INTRODUCTION

The Office for Ability and Access (re-named in 1992 - 1993 from Office for Disabled Student Services) experienced a significant growth in the number of students utilizing the services provided.

A significant change in the operational/philosophy of the Office was undertaken during the year under the direction of a new manager. Greater support for the policy, processes and goals of the University and students with disabilities is reflected in a greater service provision effort.

The 1992 - 1993 year saw a change in the number of students served grow from 130 to 197. An improved data base for service tracking system was partially implemented during the last quarter of the year. This growth represents an increase of 52% over the previous year.

Focus groups for all major disability groups and all clients served by the office were undertaken. The feedback and information was implemented immediately, where appropriate and others will be incorporated in the strategic plan for the office, which is being developed in 1993 - 1994.
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SECTION I  POLICY STATEMENTS

1. McMaster University
   (a) Policy Statements Applicable to Undergraduate Students
       (McMaster University Senate, January 9, 1985)

The University encourages disabled persons to apply for admission to its programmes. All students are expected to satisfy the normal requirements for courses and programmes (including final examinations), although the Associate Deans (Studies) may authorize special arrangements to assist students to complete assignments, tests, and examinations. Some programmes may include requirements which cannot be met by some people. Nevertheless, in selected programmes an adapted course of study may be prescribed by the Associate Dean (Studies) on behalf of the Faculty, following discussion with the student. Although there are many obstacles to overcome, experience has shown that students with various disabilities have been able to complete a variety of programmes at McMaster.

Applicants with disabilities are encouraged to contact the Office for Ability and Access who will discuss their programmes of study and other aspects of university life, and will identify the faculty advisers to whom they should speak. Information on sources of financial assistance is also available.

A student of McMaster, who incurs a permanent or temporary disability while enrolled at McMaster, should consult the Associate Dean (Studies) of his or her Faculty to consider whether or not special arrangements can be made to enable that student to continue the course of studies in which he or she is enrolled.
I  POLICY STATEMENTS

1  McMaster University
   (b)  McMaster Residence Admissions - Policies and Priorities (as approved by Senate in 1982 with all subsequent revisions to March 1992)

Level One Admissions and Quotas

To assist McMaster in increasing its intake of Level One students with high academic standing, and to underline the educational purposes for which student housing was first constructed here, residence places are offered automatically to incoming applicants with graduating secondary school averages in approximately the top two-thirds of the entering class as a matter of first priority (for the 1990-1991 year, an academic average of 82% for males and 80% for females or higher assured this priority). In addition to recognizing academic merit, the University wishes to recognize the potential contribution of first year applicants who have demonstrated leadership in non-academic areas, by guaranteeing a place in residence to those who meet the criteria set out in Appendix A (this is not included as not related to the OAA).

In order to facilitate access to education at McMaster and to account for differences in secondary school assessment, incoming students whose permanent residence is outside the Province of Ontario or Canada, and who meet all normal admission requirements for their Faculty, will receive an offer of guaranteed admission to residents.

Disabled students who would otherwise be denied the pursuit of a university education, will be given a guarantee of admission to residence independent of normal admission requirements. The Director of Residences, in consultation with the Manager, Office for Abilities and Access will be responsible for identifying qualified disabled individuals, subject to the suitability of available accommodation.

Any places remaining for Level One students after these priority groups have been housed are offered to remaining first year applicants, in descending order of academic average.

To enable more students to spend at least their first year on campus, 60% of the places in each of McMaster's nine conventional residences are reserved for incoming Level One students. The Bates Residence, which offers unfurnished apartments-style accommodation, is not as well suited to first year students and is, in consequence, reserved for returning students and new applicants beyond Level One.
POLICY STATEMENTS

1 McMaster University
   (c) School of Graduate Studies Policy with Regard to Disabled Students
      (Approved April 13, 1989; Revised October 23, 1989 and April 12, 1990)

McMaster University has as its goal the enhancement of the quality of the University environment for persons with disabilities. To this end the University employs a Co-ordinator for the Disabled\(^1\), and is continuously making improvements to its facilities with the goal of maximizing access for all student, including those with physical limitations. Accordingly, the School of Graduate Studies encourages academically qualified students to investigate, with the co-operation of the School, the relevant academic department(s), and the Co-ordinator, the full range of possibilities open to disabled students at McMaster.

