Executive Summary

The Office for Ability and Access during the 1993-1994 experienced an extremely large growth in the total number of students requesting services.

The 1993 - 1994 year, growth in self identified students, provided service by the Office for Ability and Access was from a level of 197 students to 312 students. This additional growth represents an increase of 58% over the previous year. The year over year increase from the end of the 1991-1992 to May of 1994 was a remarkable 140%.

In addition, the Office for Ability and Access continued to develop an improved data base for client service tracking system throughout the year.

It should be noted however, that the fiscal resources available in the 1993-1994 year decreased by approximately 8%. A continuing increase in the demand for services is expected for the next several years based on the arrival of students to the University who have been served by the increased special education programs mandated by "Bill 82" in the mid 1980's.

The year also saw the establishment of a separate student advisory group on disability issues on campus, through the McMaster Students Union. The Office for Ability and Access provide a support role to this consumer group. The advisory group is a consumer driven organization which can work closely with the University, the student body and outside community agencies in support of the higher education needs of students.

The development of a strategic plan was initiated through discussions with the Deans of Studies Committee and will continue into the 1994-1995 year.

The completion of the 1993-1994 saw the movement of the Office for Ability and Access reporting structure from a non academic area under the Registrar's Office to the academic area of Student Affairs with direct reporting to the Assistant Provost, Student Affairs. The Office for Ability and Access will be a separate division within the Student Affairs area.
CONTENTS

INTRODUCTION

SECTION I  POLICY STATEMENTS

1 McMaster University

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

(b) McMaster Residence Admissions - Policies and Priorities (as approved by Senate in 1982 with all subsequent revisions to February, 1991) .................. I/2

(c) School of Graduate Studies Policy with Regard to Disabled Students .................. I/3

(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) .................. I/4-I/6

(e) Guidelines for the Classroom Assistance and Evaluation of Students with Physical and Learning Disabilities (McMaster University, Faculty of Humanities, April 1990) .................. I/7

SECTION II  HUMAN RESOURCES

1 ORGANIZATIONAL CHARTS

(a) Administrative Chart of McMaster University (excluding Provost and Vice-President Academic) .................. II/1a

(b) Administrative Chart of McMaster University (including Provost and Vice-President Academic) .................. II/1b

(c) Office for Ability and Access, Registrar's Office, McMaster University .................. II/2

(d) Other McMaster Department Network .................. II/3
2 OFFICE FOR ABILITY AND ACCESS PERSONNEL - SUPPORTING DETAIL

(a) Manager: Responsibilities and Job Description ................................ II/4
(b) Programme Coordinator (Student Accommodation): Responsibilities and Job Description. ..................... II/5
(c) Programme Coordinator, Learning Disabilities Specialist: Responsibilities and Job Description. ............ II/6
(d) Administrative Assistant: Responsibilities and Job Description ........................................................... II/7

SECTION III CLIENT SERVICE STATISTICS

1 OVERVIEW ............................................................. III/1

2 STUDENT SERVICE STATISTICS ................................. III/2

(a) Students by Disability and Type of Service 1993 - 1994 .......................................................... III/3
(b) OFFICE FOR ABILITY AND ACCESS CHART 1990-91/92/93/94 ............................................... III/4-III/7
(c) Students by Faculty and Disability 1993 - 1994 ................................................................. III/8
(d) Students by Faculty, Disability and Gender 1993 - 1994 .......................................................... III/9

SECTION IV SERVICES/PROGRAMMES/EQUIPMENT INVENTORY

1 INVENTORY OVERVIEW ........................................ IV/1

(a) Services and Programmes Within Office for Ability and Access/Services and Programmes Offered Elsewhere in McMaster University ................................................ IV/1
(b) Equipment Purchase Within Special Needs (Inventory)/Equipment Purchase & Use External to Special Needs ............................................................ IV/1

1 SUPPORTING DETAIL ........................................ IV/4

SECTION V PROFESSIONAL DEVELOPMENT

1 OFFICE FOR ABILITY AND ACCESS, McMaster UNIVERSITY ...................................................... V/1
2 McMaster UNIVERSITY AND AFFILIATES - EDUCATION ......................................................... V/1
3 PUBLIC - EDUCATION .......................................... V/1
SECTION VI FINANCIAL
1 OVERVIEW ............................................. VI/1
2 STATEMENTS ............................................. VI/1
3 BREAKDOWN OF LINE ITEMS ....................... VI/1

SECTION VII FUTURE PLANS
1 OVERVIEW ............................................. VII/1
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 Disabled¹, and is continuously making improvements to its facilities with the goal of maximizing access for all students, 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.

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 this situation?

