

DOCUMENTATION OF DISABILITY AND RECOMMENDATIONS

MacEwan University policy requires that students who are seeking academic accommodations, due to a diagnosed condition, provide relevant documentation to Access and Disability Resources (ADR).

Student must **REQUEST** and **SIGN** an ADR consent form via email to myaccess@macewan.ca, prior to sharing their documentation.

Please complete this form and return to MacEwan's ADR's office and/or return it to the student to deliver to ADR.

ALL FIELDS MUST BE COMPREHENSIVELY COMPLETED BY A MEDICAL PROFESSIONAL. (PLEASE PRINT)
DETAILED INFORMATION WILL HELP FACILITATE APPROPRIATE SUPPORTS, ACCOMMODATIONS AND FUNDING.

Student Name: _____

Date of Birth: _____

Is there a Diagnosis of Disability or Medical Condition: ☐ Yes ☐ No ☐ Under Investigation

If Yes, the Diagnosis is: ☐ Permanent ☐ Chronic ☐ Degenerative ☐ Temporary: Valid until _____, 20____

How long have you known/treated the student? _____
If temporary accommodations are recommended, updated documentation will be required after the 'Valid until' date.

Diagnosis (recommended) and Description of Functional Effects (required) To qualify for Canada Student Grant for Permanent Disability funding (see Page 2), diagnosis is required **AND** DSM nomenclature is required if diagnosis is psychological.

Description of how the diagnosis was made. Must include brief history, sources of information (may include years you have known individual), differential diagnostic considerations, and confirmation that all diagnostic criteria met.

What specific aspects of a typical university experience will likely create barriers to the student meeting course requirements, given the disability and/or medication side effects. As examples, barriers may occur within lecture note taking, study, exam, assignment, field or clinical placements, or course load expectations.

Recommendations for resources, supports, and accommodations to remove barriers to learning. MAY INCLUDE: access to course materials; supports for learning; additional time; disability-related absence; course load; learning/assessment and environment; and or psychological/medical needs.

Medical Professional's Name and Credentials (PLEASE PRINT)

Medical Professional's Address

Medical Professional's Signature

Date

November 29, 2022

Medical Professional's Telephone Number

YOU CAN RETURN THIS FORM TO:

Access and Disability Resources
MacEwan University, City Centre Campus
Room 7-166 10700 - 104 Avenue NW
Edmonton, AB T5J 4S2

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

PRIVACY NOTIFICATION STATEMENT

The personal information in this form may be disclosed by a Custodian under the Health Information Act, s.35(1)(b), and is collected by MacEwan under the FOIP Act, s.33(c)

For questions, contact MacEwan's Privacy Lead at privacy@macewan.ca or by phone at (780)483-5423.

Documentation Requirement Details

To qualify for the Canada Student Grant for Students with Permanent Disabilities, documentation of disability must confirm that the disability is **permanent** (is expected to remain with the person for the person's expected life) and meet the following requirements depending on the nature of the disability:

Type of Disability	Documentation Required	Additional Notes
Deafness, Hearing Loss	<ul style="list-style-type: none"> Audiologist report or Letter/form from a physician with an explanation of the degree of hearing loss 	<ul style="list-style-type: none"> Must describe degree of hearing loss (mild, moderate, severe, profound). Recommendation for hearing aids and/or amplification system
Blindness, Vision loss or Vision impairment	<ul style="list-style-type: none"> Report from vision specialist including Ophthalmologist, Optometrist or Orthoptist or Letter/form from physician with a detailed description of the functional limitation 	<ul style="list-style-type: none"> Must describe the relevant functional issues including, but not limited to, the following: acuity, visual field, stamina, effects of progressive condition. A copy of a CNIB card is not sufficient as this does not explain the degree of impairment and or functional effects.
Learning Disability	<ul style="list-style-type: none"> Psycho-educational report completed by a Registered Psychologist Neuro-psychological assessment report A physician's diagnosis is not acceptable 	<ul style="list-style-type: none"> Must be no older than 5 years, if completed before the age of 18, and must reflect current functioning Must confirm a diagnosis of at least one learning disability.
Speech	<ul style="list-style-type: none"> Speech language pathologist report 	<ul style="list-style-type: none"> Provide diagnosis/functional limitations
Mobility	<ul style="list-style-type: none"> Report from a relevant medical specialist Letter/form from physician with detailed description of disability and functional limitations 	<ul style="list-style-type: none"> Must provide the diagnosis of disability A functional assessment is ideal, as this would describe the degree of functional limitation and appropriate supports, but may be difficult to get.
Attention Deficit/Hyperactivity Disorder (ADHD)	<ul style="list-style-type: none"> Psychological Assessment report completed by a Registered Psychologist Neuro-psychological assessment report Letter or form completed by psychiatrist Letter or form completed by a physician with details about the diagnosis 	<ul style="list-style-type: none"> Details from a physician to include a description of how the diagnosis was arrived at, demonstrating childhood history if available, differential diagnosis, etc.
Psychiatric or Psychological	<ul style="list-style-type: none"> Psychologist's report Letter or report from psychiatrist Letter /form from physician with details about how they reached the diagnosis 	<ul style="list-style-type: none"> Must include a specific diagnosis from the current DSM, and explain functional limitations and history.
Autism, Asperger's, Rett	<ul style="list-style-type: none"> Psychologist's report Psychiatrist's report, letter or form 	<ul style="list-style-type: none"> Must include specific diagnosis and description of functional effects
Brain Injury or Neurological condition	Report completed by one or more of the following: <ul style="list-style-type: none"> Neurologist Physiatrist Neuro-psychologist Psychiatrist Physician 	<ul style="list-style-type: none"> Must confirm the specific diagnosis (e.g. traumatic brain injury, brain tumor, epilepsy, multiple sclerosis, stroke, etc.), and details regarding the functional effects
Other Permanent Disability	<ul style="list-style-type: none"> Report or form completed by qualified specialist for the diagnosed condition 	<ul style="list-style-type: none"> Must include diagnosis and functional effects
Chronic Fatigue or any other Chronic Medical condition	<ul style="list-style-type: none"> Detailed letter/form from physician 	<ul style="list-style-type: none"> Must include diagnosis and functional effects
Irlen's Syndrome	<ul style="list-style-type: none"> Assessment report from certified Irlen screener 	<ul style="list-style-type: none"> Must include diagnosis and functional effects