The School of Graduate Studies does not discriminate against academically qualified students with any form of disability when considering applications for admission to graduate programmes. All students are expected to satisfy graduate programme requirements, which may present difficulties for some students contemplating the pursuit of certain programmes at McMaster. Some of these difficulties can be overcome with careful planning, primarily at the departmental level, prior to the commencement of studies on the campus. However, others may prove prohibitive barriers.

Through McMaster University's Co-ordinator for the Disabled the University will continue to take reasonable steps to accommodate disabled graduate students. However, not all modifications to accommodate disabilities are able to be undertaken, particularly having regard to considerations of the costs, of outside sources of funding, if any, health and safety requirements, if any, and the maintenance of the University's academic standards. Special support services are not available through the School of Graduate Studies itself but may be available through the Co-ordinator for the Disabled. Potential students are strongly encouraged to explore these issues early in their planning of graduate work and are assured of the assistance of the School of Graduate Studies. Approval of any special academic arrangements is to be made by the appropriate Committee on Graduate Admissions and Study.

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\(^1\) The name "Coordinator for the Disabled" was changed to "Office for Ability and Access" with the approval of McMaster University in 1992-3.
I POLICY STATEMENTS

1 McMaster University
   (d) Guidelines for the Classroom Assistance and Evaluation for Students with Physical and Learning Disabilities, with Accompanying Recommendations (McMaster University, Faculty of Social Sciences, April 1989)

As stated in the University Calendar, McMaster has a policy of encouraging applications from qualified students with physical or learning disabilities and is committed to trying to facilitate their learning at the university. The number of students with such disabilities attending McMaster is increasing and is likely to continue to do so.

The needs of disabled students may raise questions of classroom or lab assistance and about methods of academic evaluation. At present the Associate Dean's Office and/or individual faculty members are faced with requests for individual treatment on an ad hoc, often with little information and no policy guidelines to assist them.

The goal of the following guidelines is to insure fair and consistent treatment of disabled students in accordance with their distinct needs and in a manner which is consistent with academic principles and with the reasonably available resources.

The treatment of learning disabled students gives rise to several questions: who decides what modifications in teaching or evaluation methods and procedures are appropriate in each particular case?; what modifications are consistent with the important academic principle that all students in a class should be held to the same standard of performance and evaluated by the same methods?; what resources are needed to assist the student and faculty member in these situations?

Four areas need to be covered: 1. notification of needs; 2. the documentation of particular disabilities and 3. the kinds of modification of teaching and 4. evaluation procedures which are feasible and consistent with academic principles.

1. Notification. For obvious reasons, the Faculty cannot require pre-admission disclosure of disability. It is highly desirable, however, that students come forward to discuss their needs as early as possible with the staff of the Associate Dean. Many situations only come to light after the student has tried and failed to manage without help. Students are understandably reluctant to be publicly singled out, but early requests and clear policy guidelines will assist in the handling of all situations with the maximum of discretion. In view of the special difficulties which many disabled students encounter, it is highly desirable that counselling staff with expertise in learning disabilities be available.
Recommendation One: that all students be advised on admission to the university that early discussion of special needs with the appropriate Associate Dean's Office is necessary.

2. Documentation. It is essential that all requests for modifications in existing academic procedures be accompanied by documentation from recognized medical authorities, which, in the case of learning disabilities, should include a formal psycho-educational assessment. In addition to a diagnosis of the disability, the documentation should normally include suggestions as to the kind of modifications of procedures which would be helpful to the student.

Since the diagnosis of learning disabilities is difficult and highly technical, and since there is a wide variation in type and degrees of disability, it will be necessary to establish a Faculty (or perhaps University) committee, with access to appropriate expertise, to advise the Associate Deans on the disposition of requests. It is subsequently the responsibility of the Associate Dean's Office to notify faculty members of particular needs and request their cooperation.

