[MUSIC PLAYING - Hey! - Benjamin Tissot]

SYNCLAIR: But Amanda, I did notice that you are wearing a little red pin. Um did you want to tell us what that was all about? You might see a lot of staff wearing them around campus.

AMANDA: Yes. So, this is the “Ask Me!” button pin um. So, that's worn if you find yourself on campus, physically on campus this fall, and you see someone wearing an “Ask Me!” pin um within the first usually like week to month of the school season um it's a staff member. So, if you've got questions about where to go or um, you know, you're looking for something and you see somebody walking by with a red “Ask Me!” pin, feel free to stop them and ask them your questions. So, as Chris said, we are a very large community here at Carleton and we're here to support students so feel free to um to ask us questions. That's a great question, Synclair. Um so, we're gonna move on to our next session which is PMC 101 and I’m pleased to introduce my colleague Somei Tam who is a Senior Disabilities Coordinator here at PMC. So, Somei, take it away.

SOMEI: Hi everyone! Welcome! Thank you, Amanda, for that introduction. Uh as mentioned, my name is Somei. I’m a Senior Disability Advisor at the Paul Menton Centre. So, I’m gonna have my co-presenter, Candice, who will be available to answer questions at the end of this presentation. So, the focus of PMC 101 is really an overview of PMC services and how you can access these services. In my role as the Senior Disability Coordinator, I have had the privilege of working with thousands of students over the past 20 years so I look forward to meeting you in person when we return to campus at some point. So, today I’m going to talk about briefly the staff of the Paul Menton Centre, the mandate, the integrated model that we use to deliver services. I’m going to talk about academic accommodation and the four easy steps on how to access accommodation support services, as well as some of the Paul Menton Centre support services that we offer, as well as some campus services that we offer specifically for students with disabilities, and I will, you know, provide some information about financial resources and then I’ll share with you some tips for a successful transition. Next slide, please. So, this is the staff of the Paul Menton Centre. This picture was taken at the 75th anniversary of Carleton University. As you can see, you know, this is a happy, warm bunch of people. So, on behalf of the rest of staff, I would like to extend a warm welcome to you to our PMC family and the rest of the community. So, since the inception of the Paul Menton Centre in 1990, the staff here has been on the forefront of creating innovative programs and services to serve an increasingly growing and diverse population of students with disabilities. So, today the staff at the Paul Menton Centre serve over 3,600 students with disabilities in the pursuit of their university education. The team is a multi-disciplinary group of professionals with backgrounds in education, social work and counselling. So, the Paul Menton Centre, the mandate has three important core pillars. Uh our primary mandate is to provide individualized academic accommodation and support services to students with disabilities while maintaining academic standards. A second mandate is to provide student development, opportunities for students to develop independence and resilience while they're in university. These skills development opportunities are available through the Paul Menton Centre, as well in the larger Carleton community. Our third mandate is the integration of students with disabilities into the community. PMC works closely with campus partners to ensure services are accessible. So, students with disabilities are members of the Carleton community first and foremost like all other students that are subject to the same rights and responsibilities that membership entails. So, similarly, students with disabilities have access to all services and facilities available to all other students on campus. The Paul Menton Centre, this is the “how” - how we deliver our services. So, or in other words, how we actualize our mandate through the creation of services and processes in collaboration with our campus partners. As Chris mentioned earlier, it really is teamwork. We're a large community, but we are also a very close-knit and integrated community. So, we work well together to ensure that students with disabilities are supported um while they're here at Carleton. Just to give you an example, under accommodation, we work closely with professors and the McIntyre Exam Centre to deliver exam and an accommodation … sorry … and classroom accommodations. So, under Student Development, we provide services for students to learn to be better learners through our learning support program. And under Campus Services, we work closely with other student services, such as Student Affairs, Health and Counseling Services, to coordinate a circle of support for mental health. So, as mentioned previously, the combination of students with disabilities at Carleton is a shared responsibility. So, it takes a village to realize our mandates. So, PMC works closely in partnership with professors and student service departments to deliver these services to you in a very integrated and seamless manner … uh … the diagram illustrates the extent of this interconnectivity and the collaboration with campus partners. So, in the Academic Accommodation Policy for students with disabilities, PMC is the designated department on campus to coordinate the delivery of Accommodation Services to students with disabilities on campus. The Paul Menton Centre plays a central role in the evaluation of disability documentation and also an assessment of individualized academic accommodation requests by maintaining academic standards. So, as a student with disability, it is your responsibility to self-identify to students to … sorry … to the Paul Menton Centre for accommodations, provide documentation and participate in the accommodation process. The policy also specifies rules and responsibilities of the Paul Menton Centre, students, and faculty in the accommodation process. So, I think Chris mentioned this earlier about