McMASTER UNIVERSITY
CENTRE FOR STUDENT DEVELOPMENT

1998 - 1999 YEAR END REPORT
to
THE MINISTRY OF TRAINING, COLLEGES AND UNIVERSITIES

ENHANCED ACCESSIBILITY FOR STUDENTS WITH DISABILITIES
Section 1 - Centre for Student Development Activities

Office for Students with Disabilities, Staffing and Support

See Appendix I for Flow Chart of Centre for Student Development staff and reporting structure through to Student Affairs.

The Centre for Student Development in 1998 - 1999 had a compliment of 7.8 full time staff. The staff compliment included three disability co-ordinators, two psychologists, an academic skills co-ordinator, an administrative assistant, and one personal counsellor.

The Centre's has three full time Programme Co-ordinators who provide service to students with disabilities: Caroline Cayuga, Programme Co-ordinator (Learning Specialist) provides assistance to students with learning disabilities, attention deficit disorders, and students with traumatic brain injuries. Marge Marriott, Programme Co-ordinator (Disability Specialist) provides assistance to students who are Deaf, deafened or hard of hearing, students with chronic medical disabilities, and students with mental health disabilities. Tim Nolan, Programme Co-ordinator (Disability Specialist) assists students with physical disabilities and students who are blind or visually impaired. There is some overlap among the Co-ordinators in their work with various students. Students who have more than one disability work directly with the Co-ordinator that is most closely associated with the disability which requires the greatest accommodation.

The Centre for Student Development is a team of professionals working together to assist students on campus with a range of disability, personal and academic related needs. The three disability co-ordinators work closely with the faculty and staff of the University in the provision of services to students with disabilities. The co-ordinators consult with faculty on issues related to students' needs, and with staff regarding the delivery of services. Assistance with the completion of tests/exams, registration, disability related counselling, timetabling, scheduling of classrooms, library services, taped textbooks, and all other appropriate accommodations are facilitated with assistance from Caroline, Marge or Tim.

New Support Services and Accommodations

In 1998 - 1999 the CSD planned, organized and introduced a number of new initiatives to help improve the range of services and programs offered to assist students with disabilities.
The Centre offered a new note-taking service. The service was a large success, due mostly to the co-ordination efforts of two volunteer Peer Helpers (students). The service, originally anticipated to assist up to approximately 25 students, received a much larger number of requests for participation. In the first term 63 students accessed the service in a total of 74 classes. In the second term the demand for assistance included 63 students requesting notes in 89 classes. Initially the program was intended to utilize the assistance of peer volunteer note-takers. However, shortly after the beginning of term we quickly realized that some type of monetary incentive would be necessary. The note-taking Peer Supervisors quickly revised their plans and a small honourarium was offered to anyone willing to act as a note-taker. This service was a tremendous success in its first year, even with the few bugs that needed to be worked out. Student feedback was very positive, including comments about how the service helped them to improve their academic performance.

Also in 1998 - 1999, the Centre produced its very first “Day Planner” for students with disabilities. The day planner acts as a resource tool to students, offering information about the Centre, the University, the local community and other disability related resources. The day planner provides easy access pages for listing timetables, instructor information, address information of family and friends and “week at a glance” pages for scheduling appointments and other important information. The day planner was highly appreciated by all students who received it. We found that the day planner worked as a very effective time management tool, especially for students with time management related disability issues.

A new Peer Helper support program for students with learning disabilities and attention deficit disorders was offered. The Programme Co-ordinator (Learning Specialist) hired three Peer Helpers to work one-on-one with students. The Peers provided assistance with time management, organizational management, study strategies, essay writing, self-advocacy, and any other areas of assistance students felt were necessary. Students provided the focus for assistance and the Peers would help. The program was supervised closely with regular meetings between the Peers and their Supervisor. Also, the Peers and their Supervisor would have regular case conferences which were seen to be most helpful to the Peers. Appointments with students varied in number with some seeking assistance on only one occasion, and some students seen for part of a term. Feedback from students was positive with comments including: the importance of having other students (Peers) provide assistance, the helpfulness of the service and how this type of service helped to make a difference in their educational progress.