Recommendation Two: that students be advised that special arrangements cannot be approved without appropriate documentation of needs.

Recommendation Three: that a Faculty or cross-Faculty committee be established, with access to appropriate expertise, to advise the Associate Deans on the disposition of requests for special arrangements.

Recommendation Four: that faculty members be advised that all requests made to them for special arrangements should be cleared with the Office of the Associate Dean.

3. Modifications of class/lab procedures.
   a) Students whose disability makes it difficult for them to take notes may be granted permission to tape lectures. This presents no difficulty in most cases. Faculty members, however, have the right to forbid classroom taping. Those wishing to exercise that right should make this clear in the course outline.

   b) Students with physical disabilities may need assistance in the manipulation of apparatus for laboratory work.

4. Modifications of evaluation procedures. It is a fundamental principle of university teaching that all students in a class be judged by the same standard of performance and evaluated by the same methods. Some modifications of evaluation procedures are consistent with that principle but others present varying degrees of difficulty.

   a) Time. For most forms of evaluation -- exams, essays, lab reports -- it is not essential that all students complete the work in exactly the same amount of time.
or at the same time. There is normally no difficulty in allowing students extensions of time, within reason. In some exercise, however, time may be an essential component, in which case it is important that the instructor make clear why extensions are not possible and include the information in the course outline.

b) Place. Class rooms and examination rooms must be accessible to students with physical disabilities. There are a number of reasons why a student may need to write examinations in a separate room with invigilation: the student may have the questions read aloud by the invigilator; the student may type or process answers instead of writing them by hand. These requests present no difficulties.

c) Mode of communication. Substituting oral for written communication depends on the availability of specialized resources. The student may dictate answers to a scribe. Taped exercise require transcription if they are to be fairly evaluated. In cases where the student may have a verbal disability as well as a writing disability, what is needed is not transcription but translation, a skill not readily available.

d) Form of evaluation. Requests to be excused from particular forms of evaluation or to substitute one form of evaluation for another (an essay or an oral exam for a written examination, for example) violate the principle of equality of evaluation and are not acceptable modifications of procedure under most circumstances.

Recommendation Five: that request for the waiving of any form of evaluation will not normally be granted.

Recommendation Six: that the university undertake to provide the resources necessary to implement the above recommendation, viz:
- counsellor(s) with expertise in learning disabilities
- assistance, as required, in the manipulation of equipment
- classroom and examination space fully accessible to disabled students
- invigilators, scribes, transcription and translation services, as required, for approved examination arrangements.
I  POLICY STATEMENTS

1  McMaster University
   (e)  Guidelines for the Classroom Assistance and Evaluation of Students
        with Physical and Learning Disabilities (McMaster University, Faculty
        of Humanities, April 1990)

As stated in the University Calendar, McMaster has a policy of encouraging applications
from qualified students with physical or learning disabilities and is committed to trying to
facilitate their learning at the university. The goal of the following guidelines is to ensure
fair and consistent treatment of disabled students in accordance with their distinct needs
and in a manner which is consistent with academic principles and available resources.

1.  All requests for special arrangements must be approved by the office of the
    Associate Dean

2.  Students should be advised that special arrangements cannot be approved without
    appropriate documentation of need. Students should seek advice from the
    Programme Coordinator (Student Accommodations).

3.  Modification of class procedures: Students whose disability makes it difficult for
    them to take notes may be granted permission to tape lectures.