the Letter of Accommodation that is sent to professors. So, this document is the formal document through which you request accommodation from your coordinator each term. So, in the university when we talk about appropriate accommodation, we talk about accommodation that helps students to access the curriculum and to demonstrate learning … it … they are there to level the playing field without compromising academic standards, essential requirements or competencies. So, they are assessed on an individual basis, based on functional impairment that students experience in the context of the university. They are not a modification to fundamental skills or knowledge. They're not … they're there to provide level playing field, but, you know, whether you're successful, I guess it's up to you. Lastly, I want to mention that appropriate accommodations are negotiated between the Paul Menton Centre, students, and the course instructors. The responsibility at the Paul Menton Centre, you know, we're responsible as coordinators to meet with students at the beginning of each term to send Letters Accommodation to your professor, and we are also responsible for coordinating classroom accommodations, such as our peer note sharing service, sign language interpreter services, captioning, etc., in collaboration with your professors. So, we have an excellent team of Student Support Service providers. You may have seen some of them in the picture earlier. Uh so, it's a really good, efficient, uh dedicated team who work behind the scenes to provide these services. Uh as mentioned, we work with the McIntyre Exam Centre. You will hear a lot about them uh during the course of your academic studies at Carleton, you know, “Have you booked your test exam on the MEC?” So, um, So, in order for you to write your test and exam at MEC, your professor has to submit um a test booking to the centre, whether it is an online test or an in-person test. And we are also responsible for providing individualized learning support services, such as Learning Strategies and Assistive Technology. So, Amanda is one knowledgeable learning strategist and very enthusiastic, you know, as well. Okay. So, um, and finally, we assist you in the resolution of any problem that may arise between you and your professors over academic accommodation. So, um and then lastly we provide information advice and resources. Okay, next slide. So, as a student you're expected to participate in the accommodation process. So, what does this mean? At the beginning of each term, you would need to request accommodation from your PMC coordinator. So, you can do so in a number of ways; through “myPMC”, which is our portal system. You can book an appointment through the front desk. We are available to meet with you in person, remotely on the phone or through MSTeams. As part of your responsibility, you know, and sometimes, because your coordinators are experienced, or aware of how accommodation work in the post-circuit context, so, don't be afraid to try accommodations, reasonable accommodations that they suggest. Um you're … as mentioned earlier, follow up with your professor once the Letter of Accommodation has been sent to them to discuss how the accommodation are to be arranged and implemented. Advise your PMC coordinator if you experience any problem or issues anytime during the term. Send them an email, book an appointment with them through the front desk. Monitor your learning and mental health and seek support when necessary. So, always check your Carleton email for communication from the university. I think Professor Motz already talked about the responsibility of professors in the accommodation process. So, in my opinion, I think they play a very important role, you know. I … we would not be able to do what we do without their collaboration. So, it takes a village. It requires teamwork. So, when your PMC coordinator sends Letters of Accommodation to your professor, it is a formal request for accommodations. So, your Letter of Accommodation is effective from that date that it's being sent. So, as mentioned, some of the responsibility includes informing teaching assistant uh of your accommodation need needs if applicable. uh They're responsible for meeting with you to discuss how the accommodations are to be implemented. They're also responsible for submitting online test booking to the McIntyre Exam Centre if they need help providing accommodation for online or in-person tests and exams. So, for online tests and exams, they have the option of either applying the extra time themselves in Brightspace or they can ask the McIntyre Exam Centre do it on their behalf. So, they're also responsible for making an announcement in Brightspace that a volunteer note-taker is needed if you have that accommodation. If you haven't already done so, please contact the Paul Menton Centre front desk (PMC@carleton.ca) to book a follow-up appointment with your coordinator to discuss accommodation and to have your Letters of Accommodation sent to your professor. So, before you do, uh as mentioned by Professor Motz, it's very important to get to know your course outlines really well to … what I usually recommend students to look at are usually the course evaluation scheme, you know, to look at what type of evaluation you're going to expect - you know, what type of tests, uh how many assignments, and when do they do those kind of things. And, so, uh during the meeting with your coordinator, uh you will be discussing what accommodation you will need for each course. And the accommodation can vary depending on whether the courses are delivered online or in person. And then your coordinator will be responsible for sending your Letters of Accommodation to your professor. You know, they would set up any service referral and then review the accommodation procedures and responsibility. This is a Letter of Accommodation, so, what it looks like. So, specified accommodation recommended for test and exam, and for classrooms. As mentioned, I think we already talked about this, follow up with each professor, lab instructor or TA to discuss the implementation of your accommodations. Send them an email, schedule a virtual meeting if applicable, go to the office