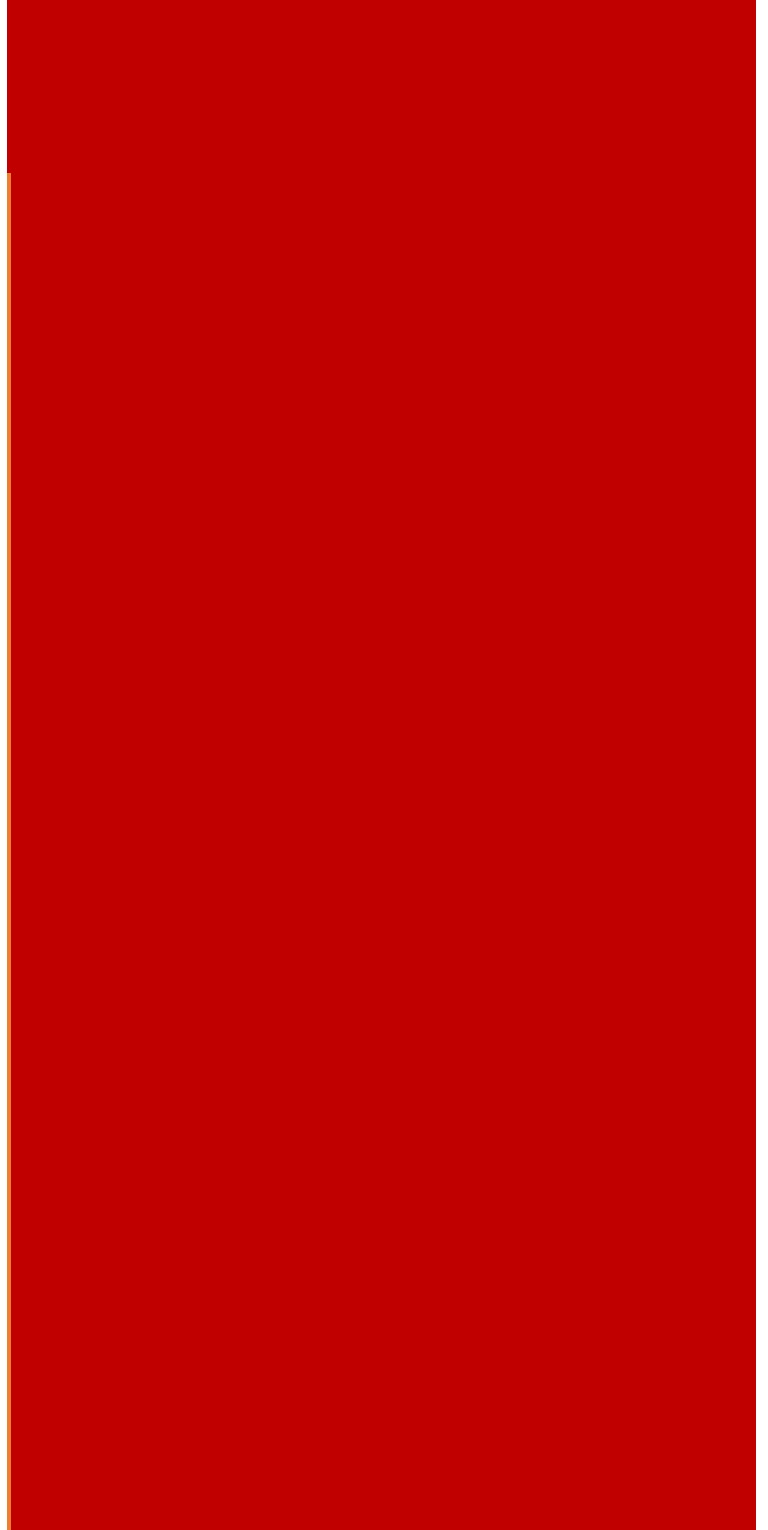




ACCESSIBLE LEARNING SERVICES

Acadia University



Contact information

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Registration process

Accommodations for a permanent disability

Students who require accommodations and have already been diagnosed with a permanent disability are able to register with Accessible Learning Services.