Accessibility/Accommodation Letter - Winter, 2022/23

Student Name: Jose Estrada Moran, 3081817
Prepared By: Jocelyn Stroebel, Learning Specialist
 Access and Disability Resources

Date: Nov. 29, 2022
Phone: (780) 633-3138
Email: StroebelJ@MacEwan.ca

Dear Professor/Instructor,

Please be advised that Jose is registered with ADR. In accordance with the Human Rights and Accessibility Policy, if Jose does not find your course to be fully accessible, the following accommodations will be required. These accommodations may be reviewed and revised based on course information and the student's experience of any barriers to learning. If you believe that a listed accommodation may compromise a Bona Fide Educational Requirement, or if you have any questions or concerns, contact the author of this letter to discuss details of your course and options to accommodate the student. Please note, this letter is only valid for the term(s) stated above.

	Accommodations	Additional Information
In-Person/Virtual Classroom	Access to lecture slides, if used in class. Advance access preferred.	
	Record lectures	Recordings to be protected and only used for study purposes.
Course Load	Full time with approximately 2 courses (but may vary)	Student may want to consult Academic Advising for planning purposes.
Out Of Class	Academic strategy instruction	Student will work with ADR to access academic strategy instruction, if required.
	Accessibility Assistant	Will be organized by ADR if required.

To meet the **goals of inclusion and learner-centred teaching**, you may wish to exceed these accommodations. ADR encourages teaching faculty to use **Universal Design for Learning** (UDL) principles to facilitate accessible learning experiences for all students as UDL can remove the need for accommodations. UDL provides flexibility for students in meeting the learning outcomes of the course without compromising academic rigor. Examples of UDL may include the following:

- Post presentation slides and lecture recordings for students to access.
- Consider whether alternatives to traditional testing are appropriate. Could authentic assessment options be used as part of your evaluation of student mastery over course objectives (e.g. class presentations, oral exams, projects, group work, etc.)?
- If exams are preferable, offer ample time, allow supplemental materials, or deliver tests in a take-home format.

If you have questions regarding accommodations, **please contact the Learning Specialist who authored this letter.** We look forward to working with you to facilitate an accessible and inclusive educational experience for the student.

Sincerely,

Jocelyn Stroebel

Explore "What-If" Program Changes Program Simulation Report

For **Jose Estrada Moran** prepared on **2022-12-29 10:53:25PM MST**
Requested by **Jose Estrada Moran**

Program

Bachelor of Science Program
Psychology (Science) Major
Biological Sciences Major
Molecular/Cellular Stream

Requirement Term

2022 Fall Term
2022 Fall Term
2022 Fall Term
2022 Fall Term

IMPORTANT INFORMATION FOR USING THIS ACADEMIC PROGRAM PROGRESS REPORT

The intention of the report known as the Academic Program Progress Report (APPR) is to track your progress towards completion of your program credential. The APPR identifies transfer, enrolled, and completed courses and then matches them to program requirements. This report helps you plan for future enrolments as it identifies program requirements yet to be satisfied.