hours. But, I think, in the Fall term, I don't think there's going to be a lot of office … in-person office hours. So, what to discuss with your profession for online courses? So, for online courses, um it's really about the extra time for fixed duration tests that you're going to have in your courses. So, the discussion would be around how, who's going to arrange for it, or if they're going to do it, or they're going to ask the McIntyre Exam Centre to do it. And if you have volunteer note-taking as a support, for them to make an announcement as opposed to a notice in Brightspace for a volunteer. So, for in person it's a little more …. complex, I guess, because we're looking at a physical classroom environment, and also that test and exam will be done in person. So, for the Fall term, the only courses that qualify for in-person testing are those that are labeled “in-person - not suitable for online students”. So, that is the only category or type of course that is eligible for in-person testing. So, if you have you're taking one of those courses, discuss booking the McIntyre Exam Centre so that you can go to the exam centre to write your test exam with accommodation. During the meeting, you're not required to disclose the nature of your disability. Step Three. So, I mentioned monitoring academic progress and mental health throughout the term and advising your PMC coordinator of any problems with your accommodation. So, to assess how what you are learning or whether the support strategy you are using is working, ask yourself these questions. You know, how are my accommodations and supports services working for me? Are they more than I need? Do they need to be changed and modified? Um what are the services that are available at PMC and on campus to help me with my issues or needs? So, on this Event Live page, there's an extensive FAQs prepared on a number of topics that you can review if you have further questions. So, I want to highlight some PMC support services that support learning and mental health and well-being. So, as part of PMC Learning Support Program, we offer online workshops on time management, note-taking, academic writing, and how to study for exams. In addition, we offer one-on-one learning strategy support for students. So, ask your PMC coordinator for a referral. We also have two assistive technologists, Jordyn and Jason, who can meet with you to explore assistive technology, provide training and support to use AT. If you are interested to find out more about it, just ask your PMC coordinator. We also offer disability counseling and motivational coaching throughout the, through the interns from the Master in Education Counseling Program. So, again ask for a referral from your PMC coordinator. This year, we're starting a support group for students who have ADHA. So, stay tuned for more information about that. And we will be bringing back “Virtual Study Pods” in the Fall term. Um they’re intended to provide virtual form for students who have been isolated at home during lockdown to study together in a virtual environment. So, PMC works closely with other campus partners. So, I guess I’m just gonna give a big shout out to Career Services. Uh we've been working closely with them to support students and support students with disabilities in two important ways: uh through their ACT advising - so, they … that person is Nicole and she uh has a background in disability as well as employment and careers. So, you know, if you have questions about job search, personal marketing through resume and LinkedIn, networking, interviewing, and salary negotiations, she's the person to consult. In addition, we have an ACT to employ program. So, this program helps students with disabilities to gain experiential experience through paid part-time work on campus. We also work closely with the library to provide transcription services for students who require accessible format due to a print disability. They also have an assistive technology centre in the library with 10 individual rooms equipped with various levels of technology. So, anyway, if you're interested in using uh this space, ask for a referral from your PMC coordinator. So, as mentioned earlier, we work closely with scheduling exam services to deliver online and also in-person uh test and exam accommodations. So, Financial Resources - uh this OSAP, so, which is the financial aid program funded by the federal and provincial government for post-secondary students. For more information about this program and how to apply, please check out the FAQs. The awards and financial aid office website contains a lot of information about entrance bursary, bursary for current or returning students. Um they also contain a list of awards for students with disabilities worth checking out. For graduate students, uh go to the FGPA website for information on on external, internal and special awards for graduate students. And lastly, the National Educational Association of Disabled Students website, go to disabilityawards.ca - it's a really good resource. Tips for Successful Transition - get to know Brightspace, as Chris mentioned earlier, uh get to know your professor and teaching assistants, um get to know campus services and resources to help support your academic, mental health, and social well-being. Participate in the social and extracurricular aspect of university life. Check out the Students Experience Office for programs and events as well as CUSA clubs and societies. Know when to reach out for help and support. If you do not know to whom to reach out, start with your PMC coordinator. So, thank you for listening. We have reached the end of the presentation. I just want to talk about deadlines. Be very mindful of deadlines. So, you can go to the Registrar’s Office website to find out what are the academic deadlines for this academic year. Request your accommodation early. Keep track of your deadlines for assignments in the term. You know, there's only 12 weeks in the term and if you need help with time management, you can ask your PMC coordinator for referral to learning strategy support. So, anyway check out our FAQs uh on the PMC Fall Orientation webpage and we're done. We're here to support you! Have a good year!

