OFFICE FOR ABILITY AND ACCESS
McMASTER UNIVERSITY

ANNUAL REPORT TO
MINISTRY OF EDUCATION AND TRAINING

1995 - 1996
Executive Summary

The Office for Ability and Access (OAA) once again experienced a very busy year based on the total number of students voluntarily registering and requesting services and receiving accommodations. The year over year decrease was 15.1%.

The 1995-1996 fiscal year, decrease in 65 students, from the 1994/1995 year was attributable to two factors. The first factor was that most temporary disabilities were not serviced by the OAA and these students were referred directly back to their Faculties for assistance and support. The second item of importance was that the number of graduating students registered with our office was the largest number since the inception of special services.

It should be noted however, that the fiscal resources available in the 1995-1996 year were decreased by 4.3% from the previous year. The available service dollars per registered client, although showing a slight increase in the 1995/1996 year, was most likely attributable to the above noted factors.

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<th>OAA Voluntary Registration</th>
<th>Service Dollars/Client</th>
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<tr>
<td>1990-1991</td>
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During the fiscal year, the Office for Ability and Access continued to develop a relational database system for client service tracking throughout the year. This database includes information on client records, student accommodations and financial assistance. The Office also established an on-line information system through the McMaster University World Wide Web servers. The OAA developed a specialized server that provides information about the Office services and references related to disability support around the World. The resources available to anyone seeking data or information on the office is available at the following Universal Resource Locator (URL):

http://access.mcmaster.ca/csd/oaa

The continuing development of strategic planning for providing services to students with disabilities will be reviewed based on changing demands and priorities within the University. Each student served by the OAA receives an Individual Education Plan (IEP) developed in conjunction with the student.

1995-1996 was the second year that the Office for Ability and Access was an important operating unit within the Student Affairs envelope. This one stop shopping aspect provides students with a more cohesive and direct set of support services within the University community.
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The University encourages disabled persons to apply for admission to its programme. 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 programs 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 advisors to whom they should speak. Information on sources of financial assistance is also available.

A student at 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 in the course of studies in which he or she is enrolled.
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)

1 Level One Admissions and Quotas
   a) 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 applicants with graduating secondary school averages in approximately in the top two-thirds of the entering class as a matter of first priority. In addition to recognizing academic merit, the University wishes to recognize the potential contribution of first-year students 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 or 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 of the Province of Ontario or Canada, and who meet all normal admission requirements for their Faculty, will receive an offer of guaranteed admission to residence.

   Disabled students who would otherwise be denied the pursuit of a university education will be given the guarantee of admission to residence, independent of normal admission requirements. The director of Residences, in consultation with the Manager of Ability 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.

   b) To enable more students to spend at least their first year on campus, 70% of the places in each of McMaster's nine conventional residences are reserved for incoming Level One students. The Bates Residence, which offers unfurnished apartment-style accommodation, is not well suited for first year students and is, in consequence, reserved for returning students and new applicants beyond Level One.

   c) In order to remain eligible for residence, Level One students must register for, and remain registered, in a minimum academic course load of twenty-four (24) units.

2 Re-Admissions and Admission of Students Beyond Level One
   a) In its re-admissions to residence and in the admission of new students beyond Level One, McMaster seeks to acknowledge and reward those students who distinguish themselves in the academic and extra curricular life of the campus in order to strengthen the education and developmental character of McMaster residences for the benefit of the entire residence and campus community, and most especially to assist in the integration of the large number of incoming first year students who will be admitted each year.
b) Re-admission to residence and new admissions of students completing Level One and beyond is contingent, among other considerations (as noted below), on attaining a minimum University Average of 3.5 (C+/D-) in full-time study (i.e. at least 24 units).

c) Only full-time students are eligible for residence accommodation. A full-time undergraduate student is defined as one who is taking courses equivalent to at least twenty-four units between September and April, or is enrolled in a full-time co-op program as defined by the student's Faculty. Graduate students are considered full-time students if so designated by the Office of the Dean of Graduate Studies.