The APPR is an unofficial document and should be used along with the Academic Calendar and your Academic Advisor. It is your responsibility to ensure that all requirements are being met for graduation. For assistance please contact your program area or Academic Advisor.

Legend for Type Codes: EN=Completed, TR= Transfer, OT= Other Credit, IP= In Progress, SC=Shopping Cart, Units = Credits,

Note: In progress (IP) courses are not yet graded and are not included in the Grade Point Average (GPA) calculations. For definitions and more information on GPA calculations, please refer to the Academic Calendar. Students need to be aware that GPA calculations from the APPR may not be accurate until all grades have been finalized.

BACHELOR OF SCIENCE DEGREE (RG 5201)

Not Satisfied: The Bachelor of Science is 120 credits of non-duplicative coursework that fulfills program of study requirements. Students can complete a major and a minor, a double major, or a major and two minors. Students require a minimum overall GPA of 2.0 to graduate.

- **Units:** 120.00 required, 0.00 taken, 120.00 needed
- **GPA:** 2.000 required, 0.000 calculated
- **GPA:** 0.000 calculated

DEGREE REGULATIONS (RQ 4950)

Satisfied: Students can complete a maximum of the following:

MAXIMUM OF 48 CREDITS AT JUNIOR-LEVEL - LIMIT (RQ 4950, LN 15)

Satisfied:

MAXIMUM OF 60 CREDITS IN TRANSFER CREDIT - LIMIT (RQ 4950, LN 40)

Satisfied:

MAXIMUM OF 60 CREDITS IN ANY ONE DISCIPLINE- BIOL LIMIT (RQ 4950, LN 55)

Satisfied:

MAXIMUM OF 60 CREDITS IN ONE DISCIPLINE- PSYC or PABA LIMIT (RQ 4950, LN 105)

Satisfied:

BREADTH REQUIREMENTS (RQ 4739)

Overall Requirement Not Satisfied: Within the Bachelor of Science degree, students must complete the following breadth requirements. Courses can be used both to satisfy the breadth and placed in a student's major(s), minor(s), and options.

- Units: 0.00 taken

ENGLISH LITERACY (RQ 4739, LN 15)

Not Satisfied: ENGL 102 and 3 credits in university English (not including ENGL 111 or ENGL 108 or ENGL 211)

- **Units:** 6.00 required, 0.00 taken, 6.00 needed

CHEMISTRY OR PHYSICS (RQ 4739, LN 25)

Not Satisfied: 6 credits from Chemistry (CHEM) or Physics (PHYS). Courses must include a lab component.

If students completed CHME 103, CHME 105, PHYS 130 or ENPH 131 as part of the Engineering Transfer program, the original unit values will be split across the two courses and a higher credit weight will be allocated to the course with the higher grade to equal the 6 credits.

- **Units:** 6.00 required, 0.00 taken, 6.00 needed

BIOLOGICAL OR EARTH & PLANETARY SCIENCES COMPLETED (RQ 4739, L80)

Satisfied: 6 credits in Biological Sciences or Earth and Planetary Sciences (EASC) are completed as part of the Biological Sciences or Physical Sciences major or as part of one of the following minors: Biological Sciences, Earth and Planetary Sciences, or Planetary Physics.

MATHEMATICS (RQ 4739, LN 200)

Not Satisfied: 3 credits from the following: MATH 114, MATH 120 or MATH 125

If students completed MATH 100, 101 or 102 as part of the Engineering Transfer program, the original unit values will be split across the two courses and a higher credit weight will be allocated to the course with the higher grade to equal the 6 credits.

- **Units:** 3.00 required, 0.00 taken, 3.00 needed

MATHEMATICAL SCIENCES (RQ 4739, LN 310)

Not Satisfied: 3 credits from Mathematics, Computer Science or Statistics (not including Math 160, Math 170, or CMPT 104)

If students completed MATH 100, 101, or 102 as part of the Engineering Transfer program, the original unit values will be split across the two courses and a higher credit weight will be allocated to the course with the higher grade to equal the 6 credits.

- **Units:** 3.00 required, 0.00 taken, 3.00 needed

6 CREDITS IN SOCIAL SCIENCES COMPLETED IN MAJOR OR MINOR (RQ 4739, LN 410)

Satisfied: 6 credits in Social Sciences completed as part of the Psychology major or as part of one of the following minors: Anthropology, Economics, Gender Studies, Political Science, Psychology, Sociology

HUMANITIES (RQ 4739, LN 500)

Not Satisfied: 6 credits from CLAS, COMP, HIST, HUMN, PHIL, or a Language other than English.