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.
HUMAN RESOURCES

Organizational Charts
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)
    - (PFT)

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

- Examinations Scheduler
  - (1 PPT)

- Administrative Assistant
  - (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)
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) Ms L. Pearson Programme coordinator - Learning Specialist

POSITION TITLE: (Programme Coordinator) Learning Specialist

BASIC PURPOSE OF POSITION:

Undertake the assessment of individuals with Learning Disabilities concerns and to evaluate the results of assignments. 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 and/or evaluation of diagnostic testing results.
- act as a liaison to students 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 leaning 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
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 significant growth in service provision by the Office for Ability and Access was a notably large increase of 58% over the 1993-1994 year.

The growth from 197 students served to 312 students impacted significantly on the intended service delivery plan. Training and delivery of service modules had been a target for the year, the reality was that student service delivery needs superseded the intentions.

The list below establishes a rank order of service provision areas for actual students registered with our Office in 1993-1994:

<table>
<thead>
<tr>
<th>MOBILITY</th>
<th>36</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL OTHER</td>
<td>25</td>
</tr>
<tr>
<td>LEARNING DISABILITY</td>
<td>23</td>
</tr>
<tr>
<td>VISUAL</td>
<td>10</td>
</tr>
<tr>
<td>HEARING</td>
<td>06</td>
</tr>
</tbody>
</table>

It should be noted that the greatest increase was in the Learning Disability area where a dedicated support person was in place for the entire year.

The Faculties with the greatest percentages of self identified students were as follows:

<table>
<thead>
<tr>
<th>SOCIAL SCIENCES</th>
<th>43%</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMANITIES</td>
<td>15%</td>
</tr>
<tr>
<td>SCIENCES</td>
<td>10%</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>07%</td>
</tr>
<tr>
<td>ALL OTHERS</td>
<td>25%</td>
</tr>
</tbody>
</table>

To attempt to ensure educational equity every registered student is provided with an Individual Education Plan (IEP) which is first discussed with the student and their programme coordinator and then it is sent for approval by the appropriate Associate Dean. A working partnership which recognizes the responsibilities of the student, instructor and the Faculty or School is a major objective. On going revisions to IEP’s take place throughout the year.
III CLIENT SERVICE STATISTICS

Total Self-Identified Students

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990-1991</td>
<td>312</td>
</tr>
<tr>
<td>1991-1992</td>
<td>105</td>
</tr>
<tr>
<td>1992-1993</td>
<td>197</td>
</tr>
<tr>
<td>1993-1994</td>
<td>130</td>
</tr>
</tbody>
</table>
III CLIENT SERVICE STATISTICS

![Pie chart for 1990-1991]

- Hearing: 49%
- LD: 18%
- Mobility: 11%
- Other: 10%
- Visual: 12%

III/4
Students By Disability (Per Cent) 1991-92
1991-1992

- Hearing: 51%
- LD: 19%
- Mobility: 12%
- Other: 9%
- Visual: 9%
Students By Disability (Per Cent) 1992-93

1992 - 1993

- 39%
- 22%
- 7%
- 12%
- 20%

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

Students By Disability (Per Cent) 1993-94

1993 - 1994

- 36%
- 22%
- 6%
- 10%
- 25%

<table>
<thead>
<tr>
<th>Disability</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing</td>
<td>36%</td>
</tr>
<tr>
<td>LD</td>
<td>22%</td>
</tr>
<tr>
<td>Mobility</td>
<td>10%</td>
</tr>
<tr>
<td>Other</td>
<td>6%</td>
</tr>
<tr>
<td>Visual</td>
<td>25%</td>
</tr>
</tbody>
</table>
### CLIENT SERVICE STATISTICS

2 Student Services  
(b) Students by Faculty, Disability and Gender 1993 - 1994

<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>F  M</td>
<td>F  M</td>
<td>F  M</td>
<td>F  M</td>
<td>F  M</td>
<td>F  M</td>
<td>F  M</td>
</tr>
<tr>
<td>Arts &amp; Science</td>
<td>1 2</td>
<td>4 1</td>
<td>6 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>3 2</td>
<td>1 1</td>
<td>2 3</td>
<td>8 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Con. Ed.</td>
<td>1 1</td>
<td>1 0</td>
<td>1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Divinity</td>
<td>1 1</td>
<td>1 0</td>
<td>1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>1 1</td>
<td>1 0</td>
<td>6 4</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Science</td>
<td>2 1</td>
<td>2 1</td>
<td>1 0</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>1 6</td>
<td>1 0</td>
<td>3 2</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nat Sci</td>
<td>1 1</td>
<td>2 0</td>
<td>1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>1 1</td>
<td>0 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rel. Studies</td>
<td>1 1</td>
<td>1 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>1 3</td>
<td>4 3</td>
<td>1 1</td>
<td>13</td>
<td>17 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>4 3</td>
<td>14 14</td>
<td>5 11</td>
<td>44</td>
<td>89 44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>7 1</td>
<td>4 2</td>
<td>4 4</td>
<td>8 12</td>
<td>24 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>14 5</td>
<td>30 42</td>
<td>74 36</td>
<td>35 21</td>
<td>14 8</td>
<td>19 12</td>
<td>186 124</td>
</tr>
</tbody>
</table>