d) While lottery proceedings will assist in determine re-admissions priorities in all residences (including Bates), the results of those proceedings will be subject to the qualifications listed immediately following.

e) Students who draw priority positions in a residence admission lottery but who fail to meet the minimum academic requirements outlined in (b) above will have their names moved to the bottom of the waiting list for places in residence.

f) Applicants who distinguish themselves academically by being named to the Deans Honour List will receive special residence admissions priority on the basis of academic merit considerations.

g) Students who (having met the minimum academic standard for re-admission or new admission outlined in (b) and (c) above) distinguish themselves in extra-curricular activities on campus outlined in Appendix B, will receive special residence admission priority on the basis of non-academic merit considerations.

h) The Director of Housing will continue to reserve the right to make special provision for students with disabilities.

i) The Director of Housing will continue to reserve the right to refuse any applicant for disciplinary reasons.

j) Forty percent of all places in the Bates Residence will be reserved for the re-admission of student now living there and will be allocated by lottery proceedings subject to the "merit" criteria, and minimum academic requirements outlined above for all residences; an additional twenty percent of all places in the Bates Residence will in similar fashion be reserved for students in one of the nine conventional residences on campus; an additional twenty percent of places in the Bates Residence will be reserved for students beyond Level One who are applying from off-campus; the remaining twenty percent of places in the Bates Residence will be reserved for transfer students, graduate students, and students who are applying on the basis of "merit" considerations.

k) Priority in the assignment of single rooms in all residences will be given first to students elected to office in the residence governing system, followed by students already in residence who are named to the Deans Honour List (according to a descending order list of academic year and University Average). Singles remaining after these priorities have been satisfied will be awarded on a seniority basis. Due to the differences in the number of single rooms in each residence building and the varying number of Deans Honour List students each year, it is not possible to guarantee a single room to all students in the above categories.

l) In order to allow more students the opportunity to experience and contribute to residence life, students who are completing a second Bachelor's degree at McMaster and who lived in residence at McMaster during the completion of their first degree will not be eligible for admission to residence. Students enrolled in the undergraduate medical programme will not be included in this category, but will be considered graduate students for the purpose of admission to residence. A maximum of 36 spaces in Bates Residence will be allocated to incoming individuals classified as full-time graduate students. These spaces will be assigned on the basis of lottery proceedings.
Incoming international students participating in formally established exchange programs that offer reciprocal housing in the host country will be guaranteed residence for one academic year provided that they meet all admission deadlines. Exchange students will be required to maintain a course load as set out in the exchange agreement. The number of units may be less than the minimum 24 units of study that is normally required to stay in residence. Ten single rooms in Bates Residence will be furnished for international students participating in established exchange programs.
I POLICY STATEMENTS

1 McMaster University
   (c) STUDENTS WITH DISABILITIES: POLICIES AND GUIDELINES FOR GRADUATE STUDENTS

Preamble

The Ontario Human Rights Code, 1981, states that it is public policy in Ontario to recognize the inherent dignity and worth of every person and to provide for equal rights and opportunities without discrimination. In keeping with this statement, the Directions document, which sets forth the mission, vision and goals of McMaster University, emphasizes the importance of developing "policies that protect academic freedom, reduce barriers to university education, and foster the realization of potential" and of supporting "programs that ensure equal treatment, assist those with special needs, maintain a workplace that is free of fear, and provide a welcome environment for all students" (p. 4). To this end, the School of Graduate Studies has undertaken the task of developing the document "Students with Disabilities: Policies and Guidelines for Graduate Students". This document outlines policies to help ensure the equitable access to graduate programs for students with disabilities as well as the provision of services and accommodations to alleviate barriers to their progress in graduate programs once admitted. This endeavor is supported by the Ontario Council on Graduate Studies, which is currently focusing attention on the question of educational equity within Ontario graduate institutions (cf. Educational Equity in Graduate Studies in Ontario: A Discussion Paper, Ontario Council on Graduate Studies, January, 1993)

(1) Scope and Intent

The following policies and guidelines will outline how the School of Graduate Studies, in conjunction with the Office for Ability and Access, and Departments, will ensure equitable access to, and facilitate progress in, graduate programs while maintaining the integrity and standards of the programs. This document is restricted to matters relating to graduate programs and educational issues and does not address lifestyle or quality of life issues.