- **Units:** 6.00 required, 0.00 taken, 6.00 needed

BIOLOGICAL SCIENCES MAJOR (RQ 4704)

Overall Requirement Not Satisfied: The Biological Sciences major is 42 to 60 credits with a minimum of 36 senior-level credits.

Students are required to complete:

A minimum of 18 credits at the 300- or 400-level

A minimum of 6 credits at the 400-level

A minimum of 24 senior-level credits at MacEwan University, with at least 12 credits at the 300- or 400-level

All 400-level requirements at MacEwan University

Note: Students majoring in Biological Sciences are required to complete CHEM 101, CHEM 102, and STAT 151. These courses can be used to fulfill the breadth requirements.

- **Units:** 0.00 taken
- **GPA:** 2.000 required, 0.000 calculated
- **GPA:** 0.000 calculated

CONFIRM COMPLETION OF CHEM 101 AND CHEM 102 (RQ 4704, LN 5)

Not Satisfied:

- **Units:** 6.00 required, 0.00 taken, 6.00 needed

CONFIRM COMPLETION OF STAT 151 (RQ 4704, LN 10)

Not Satisfied:

· **Units:** 3.00 required, 0.00 taken, 3.00 needed

SPECIFIC MAJOR REQUIREMENTS

BIOL 107, 108, 207, and 208 (RQ 4704, LN 20)

Not Satisfied:

· **Units:** 12.00 required, 0.00 taken, 12.00 needed

MOLECULAR/CELLULAR STREAM REQUIREMENTS

6 credits from 400-level Biological Sciences (RQ 4704, LN 110)

Not Satisfied: 6 credits from the following: BIOL 413, 421, 430, 492, 495, 498, GENE 400, 404, or 418

· **Units:** 6.00 required, 0.00 taken, 6.00 needed

12 credits from 300- or 400-level Biological Sciences (RQ 4704, LN 120)

Not Satisfied: 12 credits from the following list: BICM 310, 320, 330, 340, 450 BIOL 300, 313, 315, 317, 321, 323, 337, 413, 421, 430, 492, 495, 498, GENE 369, 370, 400, 404, or 418

Note: GENE 317 and BIOL 317 may not both be taken for credit.

· **Units:** 12.00 required, 0.00 taken, 12.00 needed

12 credits from senior-level Biological Sciences (RQ 4704, LN 130)

Not Satisfied: 12 credits from the following list: BICM 200, 310, 320, 330, 340, 450 BIOL 201, 205, 211, 300, 313, 315, 317, 321, 323, 337, 413, 421, 430, 492, 495, 498, GENE 369, 370, 400, 404, 418, ZOOL 241, or 242

Note: GENE 317 and BIOL 317 may not both be taken for credit.

· **Units:** 12.00 required, 0.00 taken, 12.00 needed

0 to 18 credits from jr- or sr-level Biological Sciences (RQ 4704, LN 170)

Satisfied: 0 to 18 credits from junior or senior-level BICM, BIOL, BOTN, GENE, ZOOL, or SCIE 201

· **Units:** 0.00 taken

CONFIRM MAJOR COURSES COMPLETED AT MACEWAN AND MAJOR GPA (RQ 4704, LN 180)

Not Satisfied: Students must complete a minimum of 24 senior-level credits from the Biological Sciences major at MacEwan University. Bachelor of Science students must obtain a minimum GPA of 2.0 on all courses credited toward the major.

· **Units:** 24.00 required, 0.00 taken, 24.00 needed

· **GPA:** 2.000 required, 0.000 calculated

CONFIRM MACEWAN 12 CREDITS AT THE 300- OR 400-LEVEL FOR MAJOR (RQ 4704, LN 190)

Not Satisfied: Students must complete at least 12 credits at the 300- or 400-level from the Biological Sciences major at MacEwan University.

· **Units:** 12.00 required, 0.00 taken, 12.00 needed

CONFIRM MACEWAN 400-LEVEL REQUIREMENTS FOR MAJOR (RQ 4704, LN 200)

Not Satisfied: Students must complete all 400-level requirements from the Biological Sciences major at MacEwan University.

· **Units:** 6.00 required, 0.00 taken, 6.00 needed

PSYCHOLOGY SCIENCE MAJOR REQUIREMENTS (RQ 4705)

Overall Requirement Not Satisfied: The Psychology major is 42 to 60 credits with a minimum of 36 credits at the senior-level. Students must complete:

A minimum of 9 credits at the 300-level

A minimum of 6 credits at the 400-level

A minimum of 24 senior-level credits at MacEwan University, with at least 12 credits at the 300- or 400-level

All 400-level requirements at MacEwan University

Notes:

STAT 151 or STAT 161 is required for this major.
BIOL 107 and BIOL 108 are required for this major.
· Units: 0.00 taken

CONFIRM COMPLETION OF STAT AND BIOL COURSES (RQ 4705, LN 10)

Not Satisfied: Students must complete STAT 151 or STAT 161 and BIOL 107 and BIOL 108 to satisfy prerequisites for the Psychology major. These courses can be used to fulfill option and breadth requirements.