The Centre introduced a wellness therapy program for students with disabilities. This program was offered to students with physical disabilities and consisted of alternative therapy treatments including reflexology, therapeutic touch and massage therapy. Students were eligible to receive up to one treatment per week of both massage and reflexology/therapeutic touch. Informal feedback from students was overwhelming. Many students related their stories of improved academic performance and overall general well being as a direct result of having access to this program.
Another new initiative in 1998 - 1999 was the introduction of a career workshop for students with learning disabilities and attention deficit disorders. The workshop was organized in conjunction with the Career Planning and Employment Centre. The purpose of the session was to give students an opportunity to learn more about careers in which students with LD and ADD could be successful, and how to employ appropriate strategies for disclosing their disability during the job search process.

The Centre also began deliberations with other University departments on the feasibility of completing an audit of the campus' academic buildings (classrooms, washrooms, corridors, entrances), with a view to establishing a schedule of necessary retrofit projects to be completed in order of priority to make the campus more accessible. This will be an ongoing activity involving CSD, Physical Plant, and the Registrar’s Office.

Disability co-ordinators worked closely with the Student Financial Aid (SFAS) office on the development and introduction of a new Student Development Achievement Award of Excellence. This award, administered by SFAS, is open to all undergraduate students with disabilities regardless of program. The award is valued at $800. Applications for the award are reviewed by staff of the CSD (those staff not providing direct service to students with disabilities) with up to seven awards issued annually.

Continued Activities from the Previous Year

The Centre continued to work with representatives from the Ontario March of Dimes and the University’s Housing Services on the implementation of an attendant care program at McMaster. The process included preliminary discussions on how such a program would be structured, the size of such a program, what type of retrofits would be required to accommodate such a program, and in which residence facilities the program could be housed. The implementation of this program is on going and will take some time yet to develop. More information on the next steps involved will be outlined later in this report in the section on future plans.

The Centre continued to provide support to instructors administering in-class tests and exams. A new set of procedures was developed by the Programme Co-ordinators to ensure a more secure management of test and exam administration.

The Centre conducted renovations to the office during the summer of 1998. Part of the renovation process included completion of changes to space used to accommodate students writing tests or exams at the Centre. New computers purchased in 1997 - 1998 were installed and configured. These new systems include both hardware and software with access technology. One system includes Super VISTA large print. A second system includes Dragon Dictate and Naturally Speaking voice activation programs. The third system includes JAWS speech program with Oscar optical character recognition, a scanner, and braille, printer with Duxbury Braille translation software.
The Centre continued to provide a support group for students with learning disabilities and attention deficit disorders. The support group provided a mechanism for students to discuss strategies for success at university. It was co-facilitated by a senior student with ADD.

The Centre continued to assist students and guests with disabilities attending all University Convocations. The process of accommodations was changed this year to include the distribution of special tickets for all guests requiring special seating arrangements. This new process, co-ordinated by the Centre, in conjunction with the Registrar's Office, seemed to work very well. Now that this new process is in place, the next step will be to refine it and ensure that it works best for everyone.

Staff of the Centre work closely with the Registrar's Office to ensure appropriate delivery of services. With recent changes to the eligibility for education deduction from income taxes the Centre worked with Registrar's staff to ensure the process of identifying students with disabilities is correct. A new application process for the T2202A education deduction certificate was created and students were notified of the tax changes. Information to all part time students was also disseminated through the McMaster Association of Part-Time Students and the Centre's newsletter for students with disabilities.

Professional Development and Awareness Activities

The Centre, along with the McMaster Disability Advocacy Group, planned and organized the second annual Disabilities Awareness Week. A number of activities took place during the week including a wheelchair basketball game between the Hamilton Steel City Wheelers and the McMaster Men's and Women's varsity basketball teams, a guest lecture by Dr. Mark Nagler, a comedy lunchtime pub by comedian Alan Shane, a community agency/employer fair, two radio show presentations, a movie night, a door poster campaign, and other activities. The week included a number of partnerships from across campus including those with the McMaster Students' Union, the University's Inter-Residence Council, the Athletics and Recreation department, and others. The week's events were a tremendous success, with very positive feedback from all participants.

Staff at the Centre undertook a number of professional development activities to improve both professional qualifications and team management functions. All team members participated in a workshop on highly effective team management. In addition all team members participated in a workshop series on non-violent crisis intervention.

Disability co-ordinators attended a range of disability related conferences and workshops throughout the year including the Inter - University Disability Issues Association annual meeting in Ottawa, the 1998 CACUSS conference in Ottawa, the California State University - Northridge annual disability and technology conference, the
National Education Association for Disabled Students (NEADS) by - annual conference in Ottawa, the Canadian Institute on Student Affairs and Services, a presentation on Empowering Women with Mental Health Disorders, the presentation on New Developments in the Treatment of Anxiety Disorders, the LD Post Secondary Training Institute, and the Ontario Psychological Association annual conference. Additionally, one staff member participated in the Western Ontario Region LD Round Table.