(2) Admissions

In accordance with policies on University admission, departments will recommend academically qualified candidates for admission to graduate programs by examining each applicant's academic record and the impact of any extenuating circumstances. The application process allows candidates to volunteer relevant information and identify circumstances that may have affected past academic performance. This information is normally confidential to the department, the School of Graduate Studies, and the Office for Ability and Access.

In its admission and liaison activities, McMaster University actively encourages applications from students with disabilities and, through the Office for Ability and Access, will provide admission information to applicants in alternate forms (Braille, audio tape, etc.) upon request.

To ensure that each applicant is aware of the expectations for successful completion of the program, correspondence from the departments, including potential advisors, should include information on the specific requirements for successful completion of the graduate program as well as on the nature of research and/or courses that will be undertaken if the applicant is
accepted into the program. Special services and accommodations can be provided to the extent that they do not affect the standards and integrity of the graduate program in question.

- For the purposes of this document, the word "Departments" means department program, or school offering graduate work.

Self-identification is voluntary and confidential and access to information must be approved by the applicant. To facilitate accommodation, however, McMaster University urges applicants to declare their disability and to describe any accommodations provided by their previous educational institutions. In the cases of applicants who have identified a disability and/or special needs, departments will consult with the Office for Ability and Access to gain a full understanding of the applicants' circumstances and accommodation needs. The School of Graduate Studies will not refuse admission to an applicant on the grounds that his or her disability requires accommodations. Applicants should be aware that failure to disclose a disability at the time of admission may delay or otherwise compromise the accommodations process outlined below (Section 5b) and may make it difficult for the student to complete his/her graduate program.

(3) Enrollment, Registration and Program Advising

Upon admission to McMaster University, departments provide all graduate students with details and counselling with regard to enrollment, registration and course selection. The Office for Ability and Access will provide support and information to assist in this process when students and/or their departments wish assistance. The University is committed to removing barriers that result in discrimination on the basis of disability, to the maximum extent possible, while ensuring that academic integrity is maintained. Therefore the necessity to provide accommodations in a particular course or programme shall not in itself be a factor in course or programme selection. Appropriate accommodations can be provided, however, only to those students who have identified themselves as disabled and who have provided documentation and assessment of their disability (Section 5b below).

(4) Orientation

Orientation programs for students with disabilities will be provided by the Office for Ability and Access. Students are also strongly urged to participate in regular orientation programs held in the University in individual departments.

(5) Provision of Services and Accommodations Related to Instruction.

a) Learning and Evaluation

i. The Role of the University Students with pre-existing disabilities, as well as students who become disabled after their admission to graduate studies, may require special support services and accommodations in order to achieve a successful academic experience. The University will take reasonable steps to provide such services and accommodations that do not compromise the quality and integrity of the student's academic program.

ii. Role of the Department and the School of Graduate Studies It is the responsibility of faculty members, supported by the academic department and program committees, to identify their
course and program objectives and, in conjunction with the student, the Office for Ability and Access, and the School of Graduate Studies, to decide upon and arrange for the accommodations required for the student's full participation in the course in question.

iii. The Role of the Office for Ability and Access The Office for Ability and Access oversees the provision of advocacy, support services and accommodations, reviews all documentation related to the disability to ensure its validity, and recommends appropriate services and accommodations. In addition, the Office runs programs to assist students with disabilities, and in conjunction with other University offices and faculty members, it ensures that the needs of students with disabilities are addressed. The Office also provides support to the faculty in accommodating and working with students with disabilities.

iv. The Role of the Student Students are responsible for providing relevant psychological or medical documentation to the Office for Ability and Access in order to qualify for consideration for accommodations and access to the services that are available.