4.  Modifications of evaluation procedures: It is a fundamental principle of university
    teaching that all students in a class be judged by the same standard of
    performance and evaluated by the same methods. Some modifications of
    evaluation procedures are consistent with that principle by others present varying
    degrees of difficulty.
    a)  Time: With appropriate documentation students may be granted extensions of
        time, within reason. In some exercises, however, time may be an essential
        component, in which case it is important that the instructor make clear why
        extensions are not possible.
    b)  Place: Classrooms and examination rooms must be accessible to students with
        physical disabilities. There are a number of reasons why a student may need to
        write examinations in a separate room with invigilation.
    c)  Mode of communication: Substituting oral for written communication, etc.,
        depends on the availability of specialized resources.
    d)  Form of evaluation: Requests to be excused from particular forms of evaluation
        or to substitute on form of evaluation for another (an essay or oral exam for a
        written examination, for example) violate the principle of equality of evaluation and
        are not acceptable modifications of procedure under most circumstances.

5.  Requests for the waiving of any form of evaluation will not normally be granted.
SECTION II HUMAN RESOURCES

1 Organizational Charts
(a) Administrative Chart of McMaster University (excluding Provost and Vice-President (Academic))
II HUMAN RESOURCES

1 Organizational Charts
   (b) Administrative Chart of McMaster University (including Provost and Vice-President (Academic))
II  HUMAN RESOURCES
1  Organizational Charts
(c)  Office for Ability and Access, Registrar's Office, McMaster University

MANAGER - OFFICE FOR ABILITY AND ACCESS
William A. Hoch (1 PFT)

- Programme Coordinator
  (Student Accommodation)
  Tim Nolan
  (PFT)

- Programme Coordinator
  (Learning Disabilities Specialist)
  (Pending)
  (1 PPT)

- Examinations Scheduler
  (1 PPT)

- Administrative Assistant
  Christie Buckland
  (1 PFT)

- Secretarial Assistance
  (1 PS, 1 C)

- Campus Access Audit
  (1 CPT)

- Accommodations & Assessments/
  ADP & Other
  (1 CPT)

- Learning Disabilities Assessments
  (1 CPT)

- Notetakers
  (17 C)

- Sign Language Interpreters
  (4 C)

- Readers
  (12 V)

- One-on-One
  (5 V)

- Exam Invigilators
  (25 C)

- Coordinator for Disability Awareness Week
  (1 PS)
II HUMAN RESOURCES

1 Organizational Charts **
(d) Other McMaster Department Network

** Independent liaison and service provider on behalf/in cooperation with Office for Ability and Access
II HUMAN RESOURCES

2 Office for Ability and Access Personnel - Supporting Detail
   (a) Mr. W. A. Hoch, Manager: Responsibilities and Job Description

POSITION TITLE - Manager, Office for Ability and Access

BASIC PURPOSE OF THE POSITION:

• Responsible for overseeing the daily operation of service provisions for students with disabilities. Advocate on behalf of students with faculty and administration on issues related to educational equity. Develop policy, implement approved policy and procedures as well as review and advise the university regarding operational policy within the university.

KEY ACTIVITIES:

• provide leadership to students, staff, faculty and administration on issues related to persons with disabilities.

• responsible for acting as a liaison to the Ministry of Education and Training.

• act as media contact on policies and issues for the University related to students with disabilities.

• oversee and manage the budget allocation for the Office for Ability and Access and the staff operational components.

• seek additional funding sources or resources from the local, provincial or national areas.

• advise the university on issues of human rights and disability.

• act as a liaison with other university special needs offices in Ontario and North America.

• represent the Office for Ability and Access/University on internal and external committees.

• develop and provide training programmes for the university community.

• act as an ambassador for the University through the educational development of consumers with disabilities, secondary schools and community colleges; establish increased connections with Mohawk College.

• responsible for advocating on behalf of students throughout the university community.
II  HUMAN RESOURCES

2 Office for Ability and Access Personnel - Supporting Detail
(b) Mr. T. Nolan, Programme Coordinator (Student Accommodation)

POSITION TITLE: Programme Coordinator (Student Accommodations)

BASIC PURPOSE OF POSITION:

• Provide consultation service to students, faculty and administration regarding the necessary educational accommodations required in order to assist students in their programme of study.

• Develop, train and assist members of the university community in fully utilizing the assistive technology and adapted equipment for the variety of disabilities supported by the Office for Ability and Access.