The CSD sponsored a student with a disability who was also the president of the McMaster Disability Advocacy Group (MDAG), to attend the biannual NEADS conference in Ottawa. This was seen as a positive development component for both MDAG and the sponsored individual.

During the year, a number of presentations were made to various groups on campus by the disability co-ordinators. Presentation topics included awareness information about disabilities and students with disabilities on campus, what it is like to live with a disability, appropriate accommodations for people with disabilities, changes to the Vocational Rehabilitation Services (VRS) Act (made to SFAS officers from across the province at their 1998 annual meeting) and the proposed Ontarians with Disabilities Act. In addition to these activities staff from the Centre also made a presentation to a local Rotary Club on activities of the Centre and University, and participated as a guest on a local talk radio show discussing issues related to attitudes towards people who are blind or visually impaired.

Staff of the Centre have been actively involved with the planning committee responsible for the construction of a new University Student Centre. Plans are underway to have CSD relocate their offices to the new facility. In this regard, staff have been working actively with the planning committee to ensure the accessibility of the new office design. As well, staff have been working with the committee on issues related to general accessibility to ensure that the needs of students with disabilities will be throughly considered in the design phase.

Disability co-ordinators continue to be active in the Hamilton community representing McMaster and the Centre for Student Development including representation on the local CNIB Client Services Committee, the Canadian Hearing Society Local Community Council, and the Learning Disabilities Association of Ontario (Hamilton) Board of Directors. Staff find that this close relationship with local agencies supporting people with disabilities is an important connection, one that results in an overall better delivery of services to students with disabilities on campus. Other contacts include the AISEC committee to provide information and feedback on issues related to students with disabilities in the Business Program.

Disability co-ordinators continue to pursue additional post-secondary courses. Caroline Cayuga completed a post-graduate course in Clinical Behavioural Sciences, Individual Psychodynamic Therapy. Tim Nolan continued with courses toward a second degree in Social Work. Marge Marriott completed the CISAS certificate course in student services.
New Technology and Equipment

In 1998 - 1999, the CSD purchased a number of new four-track tape recorder/players for use by the Centre, faculty and staff in the delivery of services or accommodations to students, or for loan to students. Also purchased was a large display calculator for use by students and staff of the Centre.

New computers were purchased for staff of the Centre, with one new system purchased for housing the Department’s web site. Three notebook computers were bought for use by students and/or for staff use in completing work from home. A new projector system was purchased for use by staff of the Centre when making presentations on campus.

New, accessible furniture was purchased for use by students in the three rooms used for conducting tests/exams, counselling and tutoring services. The new accessible furniture allows for greater flexibility in the use of these rooms when it comes to delivering a more diverse range of services and programs to better meet students’ individual needs.

Bulletin boards were installed immediately outside the Centre in the main corridor. Four boards display information about services and programs offered by the Centre and the McMaster Disability Advocacy Group. These boards can be viewed by all students accessing services offered in the Centre.

Outreach to Prospective Students

The Centre works with numerous other departments on campus to bring about awareness of the existence of services to students with disabilities. Notification about the Centre is included in the undergraduate, graduate, and continuing education calendars. The McMaster Association of Part-Time Students also includes information in their handbook about CSD, as does the McMaster Students Union. The registration package/booklet that is sent to all returning students, either full or part-time, includes a large notice on the front of the registration package about services to students with disabilities. The Centre places advertisements in the student newspaper promoting services during both the first and second terms. The Centre also advertises its services on various television screens throughout the campus.

Staff of the Centre meet annually in the fall with representatives of the McMaster Liaison Office just prior to their national recruitment campaign. We provide information to them about the services and programs offered within the Centre. This is important information when making presentations to prospective students. More in-depth enquiries for information are passed on to the Centre for response. In addition to the active recruiting campaign the Liaison Office, the Centre also participates in all Liaison information days held on campus. At this time, students and their families have an
opportunity to visit the campus to obtain information about academic and student service programs which may influence decisions about which university to attend. The Centre conducts information sessions for first year students from all Faculties. These sessions provide information to students about the services and programs offered at the Centre. These sessions also provide support and advice on how to be successful at university.