Students should identify themselves to the University (through the department and/or the Office for Ability of Access) upon application, or as soon as possible after acquiring a disability, in order to obtain appropriate assistance and accommodations. Because the evaluation of graduate students frequently occurs on a continuous basis throughout the course, through participation, presentations, written assignments and tests, students with disabilities should be identified to course instructors as early as possible in the semester so that accommodations concerning evaluation can be ensured from the start of the course.

b) The Accommodation procedure

All services and accommodations are provided on an individual basis, are disability specific, and are consistent with the academic objectives of the course and program.

I. In order to receive services and accommodation, the student must first identify him or herself as disabled, register with the Office for Ability and Access, and provide appropriate documentation of the disability as well as of any accommodations arranged at the previously-attended educational institutions.

II. The student then discusses his/her needs with the Office for Ability and Access as well as with the department, and in particular, his or her faculty advisor or supervisory committee, in order to determine which services and accommodations are required for successful completion of the program.

III. The student submits a formal request for services and accommodations to the School of Graduate Studies. The request must be signed by a representative of the Office for Ability and Access as well as by the student's Department Chair.

IV. The request must be approved by the appropriate Faculty Committee on Graduate Admissions and Study, or by the Associate Dean, Graduate Studies, on behalf of the Committee.

V. It is highly recommended that the accommodations agreement be reviewed once a year. In the case of Ph.D. students, this may be done in conjunction with the annual progress report. It is to be anticipated that changes or modifications to the agreement will be required as the students move through the stages of their graduate programs, from coursework through comprehensive examinations and thesis research and writing. Any changes or modifications must be approved according to the process described above.
Required accommodations will also be provided for graduate students registered in
undergraduate courses. Requests for such accommodations should be included in the formal
request described above, but must also be communicated in an appropriate manner to the
instructor(s) of the undergraduate course and, where necessary, to the University Registrar's
office. For details please consult with the Office for Ability and Access.

c) Instruction, Research and Learning-Related Accommodations

Examples of some typical accommodations and support services that may be provided are
given below. It is recognized that accommodations other than those included below may need
to be made available, particularly for conducting research.

I. Deadline extensions for assignments (supported by medical documentation)
II. Use of assistive devices or auxiliary aids (such as FM systems to be worn by course
    instructors, audio-recorders, computerized notetakers in the classroom)
III. Use of oral and visual language interpreters and/or notetakers in the classroom
IV. Special seating, suitable location in the classroom, wheelchair accessible tables, lab
    benches and equipment, accessible classrooms.
V. Helpers or assistants
VI. Books and reading lists available prior to start of the semester.
VII. Additional semesters for completion of a graduate program.

d) Examinations and Evaluations

Students with disabilities are encouraged to follow the normal procedures for writing
examinations whenever possible. Where special needs apply, students must discuss their test
and examination requirements with their course instructors a minimum of two weeks before the
scheduled tests and examinations are to be held. Failure to do so may mean that the course
instructor and/or the service unit will be unable to accommodate the request in a timely
manner.

Where a prior accommodations agreement has been reached (cf. Section 5b above), the
needs of students with disabilities will be given due consideration with regard to examinations
and evaluations. Typical examples include:

- extended time to complete examinations
- use of special equipment (computer, etc.)
- use of private rooms
- examinations in alternate forms (audio tape, Braille, etc.)
- use of readers, scribes, oral and visual language interpreters in an examination setting
- alternate methods of testing and evaluation

The School of Graduate Studies, with the assistance of the Office for Ability and Access, will
provide appropriate accommodations for Ph.D. oral examinations and Thesis Defences.
Accommodations should be requested at least 4 weeks before the scheduled date of the
examination or defence.
(6) Disagreements Regarding Accommodation

Under most circumstances, the policies and guidelines outlined above should prove adequate for the requested accommodations by students with disabilities. Should difficulties arise between the student and the University over the request for accommodations, however, the following series of steps are to be followed. The procedures followed, decisions made and recommendations proposed should be documented in writing.