<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>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Business</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Con. Ed.</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Divinity</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Engineering</td>
<td>1</td>
<td>11</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Health Science</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Humanities</td>
<td>7</td>
<td>23</td>
<td>10</td>
<td>3</td>
<td>5</td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>Nat Sci</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Rel. Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>6</td>
<td>12</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>Social Science</td>
<td>7</td>
<td>37</td>
<td>48</td>
<td>17</td>
<td>8</td>
<td>16</td>
<td>133</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>1</td>
<td>10</td>
<td>13</td>
<td>6</td>
<td>6</td>
<td>43</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>19</td>
<td>72</td>
<td>111</td>
<td>57</td>
<td>22</td>
<td>31</td>
<td>312</td>
</tr>
</tbody>
</table>
IV SERVICES/PROGRAMMES/EQUIPMENT INVENTORY

1 Inventory Overview
   (a) Services and Programmes Within Office for Ability and Access
   (b) Equipment Purchase - Inventory

EQUIPMENT PURCHASE WITHIN SPECIAL NEEDS Inventory (*denotes 1993-4 purchase)

Hearing Systems
- 4 phonic ear FM systems and attachments
- 4 phonic ear multi-channel FM receivers and attachments
- Finalized installation of EM Hearing Systems

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
- 10 Portable Cassette Recorders

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 - For Exam Use
- 3 IBM PS II's
- 3 ink printers
- 1 Apollo Speech Synthesizer
- 1 IBM SCREEN READER software
- 1 VISTA large print software

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

IV/1
IV SERVICES/PROGRAMMES/EQUIPMENT INVENTORY

1 Inventory Overview
   (a) Services and Programmes Within Office for Ability and Access

- 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 tape deck/2 speakers
- 1 Receiver & Tape player/dubbing
- 2 speakers
- 1 TV/VCR combination
- 1 Realistic double tape player/portable
- 1 set headphones
* - 1 Cellular Phone

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

The following items represent the direct involvement of all staff in the Office for Ability and Access:

(a) Seminar/Conference Attendance

1) I.D.I.A. - 3 General
2) United Disabled Consumers (Hamilton) - Political Forum - Fall 1993
3) A.S.L. Level 101, 102, 103, Administrative Assistant - Sept to March 1994
4) C.N.I.B. - Technical Aids Conference - April 1994
5) Advocacy Act Presentation - Oct 1993
6) Briarwood School - Nov 1993
7) Counsel of Ontario Universities - Educational Equity Conference
9) Association of Higher Education and Disabilities - July 1993
10) Paralyzed Veterans of America - Access - Sept 1993
11) CSUN - Technology - March 1993
12) N.A.S.P.A. - Student Affairs - March 1993

(2) McMaster University and Affiliates Education

(a) Presentations and Workshops

1) New Staff Orientation - June and Dec 1993
2) Disabilities Awareness Week 1993
3) Volunteer Orientation - Ongoing
4) Discovery Days - High School Students Visit to McMaster
5) Deans of Studies - April 1994
6) Deaf Culture and American Sign Language - 4 Staff Workshops - Spring 1994
7) Learning Disabilities Forum - Faculty - Sept 1993
8) Learning Disabilities Association - Spring 1993
9) Americans With Act - Presentation by P.V.A.

(b) McMaster

1) Violence Prevention Committee
2) Presidential Committee on the Disabled
3) Operating Committee on the Disabled
4) Convocation
5) Employment Equity Target Group Advisory Committee
6) Employment Equity Systems Review Committee
7) Women's Safety Initiative Advisory Committee
8) Athletic Equity Committee
9) Athletic Centre Renovations Committee
10) Deans of Studies Committee
11) STD and AIDS Awareness Committee
12) Date Rape Prevention Committee

(c) Community Committee Involvement

1) Hamilton-Wentworth Access Awareness Week - Steering Committee
2) Hamilton-Wentworth Access Awareness Week - Education Committee
3) Ontario March of Dimes - Provincial Board of Directors Member
4) Ontario March of Dimes - Government Relations Committee
5) Ontario March of Dimes - Non-Profit Housing Corporation (Director)
6) C.N.I.B. - Client Services Counsellor
7) Work Able - Board of Directors, Member and Committee Member
8) Hamilton-Wentworth Regional Advisory Committee for Persons with Physical Disabilities
9) Canadian Hearing Society - Hamilton - Board of Directors, Member