In 1998 - 1999, the Centre re-introduced a term newsletter for students, faculty and staff. The newsletter includes updates, reminders, information about old and new initiatives and financial assistance. We found this newsletter to be a very helpful tool for students.

Policy for Undergraduate Students with Disabilities

The Centre has been working closely with the Associate Vice-President (Student Affairs) on the development of an undergraduate policy for students with disabilities. To assist with this process, a policy working committee was established and is meeting on a regular basis. This process has been underway since the spring of 1998, and although no firm completion date is yet established, the committee is proceeding with a final version of a policy in sight. The new undergraduate policy will eventually replace the current Policy Statement on Applicants and Students with Disabilities adopted by McMaster in January 1985.

One of the initiatives planned for 1998-1999 was to design and distribute a new faculty handbook regarding accommodations of students with disabilities. The contents of this handbook have been developed, however, it was decided that this information may best be reserved until the completion and implementation of the new undergraduate policy. The Centre plans to undertake a major implementation and promotion campaign with faculty once the policy has received Senate approval.

Other Activities/Achievements

One of the staff members of the Centre, Tim Nolan, received in 1998 the Ontario Government's Community Action Award, presented by Lieutenant Governor, the Honourable Hilary M. Weston. This award was presented in recognition of the work and achievements made on behalf of people with disabilities, in the community and at McMaster University.
Section 2 - Client Statistics

Please see Appendix II for graphs and charts outlining three year comparisons.

The Centre for Student Development in 1998 - 1999 provided assistance to a total of 270 students with disabilities. This included assistance to 5 Deaf, deafened or hard of hearing students, 13 blind or visually impaired students, 95 students with a learning disability or attention deficit disorder, 83 students with chronic medical, psychological or systemic disabilities, 62 students with a physical disability, and 12 students with multiple disabilities.

The Centre also provided assistance to students for note-taking services. This program which was considerably a larger undertaking than initially anticipated resulted in 63 students accessing the program for notes in both the first and second terms. In first term we acquired notes in 74 classes, and in second term this increased to 89 classes. The number of note-takers hired in term one was 62, and in term two we utilized the services of 57 note-takers.

The Centre conducted a number of screenings and/or assessments on several students with a learning disability or suspected learning disability. The Programme Co-ordinator (Learning Specialist) completed 34 screenings of students who were suspected of having a learning disability. Of these, 11 students were sent for a full psycho-educational assessment, 9 of which were identified as having a specific learning disability or attention deficit disorder. One of these students was determined to have a mental health disorder and the other student’s assessment was inconclusive. The Centre conducted 12 additional update assessments on students who had been previously diagnosed as having a learning disability or attention deficit disorder. Of the 23 total number of assessments conducted by the Centre, 7 were completed in-house and 16 were referred off campus.

In 1998 - 1999 the Centre administered a number of tests or exams on behalf of instructors and the Registrar’s Office. The Centre conducted 366 tests on behalf of instructors, and a total of 55 exams on behalf of the Registrar’s Office.

The Centre was responsible for arranging with the Registrar’s Office the administration of all University exams. In this regard, a total of 177 exams were scheduled for the main gymnasium, with 166 exams scheduled for separate invigilation during the December 1998 period. For April 1999, a total of 231 exams were scheduled in the main gymnasium, and 240 scheduled for separate invigilation. A total of 10 exams were scheduled during the 1998 summer deferred exam period. This brings the total number of exams conducted by the Registrar’s Office to 824.
Section 3 - Funds for Interpreter, Intervenor, Computerized Note-Taking, Real Time Captioning

The Centre for Student Development did not have any students in 1998-1999 who needed access to these types of services. The Centre made no submissions to the Ministry for Reimbursement of any expenditures.

Section 4 - Financial Statement

Please see Appendix III for the year end financial statements.
1999 - 2000 PROJECTIONS AND PLANS

Section 1 - Planned Activities

The Centre has a number of new initiatives planned for the 1999 - 2000 year.

New Initiatives

Caroline Cayuga is undertaking a research project to survey former and current (as of 1992) McMaster students with learning disabilities and attention deficit disorders. This research aims to: gain an insight into the most common forms of learning disabilities associated with university students, understand the students' own perception of their disability as it is related to their diagnosed description gauge the impact of accommodations upon performance from the students' perspective, uncover variations in definition of LD and ADD given by professionals at time of diagnosis, and compile information on chosen program of study at time of diagnosis as it relates to current occupational status. The goals of this research is to improve existing programs and services for students, and to learn more about students' understanding of their disability in order to prepare more effective educational programs for others with regard to learning disabilities and attention deficit disorders.