I. Verification through the Office for Ability and Access of the disability and the arrangements made for accommodation at the time of admission or at the time that the disability is declared.

II. Informal efforts to resolve the disagreement, coordinated and/or mediated by the Office for Ability and Access. These should be undertaken as soon as possible after the alleged difficulty has occurred.

III. If informal resolution does not occur, the student may consult with the McMaster University Anti-Discrimination Officer, and, if necessary, initiate complaint procedures as outlined in the McMaster University Anti-Discrimination Policy. This policy specifies that a formal written complaint may be filed no later than 12 months from the last day of the alleged offense. Complaints relating to specific course requirements, outcomes and modes of evaluation may be pursued through the McMaster University Student Appeal Procedures. These procedures stipulate that students shall seek remedies for their grievances as promptly as possible and must be so within six months of the end of the academic year in which the grievance has occurred. The end of the academic year is defined as August 31.

(7) Library

It is the policy of the McMaster University Library to provide equal access to information for all who request it. In order to achieve the aim of independent accessibility for students with disabilities, physical and administrative accommodations may be made. A librarian has been designated to coordinate service to students with disabilities, and all members of the library staff are expected to offer assistance as needed. It is recommended that a user with a disability contact the designated librarian so that the user's needs can be discussed and communicated to the appropriate library staff. It is also recommended that the student with a disability bring a helper with him/her. The Office for Ability and Access employs student peer helpers to provide assistance.

Mills Library has a special needs study room, which contains adaptive technology such as computers with voice synthesis, large print and closed-circuit TV. Other libraries on campus have group study rooms which can be booked for students with special needs. Library staff will assist students with disabilities in a variety of ways, for example, by retrieving books from the stacks, photocopying (regular or enlarged format), as well as by ordering taped textbooks. Student peer helpers, provided by the Office for Ability and Access, may be required for consulting the on-line catalogue, periodical indices, and other reference tools.

(8) Physical Accessibility

McMaster University is committed to continually monitoring and upgrading physical accessibility to all its academic facilities and residences. Problems concerning physical access should be reported to the Office for Ability and Access.
(9) Convocation

The University will provide special assistance at all convocation ceremonies as required. Typical accommodations include: accessible seating, mobility assistance, FM systems, and oral and visual language interpreters. Requests for oral and visual language interpreters must be presented in writing to the Programme Coordinator - Student Accommodations, Office for Ability and Access, at least two weeks before the ceremony.

(10) Further Information

For further information concerning any aspects of this document, students should contact their Department Chair, the Associate Dean of Graduate Studies, or the Office for Ability and Access.
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 publically 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 exercises, 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 request 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 but 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 one form of evaluation from another (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.
Organizational Charts

(b) Office for Ability and Access, Student Affairs, McMaster University
### HUMAN RESOURCES

#### 1 Organizational Charts

(c) Other McMaster operational units that work closely and in collaboration with the Office for Ability and Access