We recommend that students who meet the registration criteria contact Accessible Learning Services immediately after accepting Acadia's admission offer. Early registration allows us to help you avoid academic and social challenges.

Accommodations for a temporary disability

We realize that students are affected by circumstances that sometimes result in temporary disabilities; therefore, we are fully prepared to work with students and advocate on their behalf with instructors and staff at the university to ensure that they receive appropriate and timely support. Under such circumstances, Accessible Learning Services usually require that students provide documentation to support their request. We also recommend that students who are considering requesting temporary accommodations from Accessible Learning Services contact our office, as accommodations tend to vary.

Accessible Learning Services' intake process is designed to help students adjust to new academic and social environments. To ensure timely access to accommodations, students should contact the Disability Resource Facilitator (DRF), Marissa McLsaac, at the start of the semester. Marissa can be reached either by email at disability.access@acadiau.ca or by phone at (902) 585-1520. Her office is in 113 Rhodes Hall.

Grants

Students who have been diagnosed with a permanent learning disability and qualify for financial aid are eligible for provincial services and equipment grants and the Canada Student Grant for Students with Permanent Disabilities (CSG-PD). Application criteria is shared with students during the intake process.

Intake process

Documentation requirements

Acadia's criteria for accessing accommodation requires that students submit up-to-date documentation before, during or immediately after their scheduled intake appointment. Documentation must:

- Be from within the last five years

- Clearly identify a permanent or temporary disability
- Provide specific recommendations for academic accommodations

Renewal of old documentation

Students whose documentation is older than five years and are in the process of obtaining new documentation can register with Accessible Learning Services provided:

- They submit a copy of the old documentation to the DRF
- Make immediate arrangements for a new assessment or evaluation

Students can access funding for updating psycho-educational assessments through grants or insurance.

Confidentiality

The information that Acadia University collects from students will remain confidential unless:

- Students give their consent for information to be released or shared
- The information shared by students suggests either potential self-harm or harm to others
- The information shared by students alludes to a potential crime or a violation of university rules or policies

Types of documentation

Psychoeducational, Neuropsychological, and medical assessments are the most common types of documentation that students submit to Accessible Learning Services.

- ***Psychoeducational assessment***
 - Psychoeducational assessments are tests used by clinical or educational psychologists, school psychologists and psychiatrists to evaluate cognitive and intellectual abilities for the purpose of diagnosing learning and mental health disorders. Acadia expects that all psycho-educational reports submitted by students to Accessible Learning Services include the professional credentials of the assessor, date of diagnoses, diagnosed permanent disability, and detailed recommendations for academic accommodations.
- ***Neuro-psychological assessment***
 - “Neuropsychological assessment is a performance-based method to assess cognitive functioning. This method is used to examine the cognitive consequences of brain damage, brain disease, and severe mental illness”ⁱ.
- ***Medical documentation***
 - Documentation produced by a regulated healthcare professional that identify permanent and temporary medical issues.
 - “A mental health disability is considered a temporary disability if:
 - The symptoms and the impairments are likely to be time-limited, or
 - If the disability is currently being investigated and there is not yet sufficient information to determine conclusively if it is permanent or temporary”ⁱⁱ

Process explanation, exam protocols & academic integrity***Accommodation letters***

Accessible Learning Services sends out accommodation letters to instructors after students complete the intake registration process. Accommodation Letters outline students' academic accommodations and do not contain specific information about students' disabilities.

Procedures for accessing midterm/exam/test accommodations following the intake process

Students must complete and submit the online accommodation form to access midterm/exam and test accommodations.

Students are responsible for notifying the Disability Resource Facilitator (DRF), Marissa McLsaac of all pending exams, tests, and quizzes at the start of the semester.

Alternate test location***Proctors & criteria for the implementation of test/exam/quiz accommodation***

Accessible Learning Services expects students to arrive at the designated testing location, Rhodes Hall, at least 15 minutes before scheduled exam, quizzes, and tests. All exams, tests, and quizzes at the testing centre are supervised by proctors. Because students only receive accommodations that are specifically outlined in their documentation, and because Accessible Learning Services is charged with maintaining the university's academic integrity policy, the DRF ensures that all proctors are notified of accommodations that are permitted for students before every exam, quiz or test is invigilated.