· **Units:** 9.00 required, 0.00 taken, 9.00 needed

SPECIFIC MAJOR REQUIREMENTS

PSYC 104, 105, and 212 (RQ 4705, LN 20)

Not Satisfied:

· **Units:** 9.00 required, 0.00 taken, 9.00 needed

15 credits from the following: (RQ 4705, LN 30)

Not Satisfied: PSYC 223, 233, 241, 258, 267, 275, or 281
Note: SOCI 241 and PSYC 241 may not both be taken for credit.

· **Units:** 15.00 required, 0.00 taken, 15.00 needed

GENERAL MAJOR REQUIREMENTS

15 to 33 credits from senior-level PSYC and PABA with a minimum 9 credits at the 300-level and a minimum 6 credits at the 400-level.

9 credits at the 300-level (RQ 4705, LN 40)

Not Satisfied: 9 credits from 300-level PSYC or PABA to fulfill the 9 credit minimum at the 300-level.

· **Units:** 9.00 required, 0.00 taken, 9.00 needed

6 credits at the 400-level (RQ 4705, LN 50)

Not Satisfied: 6 credits from 400-level PSYC or PABA to fulfill the 6 credit minimum at the 400-level. PSYC 439 does not satisfy this requirement.

· **Units:** 6.00 required, 0.00 taken, 6.00 needed

3 to 21 credits from senior-level PSYC or PABA (RQ 4705, LN 55)

Not Satisfied:

· **Units:** 3.00 required, 0.00 taken, 3.00 needed

CONFIRM MAJOR COURSES COMPLETED AT MACEWAN AND MAJOR GPA (RQ 4705, LN 60)

Not Satisfied: Students must complete a minimum of 24 senior-level credits from the Psychology major at MacEwan University. Bachelor of Science students must obtain a minimum GPA of 2.0 on all courses credited toward the major.

- **Units:** 24.00 required, 0.00 taken, 24.00 needed
- **GPA:** 2.000 required, 0.000 calculated
- **GPA:** 0.000 calculated

CONFIRM MACEWAN 12 CREDITS AT THE 300- OR 400-LEVEL FOR MAJOR (RQ 4705, LN 70)

Not Satisfied: Students must complete at least 12 credits at the 300- or 400-level from the Psychology major at MacEwan University.

· **Units:** 12.00 required, 0.00 taken, 12.00 needed

CONFIRM MACEWAN 400-LEVEL REQUIREMENTS FOR THE MAJOR (RQ 4705, LN 75)

Not Satisfied: Students must complete all 400-level requirements from the Psychology major at MacEwan University.

· **Units:** 6.00 required, 0.00 taken, 6.00 needed

OPTION REQUIREMENTS (RQ 4969)

Not Satisfied: Students can complete up to 60 credits in options from arts and science courses. Degree options may also include a maximum of 15 out-of-faculty credits, except for those students completing an out-of-faculty minor or those who have met the minor

requirement with a diploma.

- **Units:** 3.00 required, 0.00 taken, 3.00 needed

ARTS AND SCIENCE OPTIONS (RQ 4969, LN 10)

Not Satisfied: Up to a maximum of 60 credits from Arts and Science courses

- **Units:** 3.00 required, 0.00 taken, 3.00 needed

OUT-OF-FACULTY OR ARTS AND SCIENCE OPTIONS (RQ 4969, LN 90)

Not Satisfied: Students can take up to a maximum of 15 credits in out-of-Faculty options. Arts and Science courses can be counted here if no out-of-Faculty options are taken.

- **Units:** 3.00 required, 0.00 taken, 3.00 needed

3 CREDITS FROM PACT - LIMIT (RQ 4969, LN 95)

Students can complete up to a maximum of 3 credits from PACT or another out of faculty option to reach the maximum of 15 credits

DEGREE REGULATIONS (RQ 4837)

Overall Requirement Not Satisfied: Students can complete a maximum of the following:

CONFIRM A MINIMUM OF 72 CREDITS IN SCIENCE COURSES (RQ 4837, LN 10)

Not Satisfied: Confirm a minimum of 72 credits in Science courses - degree regulation

- **Units:** 72.00 required, 0.00 taken, 72.00 needed

CONFIRM MAXIMUM OF 48 CREDITS AT THE JUNIOR LEVEL (RQ 4837, LN 20)

Satisfied: All junior-level courses noted below. Only a maximum of 48 credits (16 courses) at the 100-level are permitted within the 120 credits of the BSc degree.