KEY ACTIVITIES:

• consult with students, faculty, Vocational Rehabilitation and other community resources to provide the appropriate resources

• ensure accommodation needs and requests are sent out for processing by faculty members

• develop training programmes for students, faculty and staff on understanding and working with students with disabilities

• consult and assist the following university support areas as they directly relate to be inclusive in meeting the needs of students with disabilities: Registrar's Office, Counselling Services, Student Health Services, Employment Equity, Student Financial Aid and Scholarships, Housing and Food Services, Parking and Transit Services, Library and Placement Services.

• liaise with and support community initiatives by acting as a community resource to local community initiatives and community advocates.

• consult with high school guidance, special needs and counselling services as required.

• maintain student data and records on a confidential basis.

• provide orientation information to students concerning the university.

• recruit, train and develop volunteers to support the Office for Ability and Access.

• represent the Office for Ability and Access and/or McMaster University on internal and external communities.
II HUMAN RESOURCES

2 Office for Ability and Access Personnel - Supporting Detail
   (c) (Pending) Programme Coordinator, Learning Disabilities Specialist: Responsibilities and Job Description

POSITION TITLE: Learning Disabilities Specialist (Pending)

BASIC PURPOSE OF POSITION:

- Undertake the assessment of individuals with Learning Disabilities concerns and to evaluate the results of assessments. Advise students and faculty of appropriate issues for accommodating students. Implement programmes and strategies for students and the university to support Learning Disabled students.

KEY ACTIVITIES:

- undertake the assessment an/or evaluation of diagnostic testing results.
- act as a liaison to student sin establishing appropriate support programmes and services.
- seek out additional university resource areas to support the Office for Ability and Access and/or students with learning disabilities.
- provide workshops, mini-courses (non-credit), develop materials and strategy sessions for students and faculty.
- liaise with the appropriate university areas or external sources which will support learning disability initiatives.
- plan and develop peer tutoring programmes.
- represent the Office for Ability and Access and/or McMaster University on internal and external committees.
- provide recommendations to Academic Advisors and faculty members on an individualized student basis.
- assist faculty members in designing appropriate modifications to courses which will accommodate a specific student’s needs.
II HUMAN RESOURCES

2 Office for Ability and Access Personnel - Supporting Detail
   (d) Ms C. Buckland, Administrative Assistant: Responsibilities and Job Description

POSITION TITLE: Administrative Assistant

BASIC PURPOSE OF POSITION:

• To provide administrative, organizational and secretarial support for the Office; manage volunteer service areas in alternate media production; serve as a source of information to the university and the public in the absence of appropriate staff.

KEY ACTIVITIES:

• provide general office support services for the Office for Ability and Access.
• act as the front line liaison for public enquiries and service requests.
• recruit and train volunteers in developing alternate media support.
• maintain all data bases on students, services and budgets.
• work with Inter-Library Loan Librarian to provided all required educational support material.
• oversee and provide direction to casual, part-time clerical staff and volunteers.
• oversee the technical production of newsletters and support materials for the office.
• represent the Office for Ability and Access and/or McMaster University on internal and external committees.
SECTION III CLIENT SERVICE STATISTICS

1 Overview

The overall growth in service provision by the Office for Ability and Access was in excess of 50 per cent over the previous year. This service provision increase resulted in the initiation of a review and evaluation of the delivery areas and operation.

A rank order of service provision areas is listed below:

<table>
<thead>
<tr>
<th>Service</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobility</td>
<td>39%</td>
</tr>
<tr>
<td>Learning Disabled</td>
<td>22%</td>
</tr>
<tr>
<td>Other*</td>
<td>17%</td>
</tr>
<tr>
<td>Visual</td>
<td>12%</td>
</tr>
<tr>
<td>Hearing</td>
<td>7%</td>
</tr>
<tr>
<td>Temporary</td>
<td>3%</td>
</tr>
</tbody>
</table>

Significant growth in the learning disability area and the need for staff support have necessitated the hiring of a half-time L.D. Specialist (pending the 1993/94 budget approval).