Test taking policy

Students must leave cell phones, textbooks, and backpacks outside the exam room before exams are handed out by proctors.

Academic integrity

“Academic integrity demands responsible use of the work of other scholars. It is compromised by academic dishonesty such as cheating and plagiarism. A student who is uncertain whether or not a course of action might constitute cheating or plagiarism should seek in advance the advice of the instructor involved. The following are considered infractions of academic integrity and may lead to sanction:

- A. Cheating is copying or the use of unauthorized aids or the intentional falsification or invention of information in any academic exercise.
- B. Plagiarism is the act of presenting the ideas or words of another as one's own. Students are required to acknowledge and document the sources of ideas that they use in their written work.
- C. Self-plagiarism is also a form of plagiarism. It is the presentation of the same work in more than one course without the permission of the instructors involved.
- D. A student who knowingly helps another to commit an act of academic dishonesty is equally guilty.

Penalties are levied in relation to the degree of the relevant infraction. They range from requiring the student re-do the piece of work, through failure on that piece of work, to failure in the course, and to dismissal from the university”

Retroactive accommodation/missed exams/ medical withdrawal /change of status

Retroactive accommodations

Students who know in advance that they will miss an exam or test should be aware that:

- It is their responsibility to contact the DRF and their instructor before the scheduled exam or test to arrange for an alternate date and time
- It is their responsibility to know course expectations and protocols for missed exam
- It is their responsibility to provide appropriate documentation to support their request

Students who missed an exam or test because of unforeseen circumstances must:

- Contact the DRF and their instructor immediately after the missed exam/test.
- Provide documentation that clearly identifies the reasons for the missed exam/test

Course changes and withdrawals

“It is the student’s responsibility to initiate course changes. Discontinuing attendance in classes, notifying an instructor or stopping payment does not constitute official withdrawal from a course. Undergraduate students who wish to withdraw from a course, add a course, or substitute one course for another, must do so through Acadia Central. Students may also do so in writing through the Office of the Registrar. Please refer to the Academic Schedule at the beginning of this calendar for all withdrawal dates. Graduate students wishing to make changes to their course registration will follow the same procedures outlined under Registration Procedures”ⁱⁱⁱ

Medical withdrawal

Students who are considering leaving the university temporarily because of medical reasons must contact the DRF for an advising appointment before initiating their withdrawal from the university.

Program changes

“Students who wish to transfer from one program to another must apply on a program change form and have it approved by the School Director, Department Head of the unit, or Program Coordinator for the program they wish to enter, and by the Registrar's Office. Normally students must have a GPA of at least 2 to enter a program and a GPA of 3 to enter an Honours program”^{iv}.

Withdrawal from the University

Undergraduate

“Undergraduate students wishing to withdraw from a course or from the university must notify the Office of the Registrar **in writing** of their intention to withdraw. Discontinuing attendance in

classes, failure to submit any assignments, notification to the instructor, or stopping payment, does not constitute official withdrawal. Students who decide not to attend the University must cancel their registration prior to the Add/Drop deadline”

Graduate

“Graduate students who wish to withdraw from their program must, in writing, contact the Graduate Coordinator in their department/school and the Division of Research and Graduate Studies”

Change of status

Accessible Learning Services strongly encourage students to contact the office for an advising appointment before changing their status from full-time to part-time, given that a change in status can affect students’ academic and financial standing at the university.

Leaves of Absence (Graduate Students)

“All graduate students taking a leave of absence must do so in the manner prescribed by the Division of Research and Graduate Studies. Students must complete and submit a “Leave of Absence” form to the Division of Research and Graduate Studies”

Leave Due to Illness

“A leave of absence due to illness will be granted upon request to graduate students, without prejudice to their academic standing, for a period of up to 52 weeks. Students will normally be granted such a leave only once in the course of their program. Statutory periods for completion of degree programs will be extended by the length of the leave. Leave due to illness frees students from paying regular fees and at the same time releases the University from providing them with services. However, students may choose to maintain computer network, email, and library access during the period of the leave. Financial support from university sources will normally be suspended during the period of the leave and, where possible, will be reinstated upon completion of the leave. It is the responsibility of the student to determine the status of funding from all external sources”