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<th>Registrar's Office</th>
<th>Counselling Service</th>
<th>Placement Service</th>
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<td><strong>Director</strong></td>
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<tr>
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<td><em>W. Wilkinson</em></td>
<td><em>W. Wilkinson</em></td>
<td><em>Anne Poittier</em></td>
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<td><strong>Associate Registrars:</strong></td>
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<td><em>Narendar Passi</em></td>
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<td><em>Ann McLaughlin</em></td>
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<td><em>Trudy Sykes (Acting)</em></td>
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<td><strong>Systems Planning</strong></td>
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<td><em>Helen Barton</em></td>
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<table>
<thead>
<tr>
<th><strong>Employment Equity</strong></th>
<th><strong>Student Financial Aid &amp; Scholarships</strong></th>
<th><strong>Physical Plant And Planning &amp; Construction</strong></th>
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<tbody>
<tr>
<td><strong>Coordinator</strong></td>
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<td><strong>Director</strong></td>
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<tr>
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<td><em>John Edwards</em></td>
<td><em>Bob Carter</em></td>
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<table>
<thead>
<tr>
<th><strong>Parking &amp; Transit</strong></th>
<th><strong>Housing &amp; Food Services</strong></th>
<th><strong>Human Rights Consultant</strong></th>
<th><strong>Student Health Services</strong></th>
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<td><strong>Pat Fernando</strong></td>
<td><strong>Director</strong></td>
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<tr>
<td><em>J. Abraham</em></td>
<td><em>Cathie Miller</em></td>
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<td><em>J. Young (Acting)</em></td>
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</tbody>
</table>

19
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 education 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 operation 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 Accommodations):
      Responsibilities and Job Description

POSITION TITLE: Programme Coordinator (Student Accommodations)

BASIC PURPOSE

- 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, Students Health Services, Employment Equity, Student Financial
  Aid and Scholarship, Housing 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 committees
II HUMAN RESOURCES

2 Office for Ability and Access Personnel - Supporting Detail
   (c) Ms. C. Cayuga, Programme Coordinator (Learning Specialist):
     Responsibilities and Job Description

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
- Advise and assist students that require support for Acquired Brain Injury, psychiatric disorders and other cognitive areas

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
II HUMAN RESOURCES

2 Office for Ability and Access Personnel - Supporting Detail

(d) Ms. N. Myers, 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 inquiries 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 provide all required educational support material

• 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
III CLIENT SERVICE STATISTICS

1 Overview (1994/1995)

The Office for Ability and Access experienced a significant growth in service of 37.2% over the 1993-1994 year.

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 1995-1996:

<table>
<thead>
<tr>
<th></th>
<th>94/95</th>
<th>95 / 96</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOBILITY</td>
<td>128</td>
<td>95</td>
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<tr>
<td>LEARNING DISABILITY</td>
<td>114</td>
<td>105</td>
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<tr>
<td>OTHER</td>
<td>37</td>
<td>17</td>
</tr>
<tr>
<td>VISUAL</td>
<td>36</td>
<td>32</td>
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<tr>
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<td>CHRONIC FATIGUE</td>
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<td>7</td>
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<tr>
<td>ATTENTION DEFICIT</td>
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<td>15</td>
</tr>
<tr>
<td></td>
<td>428</td>
<td>363</td>
</tr>
</tbody>
</table>

It should be noted that the greatest increase once again was in the Learning Disability support area.

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

<table>
<thead>
<tr>
<th></th>
<th>95 / 96</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCIAL SCIENCES</td>
<td>43.80%</td>
<td>159</td>
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<tr>
<td>HUMANITIES</td>
<td>14.88%</td>
<td>54</td>
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<tr>
<td>SCIENCES</td>
<td>9.92%</td>
<td>36</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>7.44%</td>
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</tr>
<tr>
<td>BUSINESS</td>
<td>5.51%</td>
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</tr>
<tr>
<td>HEALTH SCIENCES</td>
<td>2.75%</td>
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</tr>
<tr>
<td>CONTINUING EDUCATION</td>
<td>0.28%</td>
<td>1</td>
</tr>
<tr>
<td>ALL OTHERS</td>
<td>15.43%</td>
<td>56</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.

In order to ensure that student need and faculty support are partnerships, students are educated in providing a self advocacy model. Self advocacy ensures that students will discuss and develop strategies for learning that meet the needs of the student in cooperation with each instructor.
2 Student Services


Dollars Available Per Registered Client with the Office for Ability and Access (1990-1991 to 1994-1996)
2 Student Services

(b) Voluntary Registration by Disability Comparison

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</thead>
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<td>39</td>
<td>81</td>
<td>124</td>
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<td>112</td>
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<tr>
<td>Total</td>
<td>105</td>
<td>130</td>
<td>197</td>
<td>312</td>
<td>428</td>
<td>363*</td>
</tr>
</tbody>
</table>

*Decrease reflects the referral of most temporary disabilities back to individual Faculties.