The faculties with the largest populations were Social Sciences, Humanities and Science.

The ability to accommodate students with disabilities can perhaps be best exemplified in our M.D. Programme where we have on deaf student and several wheelchair users enrolled.

Student accommodation based on the individual needs of the student are being supported by the office and the varying faculties. Education of faculty and support are necessary to ensure educational equity can be maintained and expanded.

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2 "Other" represents a large variety of disability areas including arthritis, head injuries, psychiatric and other chronic conditions both medical, emotional and psychological.
### CLIENT SERVICE STATISTICS

#### 2 Student Services

(a) Students by Faculty and Disability 1992 - 1993

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>Hearing</th>
<th>Learning</th>
<th>Mobility</th>
<th>Other</th>
<th>Temporary</th>
<th>Visual</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Science</td>
<td>1 *</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2 (1)</td>
</tr>
<tr>
<td>Business</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td>11 (6)</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td>4</td>
<td>10 (4)</td>
</tr>
<tr>
<td>Divinity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 (1)</td>
</tr>
<tr>
<td>Engineering</td>
<td>1</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
<td>16 (8)</td>
</tr>
<tr>
<td>Graduate</td>
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<td></td>
<td>1</td>
<td></td>
<td>4 (2)</td>
</tr>
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<td>Health Science</td>
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<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td>10 (5)</td>
</tr>
<tr>
<td>Humanities</td>
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<td>3</td>
<td>17</td>
<td>9</td>
<td>5</td>
<td></td>
<td>35 (18)</td>
</tr>
<tr>
<td>Nursing</td>
<td>1</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>5 (3)</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td></td>
<td>18 (9)</td>
</tr>
<tr>
<td>Social Science</td>
<td>6</td>
<td>19</td>
<td>32</td>
<td>11</td>
<td>5</td>
<td>12</td>
<td>85 (43)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>13 (7)</td>
<td>43 (22)</td>
<td>76 (39)</td>
<td>34 (17)</td>
<td>8 (3)</td>
<td>23 (12)</td>
<td>197 (100)</td>
</tr>
</tbody>
</table>

* NUMBER

( ) PER CENT

Other ARTHRITIS, HEAD INJURY/TRAUMA, PSYCHIATRIC, CHRONIC CONDITIONS, ETC.
### III CLIENT SERVICE STATISTICS

#### 2 Student Services

(b) Students by Faculty, Disability and Sex 1992 - 1993

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>Hearing</th>
<th>Learning</th>
<th>Mobility</th>
<th>Other</th>
<th>Temporary</th>
<th>Visual</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SEX</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Arts &amp; Science</td>
<td></td>
<td></td>
<td>1*</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Certificate</td>
<td></td>
<td>1</td>
<td></td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Divinity</td>
<td></td>
<td>1</td>
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* NUMBER

( ) PERCENT

OTHER ARTHRITIS, HEAD INJURY/TRAUMA, PSYCHIATRIC, CHRONIC CONDITIONS, ETC.
### CLIENT SERVICE STATISTICS

2 Student Services  
(c) Students by Disability and Type of Service 1992 - 1993

### DISABILITY

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<th>Interaction</th>
<th>Hearing</th>
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<th>Mobility</th>
<th>Other</th>
<th>Visual</th>
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<td>263</td>
<td>247</td>
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**NOTE:** These figures are based on information from student files, daily calendars and financial statements.
(d) Students by Disability (Number Active)

Total Self-Identified Students

(e) Students by Disability (Per Cent)

- Hearing
- LD
- Mobility
- Other
- Visual
III CLIENT SERVICE STATISTICS

(f) Students by Disability (Per Cent) 1990-91

1990 - 1991

Disabilities

49.0%

11.0%

12.0%

Hearing  LD  Mobility  Other  Visual
CLIENT SERVICE STATISTICS

(h) Students by Disability (Per Cent) 1992-93

1992 - 1993

Disabilities

- Hearing
- LD
- Mobility
- Other
- Visual

39.0%
20.0%
12.0%
7.0%
SECTION IV SERVICES/PROGRAMMES/EQUIPMENT INVENTORY

1 Inventory Overview
   (a) Equipment Purchase - Inventory

EQUIPMENT PURCHASE WITHIN SPECIAL NEEDS

Inventory (*denotes 1992-3 purchase)