Compassionate Leave

“Graduate students will be provided with compassionate leave for a period of up to 52 weeks for the care and support of a seriously ill family member. This leave is not intended to cover circumstances related to travel, employment, or other financial concerns. Statutory periods for completion of degree programs will be extended by the length of the leave. Once on leave, students will not be registered with the University, but they may choose to maintain computer network, email, and library access during the period of the leave. Financial support from university sources will normally be suspended during the period of the leave and, where possible, will be reinstated upon completion of the leave. It is the responsibility of the student to determine the status of funding from all external sources”

Accessible Learning ServicesYear **Intake Form**

Please return the completed form and a copy of your documentation to Accessible Learning Services.

Student Profile

Name _____

ID# _____

Academic Major _____

Type of Documentation**Date****Accommodations****Strengths****Skill Development Recommendations****Academic****Other**

ACADIA
UNIVERSITY**Accessible Learning Services
Academic Skills Survey**

Please select the option that accurately describes your current competency in each of the categories that are listed below, where: 1=Very Poor, 2=Poor, 3=Satisfactory, 4=Good, 5=Excellent

Please return the completed survey to Accessible Learning Services

Name _____ ID# _____

High School G.P.A. _____ University G.P.A. _____

Require financial aid grant application support: Yes ___ No ___

Currently have an academic strategy in place: Yes ___ No ___

Please provide details below if you answered yes to the previous question:

Please provide information about your extracurricular activities and non-academic interests

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Time management skills

	Very Poor	Poor	Satisfactory	Good	Excellent
Use of an Academic Planner	1	2	3	4	5
Ability to design and use study schedules	1	2	3	4	5
Ability to complete assignments on time	1	2	3	4	5
Ability to balance social and academic responsibilities	1	2	3	4	5

Please provide additional comments about your time management skills below

Test taking skills

	Very Poor	Poor	Satisfactory	Good	Excellent
Understanding of test taking strategies	1	2	3	4	5
Use of mock/practice exams as study aids	1	2	3	4	5
Use of test taking strategies	1	2	3	4	5

Please provide additional comments about your test taking skills below

Learning /support seeking habits

	Very Poor	Poor	Satisfactory	Good	Excellent
Review of lecture notes before class	1	2	3	4	5
Review of lecture notes after class	1	2	3	4	5
Ability to generate personal learning objectives or goals for your courses	1	2	3	4	5
Willingness to evaluate your personal academic performance without outside prompting	1	2	3	4	5
Willingness to adapt or adopt new academic strategies to improve learning	1	2	3	4	5
Use of lecture notes to generate mock exam questions	1	2	3	4	5
Knowledge of study or learning strategies	1	2	3	4	5
Willingness to use study strategies	1	2	3	4	5
Use of assigned readings/assignments to generate clarification questions for instructors	1	2	3	4	5
Likelihood of seeking support from your instructor	1	2	3	4	5
Likelihood of contacting support services when you encounter challenges	1	2	3	4	5
Likelihood of contacting an academic tutor when you encounter challenges	1	2	3	4	5
Likelihood of contacting a peer when you encounter challenges	1	2	3	4	5
Likelihood of contacting Accessible Learning for academic support	1	2	3	4	5

Please provide additional comments about your learning skills below

Critical thinking skills

	Very poor	Poor	Satisfactory	Good	Excellent
Ability to identify important ideas, themes, and concepts in assignments	1	2	3	4	5
Ability to differentiate important from non-important lecture information	1	2	3	4	5
Ability to paraphrase lecture material, generate appropriate questions and draw relevant conclusions about the overall importance of course content	1	2	3	4	5
Ability to explain newly acquired ideas to others in your own words	1	2	3	4	5
Ability to critically evaluate course material and identify links, similarities, differences	1	2	3	4	5
Ability to apply newly acquired ideas	1	2	3	4	5