CANDICE: All right. Somei, are you ready for a few questions from the students?

SOMEI: Yes.

CANDICE: Excellent! Alright. So, um one student is asking can I register with PMC using my IEP from high school?

SOMEI: We prefer primary documentation. So, we will accept IEP as supplemental documentation, but if the IEP is all you have, we will take a look at it, and if we're able to provide interim accommodation on that basis, we will. Then what – yes, does that answer your question?

CANDICE: I think. So, how about we move on to the next one how did the volunteer note-taking service work and am I guaranteed a note-taker?

SOMEI: It's it's based on it's a voluntary system that works really well. Uh every year, we have thousands of requests for volunteer note-takers and we are successful 90% of the time in filling those requests. So, it's not guaranteed because of the volunteer nature of the program, but it is a very successful program. Um and we really uh depend on recruitment of, with the assistance of the professor. So, we really rely on faculty making those announcements in class and also in Brightspace to help us find volunteer notetakers.

CANDICE: Alright, I’m gonna finish up with two final questions because I think they're pretty quick. One is, “Can I register with the PMC as a graduate student?”

SOMEI: Yes. So, we serve undergraduate students and graduate students.

CANDICE: Excellent! And then the final one is, “Can I meet still meet virtually with my PMC coordinator or learning strategist through the 2021-22 school year?

SOMEI: Virtually?

CANDICE: Yes.

SOMEI: Can we – oh, yes. Actually, as mentioned earlier, we are - we provide a lot of accessible options for students to meet and engage with our staff. You know, we are available to meet with students in person as well virtually by phone or through Teams.

CANDICE: Awesome! Okay we have time for just one more question, if I can squeeze it in … there um … “Does the professor get the accommodation set up or does uh the McIntyre Exam Centre make the accommodations for your exam?” I think there's some confusion between what the professors do and what the exam centre does.

SOMEI: Okay, that's a very good question, Candice … thank you. So, basically I think, you know, I want to go back to a point I made earlier that it's a shared responsibility and it requires teamwork. So, basically, you know, in order for, I think, everything to work, I - we require that students request accommodation to their coordinator early in the term. Once we get that request, we will send Letters of Accommodation to your professor. So, your professor - And then we will advise you to meet with the professor to discuss how the accommodation is to be implemented. Uh so, basically if you have online tests and in-person tests, so, the professor is responsible for submitting a test booking to the McIntyre Exam Centre. So, that they can provide the accommodation whether it's online or in person.

AMANDA: Awesome! Well, thank you so much to Somei and Candice - um Candice in the back end providing the questions and Somei for delivering that presentation. I know there was a lot of information to digest. So, luckily the recording for this presentation will be available to you after the event and you will all be sent the recording. So, you can look over it again. As Somei said um there's also an extensive question and answer or Q&A available on our event website as well. So, check that out too.

[MUSIC PLAYING - Hey! - Benjamin Tissot]