- **Units:** 0.00 taken

CONFIRM MAXIMUM 60 UNITS OF TRANSFER CREDIT (RQ 4837, LN 40)

Satisfied: Students can transfer a maximum of 60 credits towards their BSc degree at MacEwan University

- **Units:** 0.00 taken

CONFIRM MAXIMUM OF 60 CREDITS IN ANY ONE DISCIPLINE- BIOL (RQ 4837, LN 60)

Satisfied: A maximum of 60 credits (20 courses) in Biological Sciences are permitted within the 120 credits of the BSc degree. This includes BICM, BIOL, BOTN, GENE, ZOOL courses.

- **Units:** 0.00 taken

CONFIRM MAXIMUM OF 60 CREDITS IN ONE DISCIPLINE- PSYC or PABA (RQ 4837, LN 110)

Satisfied:

- **Units:** 0.00 taken

120 CREDITS TO GRADUATE (RQ 4837 LN 500)

Not Satisfied: 120 credits to Graduate

- **Units:** 120.00 required, 0.00 taken, 120.00 needed

COURSES NOT USED TOWARDS PROGRAM REQUIREMENTS (RQ 2010)

OTHER COURSES - NOT ELIGIBLE (RQ 2010, LN 30)

The courses listed below are not eligible to be used to satisfy program requirements.

- **Units:** 130.00 taken

Term	Subject	Catalog Nbr	Course Title	Grade	Units	Repeat	Type
2018 Fall	EOPT	066	Grammar I	A-	5.00		EN

Term	Subject	Catalog Nbr	Course Title	Grade	Units	Repeat	Type
2018 Fall	ERDW	081	Int. Reading and Writing I	B	5.00		EN
2018 Fall	ESPL	082	Int. Listening and Speaking II	B+	5.00		EN
2019 Win	EOPT	064	Academic Vocabulary I	A-	5.00		EN
2019 Win	ERDW	082	Int. Reading and Writing II	A-	5.00		EN
2019 Win	ESPL	083	Adv. Listening and Speaking I	A-	5.00		EN
2019 Sp/Su	EOPT	067	Grammar II	A-	5.00		EN
2019 Sp/Su	ERDW	083	Adv. Reading and Writing I	B	5.00		EN
2019 Sp/Su	ESPL	084	Adv. Speaking and Listening II	B+	5.00		EN
2019 Fall	EOPT	065	Academic Vocabulary II	B-	5.00		EN
2019 Fall	ERDW	084	Adv. Reading and Writing II	B-	5.00		EN
2019 Fall	ESPL	085	Academic Listening & Speaking	B	5.00		EN
2020 Win	EOPT	061	Pronunciation II	B+	5.00		EN
2020 Win	EOPT	068	Research Writing	W	5.00		EN
2020 Win	ERDW	085	Reading and Writing Acad. Purp	C+	5.00		EN
2020 Sp/Su	EOPT	068	Research Writing	W	5.00		EN
2020 Sp/Su	ERDW	085	Reading and Writing Acad. Purp	B	5.00		EN
2020 Fall	EOPT	068	Research Writing	W	5.00		EN
2022 Sp/Su	ENGL	020-2	English 20-2	A-	5.00		EN
2022 Sp/Su	MATH	010R	Mathematics 10 Prep	F	5.00		EN
2022 Sp/Su	SCIE	010	Science 10	D	5.00		EN
2022 Fall	ENGL	020-1	English 20-1	D+	5.00		EN
2022 Fall	MATH	010R	Mathematics 10 Prep	B	5.00		EN
2022 Fall	SCIE	010	Science 10	C-	5.00		EN
2023 Win	ENGL	030-1	English 30-1		5.00		IP
2023 Win	MATH	010C	Mathematics 10 Common		5.00		IP

GGPA, ACADEMIC RESIDENCY, AND PROGRAM TIME LIMITS REQUIREMENT (RQ 4702)

Overall Requirement Not Satisfied: Graduation Grade Point Average (GGPA), Institutional Academic Residency and Program Time Limits

GGPA & INSTITUTIONAL RESIDENCY REGULATION (RQ 4702, LN 10)

Not Satisfied: The overall graduation grade point average (GGPA) is calculated by dividing the sum of all grade points achieved (and applied to a program credential) by the sum of all those credits. The University requires a minimum GGPA of 2.0 for students to graduate. To calculate the GGPA, the APPR uses the course with the highest grade and then defaults to the first course taken if the grades are the same. If a course is repeated as per the regulations of university policy Repeating Credit Courses at MacEwan University, the highest mark for the course will be used to fulfill the program requirements and to calculate the GGPA.

Students must complete at least 50% of their coursework at MacEwan University. Challenge examinations, transfer credit and other special assessments (for example, prior learning and recognition) are not included in the 50% (see Graduation policy).