Hearing Systems
- 4 phonic ear FM systems and attachments
- 4 phonic ear multi-channel FM receivers and attachments
  * - Finalized installation of FM Hearing Systems and upgrades (see list of rooms)

Audio Visual/Tape Equipment
- 8 GE Handicassette 4 track tape players/recorders
- 5 Standard Cassette players/recorders
- 1 Microprocessor Transcriber
  * - 2 microcassette recorders
  * - 2 conference style microphones
  * - Camera/Kodak Star 935

Computing Facilities and Accessories
   - Student Labs - (Burke Sciences Bldg and Kenneth Taylor Hall)
- 6 IBM PS II’s
- 3 Toshiba printers
- 3 Index Braille printers
- 3 IBM Screen Reader Speech Software
- 3 VISTA large print software
- 3 Apollo Speech Synthesizers
- 3 Acoustic braille print covers
- 1 KURZWEILL reading machine
  * - AC recharger for Apollo Speech Synthesizer

Computing Facilities - Library Use
- 2 PC’s (IBM compatible)
- 4 IBM PS II’s
- 4 VISTA large print software
- 2 DECTALK Speech software
- 2 ARCTIC Speech Synthesizers
- 1 IBM SCREENREADER speech software
- 1 FAX modem
- 2 ARKENSTONE readers with autofeed
- 1 HP Laserjet printer
- 1 INDEX braille printer
- 1 ACOUSTIC braille printer cover

Computing Accessories - Various Locations
- 12 electrically height-adjustable computer tables
- 4 manual height adjustable tables

Computer Equipment - Main Office
- 1 Zenith portable PC
- 1 BIF portable PC
- 1 HP laserjet IIIP printer
- 1 HP deskjet printer
  * - 1 HP laserjet 4 printer
  * - 1 HP Deskjet printer 550C
- 1 VISTA large print software
- 1 Ultinet portable PC
- 1 HP portable PC
  * - 2 386DX-33/EVERDATA computers with monitors/hard-drive
  * - 1 Keyboard and mouse
  * - 2 486 Packard Bell PC’s

Other Equipment - Main Office
- 1 double pedestal desk
- 1 open hutch
- 1 single pedestal desk
- 3 office chairs
- 2 divider panels
- 1 storage bookcase
- 1 FAX machine
Other Equipment - Main Office, Cont'd...

- 1 TDD/TTY machine
- 1 Canon electronic typewriter
- 1 Office Shredder
- 1 Task chair
- 1 Desk unit with box files
- 1 Shelving unit
- 1 Table - round
- 4 Chairs
- 6 PVC vertical window blinds
- 1 Book case
- 4 GE Handi-cassette 4 track players
- 4 Recorder covers
- 3 Corkboards
- 1 Genexxa Receiver and high-speed dubbing tape deck/2 speakers
- 1 Receiver & Tape player/dubbing
- 2 speakers
- 1 TV/VCR combination
- 1 Realistic double tape player/portable
- 1 set headphones
- 9 artificial plants

Other Equipment - Storage

- 1 4 ft. portable ramp
- 1 6 ft. portable ramp
- 1 8 ft. portable ramp
- 2 10 ft. portable ramps

List of Rooms Operational with FM Systems

Ivor Wynne room 224  Convocation Hall room 204
Heddon Hall room B10  Burke Sciences rooms B135, B103
Hamilton Hall room 110  Gilmour Hall rooms 111A, 204
A.N. Bourns Sci. Bldg rooms 102, 164  Chester New Hall rooms B107, 106, B121
Togo Salmon Hall rooms B106, B128, 122, 120  Kenneth Taylor Hall rooms B135
Engineering room 264  Health Sciences room 1A3, 1A1, 1A6
General Sciences room 102  Burke Sciences room 147
Divinity College room 144  Psychology Building rooms 151, 155
SECTION V PROFESSIONAL DEVELOPMENT