NOTE: The "OTHER" category includes:
- Chronic Fatigue
- Attention Deficit Hyperactivity Disorder
- Repetitive Strain Injury
- Mental Health
- Traumatic Brain Injury
- Temporary Disabilities
Student Services

(c) Voluntary Registration by Disability (1990-1991)

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

(d) Voluntary Registration by Disability (1991 - 1992)

- Hearing: 51%
- LD: 9%
- Mobility: 12%
- Other: 9%
- Visual: 19%
2 Student Services

(e) Voluntary Registration by Disability (1992 - 1993)

- Hearing
- LD
- Mobility
- Other
- Visual

20% 12% 7% 22% 39%
2 Student Services

(f) Voluntary Registration by Disability (1993 - 1994)

- Hearing: 36%
- LD: 26%
- Mobility: 10%
- Other: 6%
- Visual: 22%
2. Student Services

(g) Voluntary Registration by Disability (1994 - 1995)

- Hearing: 29%
- LD: 8%
- Mobility: 6%
- Other: 30%
- Visual: 27%
2 Student Services

(e) Voluntary Registration by Disability (1995 - 1996)

- Hearing: 32%
- LD: 9%
- Mobility: 4%
- Other: 26%
- Visual: 29%

[Diagram showing the distribution of disabilities among registered students]
2 Student Services
(h) Students by Disability, Faculty and Gender (1995 - 1996)

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>AD</th>
<th>CF</th>
<th>HE</th>
<th>LD</th>
<th>ME</th>
<th>MH</th>
<th>MO</th>
<th>OT</th>
<th>TB</th>
<th>TE</th>
<th>VI</th>
<th>RS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
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<td>M</td>
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<td>M</td>
<td>F</td>
<td>M</td>
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<td>M</td>
</tr>
<tr>
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</table>

AD: Attention Deficit Hyperactivity Disorder
CF: Chronic Fatigue
HE: Hearing
LD: Learning Disability
ME: Medical
MH: Mental Health
MO: Mobility
OT: Other
RS: Repetitive Strain Injury
TB: Traumatic Brain Injury
TE: Temporary Disability
VI: Visual

33
## 2 Student Services

(i) Students by Disability and Faculty (1995 - 1996)

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>AD</th>
<th>CF</th>
<th>HE</th>
<th>LD</th>
<th>ME</th>
<th>MH</th>
<th>MO</th>
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<th>RS</th>
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<tr>
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AD = Attention Deficit Hyperactivity Disorder  
CF = Chronic Fatigue  
HE = Hearing  
LD = Learning Disability  
ME = Medical  
MH = Mental Health  
MO = Mobility  
OT = Other  
RS = Repetitive Strain Injury  
TB = Traumatic Brain Injury  
TE = Temporary Disability  
VI = Visual
IV SERVICES/PROGRAMMES/EQUIPMENT INVENTORY

1 Inventory Overview
   (a) Services and Programs within the Office for Ability and Access

Hearing Systems
- 2 phonic ear multi-channel FM receivers and attachments
- 4 phonic ear FM systems and attachments
- Finalized installation of FM hearing systems
- 1 boundary microphone

Audio Visual/Tape Equipment
- 3 microcassette recorders
- Kodak Star 935 camera
- 1 Aldus magnetic field tester
- 2 talking book machines
- 8 standard cassette players/recorders
- 1 portable cassette recorder
- 1 microprocessor transcriber

Computing Facilities and Accessories - Student Labs - (Burke Science Kenneth Taylor Hall and Togo Salmon Buildings)
- 6 IBM PS2 main units
- 6 computer monitors
- 1 Epson printer
- 3 Apollo speech synthesizers
- 3 acoustic Braille print covers
- 2 keypads
- 3 AC recharges for Apollo speech synthesizers
- 6 computer keyboards
- 2 Toshiba printers
- 3 Vista large print software
- 3 index Braille printers
- 1 Kurzweill reading machine
- 4 mice