- **Units:** 60.00 required, 0.00 taken, 60.00 needed
- **GPA:** 2.000 required, 0.000 calculated
- **GPA:** 0.000 calculated

PROGRAM TIME LIMITS - 10 YEARS (RQ 4702, LN 30)

Satisfied: A student in this program has 10 years from the first day of the term of acceptance to complete all requirements to be eligible for a credential.

Course History

<u>Term</u>	<u>Subject</u>	<u>Catalog Nbr</u>	<u>Title</u>	<u>Grade</u>	<u>Units</u>	<u>Repeat</u>	<u>Type</u>	<u>ReqDes</u>
2018 Fall	EOPT	066	Grammar I	A-	5.00		EN	
2018 Fall	ERDW	081	Int. Reading and Writing I	B	5.00		EN	
2018 Fall	ESPL	082	Int. Listening and Speaking II	B+	5.00		EN	
2019 Win	EOPT	064	Academic Vocabulary I	A-	5.00		EN	
2019 Win	ERDW	082	Int. Reading and Writing II	A-	5.00		EN	
2019 Win	ESPL	083	Adv. Listening and Speaking I	A-	5.00		EN	
2019 Sp/Su	EOPT	067	Grammar II	A-	5.00		EN	
2019 Sp/Su	ERDW	083	Adv. Reading and Writing I	B	5.00		EN	
2019 Sp/Su	ESPL	084	Adv. Speaking and Listening II	B+	5.00		EN	
2019 Fall	EOPT	065	Academic Vocabulary II	B-	5.00		EN	
2019 Fall	ERDW	084	Adv. Reading and Writing II	B-	5.00		EN	
2019 Fall	ESPL	085	Academic Listening & Speaking	B	5.00		EN	
2020 Win	EOPT	061	Pronunciation II	B+	5.00		EN	
2020 Win	EOPT	068	Research Writing	W	5.00		EN	
2020 Win	ERDW	085	Reading and Writing Acad. Purp	C+	5.00		EN	
2020 Sp/Su	EOPT	068	Research Writing	W	5.00		EN	
2020 Sp/Su	ERDW	085	Reading and Writing Acad. Purp	B	5.00		EN	
2020 Fall	EOPT	068	Research Writing	W	5.00		EN	
2022 Sp/Su	ENGL	020-2	English 20-2	A-	5.00		EN	
2022 Sp/Su	MATH	010R	Mathematics 10 Prep	F	5.00		EN	
2022 Sp/Su	SCIE	010	Science 10	D	5.00		EN	
2022 Fall	ENGL	020-1	English 20-1	D+	5.00		EN	
2022 Fall	MATH	010R	Mathematics 10 Prep	B	5.00		EN	
2022 Fall	SCIE	010	Science 10	C-	5.00		EN	
2023 Win	ENGL	030-1	English 30-1		5.00		IP	
2023 Win	MATH	010C	Mathematics 10 Common		5.00		IP	

Who am I to claim this scholarship?

I AM A WARRIOR: I control what I can and can't do despite my *suffering and misery*. Life has attempted to take me down, and claim my soul and spirit. Still, I will continue doing everything I can and beyond to call myself a compassionate, disciplined, and understanding person.

I choose to be a compassionate person despite others seeing evilness and darkness. Young generations of **men are not evil** because some do everything they can to continue living while respecting others' radical beliefs. Life has an end true: the *memories of the people* to whom I have served will continue living.

I choose to be a disciplined person without this, life can be intolerable and *chaotic*. When circumstances aim to take me down; discipline will push me forward.

I choose to be a warrior who, despite being hammered down on the basics of being a young man by idiotic, narcissists, idealists, indoctrinated, insulting, disrespectful, downgrading, demoralizing, pathetic, absurd, insensitive, unconscious, irreprehensible, uncooperative, intolerant, unfair, offensive, cowards, incomprehensible individuals and their interpretations against young generations of people. Despite others' unethical, immoral, unpersuasive, unconvincing, patriarchal or *idealistic* sharing of ideas by decision makers who align with irrational, disrespectful, and discriminating interpretations such as “**Evil** is the nature of **mankind**” __Nathaniel Hawthorne, (9). Those who share such derogatory and appalling positions of *hammering down young*

generations of men and women should know a knocked-out warrior is not a *defeated* one, yet I choose to forgive them.

Instead, I choose to be *a warrior of war and* see the road ahead while being a compassionate, disciplined, and understanding person.

The Making Of A Mentor

I did not know I had a learning disability growing up. While growing up, I never mentored my siblings that were the same age as me. Dad and mom left while we were young, dad when we (five siblings, two sons and three daughters) were still kids under eight, and mom when we were under thirteen. Since childhood, we have been emotionally, mentally and perhaps physically abused.