1 Office for Ability and Access
   - The following items represent the direct involvement of all staff in the Office for Ability and Access
   (a) Seminar/Conference Attendance

1) Priority Management Seminar - January 1993
2) I.D.I.A. Meetings - 3 General plus 1 Annual General Meeting - 1992-93
4) United Disabled Consumers (Hamilton) - Political Forum - April 1993
5) A.S.L. Level I - Administrative Assistant - January to March - 1993
6) Developing a Team Approach and Mission Statement - March - 1993
7) C.N.I.B. Technical Aids Conference - June - 1992
8) Vocational Rehabilitation Services - Presentation - October 1992
9) Canadian Hard of Hearing Association - Conference - November - 1992
10) Briarwood School - November - 1992
11) Advocacy Act Information Session - March - 1993

2 McMaster University and Affiliates Education
   (a) Presentations and Workshops

1) Engineering Faculty - 2 Seminars - Educational Equity
2) Physical Plant - presentation to Supervisors, Managers and Directors on Students with Disabilities - Needs and Concerns
3) New Staff Orientation - June and December - 1992
4) Disabilities Awareness Week - September - 1992
5) Volunteer Orientations (Ongoing)

(b) McMaster Committee Involvement

1) Violence Prevention Committee
2) Women's Health Promotion Committee
3) Presidential Committee on the Disabled
4) Operating Committee on the Disabled
5) Convocation
6) Employment Equity Target Group Advisory Committee
7) Employment Equity Systems Review Committee
8) Women's Safety Initiative Advisory Committee

(c) Community Committee Involvement

1) Hamilton-Wentworth Access Awareness Week - Steering Committee
2) Hamilton-Wentworth Access Awareness Week - Education Committee
3) Canadian Red Cross Society - Hamilton Branch - Chair, Marketing
4) Ontario March of Dimes - Provincial Board of Directors Member
5) C.N.I.B. Client Services Counsellor
6) WorkAble - Board of Directors, Member and Committee Member
7) Hamilton-Wentworth Regional Advisory Committee for Persons with Physical Disabilities
6) Canadian Hearing Society - Hamilton - Board of Directors, Member
SECTION VII  FUTURE PLANS

Strategic Plan Development

A 52% growth in students served and a change in philosophy of the Office for Ability and Access have resulted in a total review of procedures. A revised strategic plan for the OAA is to be developed and presented to the appropriate policy areas during the 1993-94 year.

Learning Disabilities Specialist

A permanent half-time L.D. Specialist is to be hired during the year (contingent on receiving the same budget allocation as the 1992-93 fiscal year).

Student Advocacy Involvement

Continued input and advice from the students will be required. Many students have expressed an interest in forming an advisory group to assist the university and the Office for Ability and Access. Additional satisfaction and evaluation tools will be developed.

Campus Access Audit

An attempt to completely audit all facilities on campus will be undertaken. The outcome will be contingent upon budget and time constraints. This will help the University to devise a priority barrier free needs assessment.

Policy Reviews

The continued support to the President's Committee on the Disabled will be sought to ensure that policies reflect changing legislation and legal requirements.

Senate Committee on Human Rights

It has been proposed at the Senate level that an over-arching Human Rights policy be developed for McMaster University. This Office will serve as a resource on educational equity and on other areas related to persons with disabilities.

Equity and Access Centre

Continued development of support services to the University Community will be part of the ongoing service area. The Equity and Access Centre houses the Office for Ability and Access, Employment Equity and the Sexual Harassment Offices. In addition, the Human Rights Consultant/International Student Advisor is also involved in the Equity and Access Centre.

The 1993-1994 year will likely prove very exciting and extremely busy for all staff. Significant growth in service provision is expected and the areas noted above will provide all members of this office and the university community with a heightened awareness of the educational equity issues.