Computing Facilities - For exam use
- 3 IBM PS2 main units
- 3 computer keyboards
- 1 IBM screen reader software
- 3 Epson dot matrix printers
- 3 computer monitors
- 1 Apollo speech synthesizer
- 1 Vista large print software
- 1 keypad
Computing Equipment

- 2 Stylewriter II printers
- 1 Macintosh Centris 610 main unit
- 1 keyboard for Centris 610
- 1 Bit 386 SX 16 main unit
- 1 keyboard for Bit
- 1 Hp deskjet 550C
- 1 HP deskjet 500
- 1 Ultinet portable PC
- 2 monitors for Everdata
- 1 Colorado Jumbo 250MB tape backup
- 2 HP laserjet 4M
- 2 monitors for Packard Bell
- 2 mice for Packard Bell
- 2 monitors for 6100-60
- 1 pair speakers for 6100-60
- 1 Colour Stylewriter printer
- 1 Macintosh keyboard
- 1 Upgraded CPU for Server (75 MHz)
- 12 electrically height adjustable computer table
- 2 Macintosh Powerbook 180 laptop
- 1 Macintosh monitor for Centris 610
- 1 pair speakers for Centris 610
- 1 monitor for Bit
- 1 mouse for Bit
- 1 upgrade for HP deskjet 550C
- 1 Vista large print software
- 2 386DX33 Everdata main unit
- 2 keyboard for Everdata
- 1 mouse for Everdata
- 2 Packard Bell main unit
- 2 keyboard for Packard Bell
- 2 PowerMac 6100-60 main unit
- 2 keyboards for 6100-60
- 2 mice for 6100-60
- 1 Packard Bell 286 notebook computer
- 2 mice
- 1 upgraded CPU 486/100 MHz
- 1 upgraded MAC 68040 CPU

Specialized Equipment for Staff with Special Needs

- 1 IBM Pentium CPU (100 megahertz)
- 1 Sound-Blaster Card
- 1 Vista for Widows Screen enlarger card
- 1 HP3C Scanner and Document Feeder
- 1 HP 3P Scanner and Document Feeder
- 1 NEC 17" Colour monitor
- 1 Microsoft Ergonomic Keyboard

Other Equipment - Storage

- 1 4ft portable ramp
- 1 8ft portable ramp
- 1 6ft portable ramp
- 2 10ft portable ramps
Other Office Equipment

- 1 double pedestal desk
- 1 single pedestal desk
- 2 divider panels
- 1 fax machine
- 1 TDD/TTY machine
- 1 office shredder
- 1 desk unit with box files
- 1 round table
- 6 PVC vertical blinds
- 8 recorder covers
- 1 Genexxa receiver
- 1 set speakers
- 1 Realistic portable double tape player
- 1 cellular phone

- 1 open hutch
- 3 office chairs
- 1 storage bookcase
- 3 task chairs
- 1 Canon electronic typewriter
- 1 interview chair
- 1 3 drawer vertical file
- 4 chairs
- 1 bookcase
- 3 cork boards
- 1 double tape deck
- 1 TV/VCR combination
- 1 set headphones
- 1 pager

List of Rooms Operational with FM Systems (23 rooms)

Ivor Wynne room 224
Hamilton Hall room 110
Gilmour Hall rooms 111A, 204
Convocation Hall room 204
Engineering room 264
Divinity College room 144
Chester New Hall rooms B107, B106, B121
Togo Salmon Hall rooms B106, B128, 122, 120

Heddon Hall room B10
Burke Sciences rooms B135, B103
A.N. Bours Sci. Bldg. rooms 102, 164
Kenneth Taylor Hall B135
General Sciences room 102
Psychology Building rooms 151, 155