Caroline will also be offering a series of mini-workshops for students with LD and ADD. These workshops will be on topics such as self-advocacy, understanding your disability, study strategies, how to succeed at university with a disability and many others.

Also new for 1999 - 2000 will be a workshop series on wellness and alternative therapy. This series of workshops will be offered to students with disabilities and non-disabled students on campus. The series will be offered in conjunction with the University's Student Health Services. The aim of the series is to provide students with the information tools they need to reduce stress and anxiety in order to help them be more successful in their academic pursuits. The series will be offered in both terms and will include sessions on basic and advanced Yoga breathing, reflexology, aroma therapy, therapeutic touch, Reiki, massage therapy, Chinese medicine, basic nutrition, and proper use of supplements.

Another activity planned for the coming year will include the introduction of a support group for students with a mental health disability. The purpose of the group will be to allow students to connect with those who have similar concerns resulting from their illness such as: isolation, anxiety about coming to school and being successful, concern about being treated differently because of their illness, managing their time and studying, discussing their needs with their instructors, making friends, etc.
A career planning workshop series for students with disabilities is also intended for 1999 - 2000. This is still in the early planning stages, but it is hoped that this will be a collaborative process with the Career Planning and Employment Centre. The goal of the workshop series will be to provide students with the tools to determine and examine their career goals while taking disability issues into consideration.

Additional plans are underway to conduct a number of interactive and participatory awareness outreach activities for students living in residence. McMaster introduced in 1998 a new residence model that includes the implementation of development and training initiatives for students. The Centre plans to take advantage of this opportunity to move into the residences and provide some much needed awareness activities that are disability related.

The Centre will also be hiring another staff member on a nine month contractual basis to work along with the Peer Helper Note-taker Co-ordinators. This individual will assist with the distribution and receipt of note-taker applications, distribution of notes to students’ files, and monitoring to ensure notes are provided on a regular basis. The incumbent will also be responsible for making test/exam arrangements for students writing in the Centre. As well, the incumbent will work in the afternoons and evening hours so that the Centre can make better use of its resources in the delivery of services to students.

Continued Support Programs and Services

Many initiatives which began in previous years will continue in 1999 - 2000. The Centre will continue to provide support to the McMaster Disability Advocacy Group. The group is actively involved in a number of issues on campus and will be looking to the Centre for assistance with their recruitment of new members. The group lost many of its members to graduation in 1999, and therefore needs to actively seek interested incoming students.

The Centre will continue to make use of its very successful Peer Helper program. This program, utilizing student volunteers, provides a tremendous resource of support. The program will again use Peers to organize and implement a most successful note-taking program. Because of the large number of students accessing the program in 1998 - 1999 the Centre increased the number of Peer Helpers in this area from two to three. Their role will be to co-ordinate the recruitment of note-takers, complete the intake process of note-takers, and train them in the proficiency of being an effective note-taker. As well, there will continue to be three Peer Helpers working one-to-one with students with LD and ADD. These Peers provide assistance with study skills, writing skills, time management, and other strategies that will help them to be successful in their academic endeavours.
The Centre will continue to provide support and assistance to students with tutoring, and the administration of complete psycho-educational assessments. Some assessments will be completed in-house, while others - mainly those completed during the fall and winter terms - will be completed off campus by qualified and recognized professionals. As well, the Programme Co-ordinator (Learning Specialist) will continue to screen students for suspected LD or ADD and refer for assessment as necessary.

The Centre will continue to offer access to alternative wellness treatments for students with physical disabilities. These therapies will include massage, reflexology and therapeutic touch. Students who are eligible for this service will be able to access up to one treatment per week for each of the therapy procedures.

Work will be continuing with representatives of the Ontario March of Dimes and McMaster's Housing Services to implement an attendant care program at McMaster. There is currently one student in residence for September of 1999 who will receive attendant support. This will be the beginning of a more intense program planned for September of 2000. Work will be undertaken to secure funding for the retrofit of a number of residence rooms so that they will be able to adequately accommodate the needs of students. We are looking to spread a number of accessible facilities around the campus, locating rooms in a variety of residences rather than segregating students into one area. We feel the plans currently underway will adequately meet the needs of future students with disabilities.