Since they both left, we were left alone with other relatives, our grandma. She has type one diabetes, and I have seen our ancestors die due to relative medical conditions. This medical condition might have played a role in our grandma's behaviour since she used to punish me above all my siblings. I remember going crying to school when I was a boy and until my late fifteens. As a youngster, I needed to be a terrific fantastic brother to them, I failed them. I never understood this as a boy.

I misbehaved and mischief, and bullied them as I was getting abused and bullied by other adults, I did not behaved as a terrific and fantastic brother to them. There were three left now below my transition age to a teen boy. I was obligated to be a mother and a father to them; I never understood the meaning of that. I ignore being an exemplar and helping others as I would have liked, I never had a son or a daughter growing up. I did continue to misbehave and do poorly in my grades at school. Then I repeated three grades, kindergarten; at ages five and six, grade fourth; at ages eight and nine; and later dropped out of a bachelor in science two years preparation program.

From 2014-2016, I became a military police officer in Honduras. I was constantly punished at this employment for reasons I had no idea: I remember having trouble understanding people and academic or educative materials. I continued humbly working as a Non-commissioned Police Officer while I attended another college to finish the two unfinished years of a bachelor in science program. In this way, the university was going to be less stressful.

They did award me with a bachelor of science diploma where I grew up, for which I did not work hard: I am not counting I have a two-to-three years science diploma. I started to like attending school since I remember being fascinated with religion as a kid; this changed in my teen years when I heard about Charles Darwin's book, "The Origin of Species: By Means of Natural Selection". It was then that I became intrigued about the existence of the divine. For this reason, I have been pursuing redemption in university and toward others.

With this idea in mind, mother brought me to Canada in 2016. I started to understand things better when I was and entered into a LINC English for beginners program at NorQuest College. I had given up on misbehaving by then, and I started taking education seriously by joining MacEwan university in 2018.

In 2019 I also started giving back to others in a more focused and understandable way. The office of Human Rights in their Champions of Diversity and Equity Program (C.O.D.E), it was my first volunteering experience abroad. I learned many articulations in the C.O.D.E: Canada Indigenous, Police Brutality, and Black Month History, which led me to volunteer at the MacEwan University Ambassador Program. It was then when I developed a more profound interest in a broader social and educational community.

In Canada 2019-2020 the MacEwan University Ambassador Program the “New Student Orientation, Open House, career fairs and several campus tours. In addition to the on-campus events, Ambassadors are engaged in their surrounding community by supporting organizations such as: Habitat for Humanity, Boyle Street Community Services, Edmonton Food Bank and many others.”__Justin Dodge. This experience persuaded me to serve as a mentor or study buddy at Norwood school.

This life, work and school transition played a significant role in helping a ten years old boy who experienced learning developmental challenges in reading and math. I served as a study buddy for this boy at Norwood School where I facilitated him in answering his math and reading questions and walking him through basic math concepts such as adding, multiplying and studying the multiplication table. This young kid was also falling behind in his English class. Especially in his short stories readings: I read alongside him and corrected any mispronunciations to him though he had a higher pronunciation ability than me. Helping this youngster with his reading abilities experience, I keep it closer to my chest. For this reason, I continued my path to the MacEwan University Leadership Program.

In 2020-2021 the Leadership Program, and MacEwan University Group Leadership Program where we collaborated with other MacEwan students, and where facilitators (MacEwan Stufts Irfan, Justine and others) imparted, presented us with webinars about: how to be aware of our unconscious bias, how to listen for better communication, and how to collaborate individually and within a team. These experiences combined opened the door to be a mentor for my nine years old sister who still needs a real leader, a loving brother, or an exemplar.

She calls me smarty pants when I practice mental math calculations with her. I was helping mom on a cleaning job on Sunday until she left the country in September 2022. *I help*

her with English too when it is permitted. As I had withdrawn from the EAL program at MacEwan University earlier in 2021, I started to learn everything I could spend time listening and reading. This has been possible through audiobooks and the EPL learning websites. Therefore, I learnt the most predominant arguments of western societies despite my developmental learning challenges. For instance, the theories and conundrums against men and women similarities and differences, the debate about the existence of the divine, the meaning of life, and how we ought to behave morally.

These lovely and marvelous failures in life, work and school took me back to MacEwan where last October 2022, I psycho-educational assessment diagnosed me with severe ADHD and a learning developmental ability in reading and writing. MacEwan University has been home, and standing up as a warrior while helping others has been regarding. I may never graduate with a Bachelor of science in psychology and biology. One thing I assure you, the rage of wintertime will not defeat the marvellous dream of having redemption.