Please provide additional comments about your critical thinking skills below

Interpersonal communication skills

	Very Poor	Poor	Satisfactory	Good	Excellent
Ability to explain non-academic personal needs to support staff	1	2	3	4	5
Ability to explain support needs to instructors	1	2	3	4	5
Ability to explain academic support needs to tutors	1	2	3	4	5
Listening ability	1	2	3	4	5
Decision making skills	1	2	3	4	5
Ability to work with peers to					

Please provide additional comments about your interpersonal communication skills below

Presentation skills

	Very poor	Poor	Satisfactory	Good	Excellent
Ability to manage public speaking anxiety	1	2	3	4	5
Ability to speak clearly during your presentation	1	2	3	4	5
Ability to tailor your presentation to a specific audience	1	2	3	4	5
Ability to stay on task during your presentation	1	2	3	4	5
Ability to use your allotted time effectively	1	2	3	4	5
Ability to give memorable presentations	1	2	3	4	5
Ability to anticipate potential questions	1	2	3	4	5
Ability to organize and deliver presentations	1	2	3	4	5
Ability to introduce yourself before your presentation	1	2	3	4	5
Ability to communicate presentation objectives concisely and effectively	1	2	3	4	5
Use of visual aids	1	2	3	4	5
Practice of presentation	1	2	3	4	5
Ability to manage body language during presentations	1	2	3	4	5
Use of voice and verbal cues to emphasize important information	1	2	3	4	5
Ability to summarize key presentation points	1	2	3	4	5
Use of presentation checklist	1	2	3	4	5

Please provide additional comments about your presentation skills below

Group work

	Very poor	Poor	Satisfactory	Good	Excellent
Ability to work effectively in groups	1	2	3	4	5

Please provide additional comments about your ability to work within groups

Research skills

	Very poor	Poor	Satisfactory	Good	Excellent
Ability to identify research themes	1	2	3	4	5
Ability to locate appropriate peer-review content	1	2	3	4	5
Ability to effectively summarize research information	1	2	3	4	5
Ability to conduct literature review	1	2	3	4	5
Ability to complete an annotated bibliography	1	2	3	4	5
Ability to ask relevant research questions	1	2	3	4	5
Knowledge of academic citation rules	1	2	3	4	5
Ability to write a research paper	1	2	3	4	5

Please provide additional information about your research skills below

Study skills

	Very poor	Poor	Satisfactory	Good	Excellent
Ability to maintain focus on academic tasks	1	2	3	4	5
Ability to identify appropriate study spaces	1	2	3	4	5
Ability to divide tasks into manageable chunks	1	2	3	4	5
Ability to generate to-do lists on a daily & weekly basis	1	2	3	4	5
Ability to manage academic stress	1	2	3	4	5
Ability to develop both short-term and long-term goals	1	2	3	4	5
Current use of memory aids	1	2	3	4	5
Current use of study schedules	1	2	3	4	5
Current use of strategies to organize lecture content	1	2	3	4	5
Current use of strategies to minimize exam and study anxiety	1	2	3	4	5
Current use of personal and academic support resources	1	2	3	4	5
Use of self-assessment as an accountability strategy	1	2	3	4	5

Please provide additional information about your study skills below

Writing skills

	Very poor	Poor	Satisfactory	Good	Excellent
Overall knowledge of English language grammar	1	2	3	4	5
Ability to apply grammar knowledge	1	2	3	4	5
Knowledge of Subject/Verb agreement	1	2	3	4	5
Ability to select appropriate topics	1	2	3	4	5
Ability to identify, gather, and evaluate content for writing	1	2	3	4	5
Ability to plan, organize and write coherent papers	1	2	3	4	5
Ability to write strong introductory paragraphs	1	2	3	4	5
Knowledge of the different types of paragraphs	1	2	3	4	5
Knowledge of paragraph development	1	2	3	4	5
Ability to use quotation effectively	1	2	3	4	5
Ability to write effective thesis statements	1	2	3	4	5
Ability to write effective transition statements	1	2	3	4	5
Knowledge of punctuation & citation rules	1	2	3	4	5
Ability to revise thesis statements, sentences, paragraphs, spelling, word choice, punctuation & Citation for clarity	1	2	3	4	5

Please provide additional comments about your writing ability below

Please share any other support requirements you have below

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