The Centre will continue to work with the University administration on the conduction of a campus audit: looking at classrooms, washrooms, corridors and entrances to all academic buildings. This will be necessary in order to compile a plan for retrofitting the campus to provide a more accessible environment.

Along with the Associate Vice-President (Student Affairs), the CSD will continue the development and eventual introduction of an undergraduate policy for students with disabilities. Upon adoption of such a policy, by the University's Senate, the Centre will also begin to work more actively on awareness activities for faculty, provide information about the policy, and provide strategies on how to effectively accommodate needs of students with disabilities.

In conjunction with the McMaster Disability Advocacy Group, the Centre is planning its' third annual Disabilities Awareness Week. A good number of activities have been planned for the week of September 27 to October 1, 1999. Events this year, will include the ever popular wheelchair basketball game, an information day for prospective students from the secondary school level, a disabilities challenge race, a career fair, a comedy night featuring comedian Gord Paynter, and a theatre presentation by the Famous People Players. The Centre has established partnerships for the week's events with the Canadian Hearing Society, the McMaster Students Union, and the Hamilton East Kiwanis Boys and Girls Club.

The Centre will once again be developing and printing copies of a new day planner for
students with disabilities. Feedback from students regarding the first day planner was extremely positive. Many students found the planner to be extremely helpful in terms of time management and organization. Many suggestions were received about changes which could be made to make the planner even better. We again fully expect a most successful venture with the revised planner.

Section 2 - Budget for 1999 - 2000

Please see Appendix IV for the 1999 - 2000 budget.

Section 3 - Fund for Interpreters, Intervenors, Computerized Note-taking and Real Time Captioning

The Centre has not had, as of the date of this report, any requests for the provision of any of these services. At this point in time there is no projected need to access the funding available for these services. Should demand arise for these services, appropriate early fall reports will be submitted to the Ministry for consideration.
Organizational Structure of the Centre for Student Development

Associate Vice President
(Student Affairs)
Dr. M. Keyes

Director
(Student Services)
Vaziri

Psychologist
Dr. W. Williamson
Team Leader
Budget Coordinator (CSD)

Psychologist
Dr. D. Nifisk

Program Coordinator
(Sharing Specialist)
C. Kayuga
Communication Coordinator

Program Coordinator
(Disability Specialist)
M. Mantau

Program Coordinator
(Disability Specialist)
T. Naas
Budget Coordinator

Academic Skills Coordinator
Dr. D. Patmri

Administrative Assistant
N. Myer

Technology Evangelist
C. Jennings
### Students by Disability and Faculty
#### 1998 - 1999

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<th></th>
<th>Deaf/Deafened/Hard of Hearing</th>
<th>Blind/Visually Impaired</th>
<th>Learning Disability</th>
<th>Chronic Medical/Psych.</th>
<th>Mobility Disability</th>
<th>Multiple Disability</th>
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* Other includes students registered in the Arts and Science program and students registered in Continuing Education (or other non-degree programs).

### Three-Year Comparison

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<th>Multiple Disability</th>
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* Statistics were gathered using a different method during this year. This row doesn't include student inquiries in the total number of students served. Counting such inquiries, the total for 1996-1997 is 348.
## Two-Year Comparison of Students by Faculty and Disability

### 1998 - 1999

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### Total Students

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Students by Disability Category
(1998 - 1999)

- Multiple Disability
- Mobility Disability
- Chronic Medical/Psychological
- Learning Disability
- Blind/Visually Impaired
- Deaf/Deafened/Hard of Hearing

Multiple Disability (4.44%)
Mobility Disability (22.66%)
Chronic Medical/Psychological (30.74%)
Deaf/Deafened/Hard of Hearing
Learning Disability (35.19%)
Blind/Visually Impaired (4.61%)
Three-Year Comparison by Disability Group and Total Students

- Other
- Multiple Disability
- Mobility Disability
- Chronic Medical/Psychological
- Learning Disability
- Blind/Visually Impaired
- Deaf/Deafened/Hard of Hearing

1996-97 (31.67%)
1997-98 (36.33%)
1998-99 (32.03%)
Two-Year Comparison of Students with Disabilities by Faculty (1997-98, 1998-99)

- Business
- Engineering
- Health Sci.
- Humanities
- Science
- Social Sci.
- Other*

* Other includes students registered in the Arts and Science program and students registered in Continuing Education (or other non-degree programs).