McMaster University

Centre for Student Development


to

The Ministry of Training, Colleges and Universities

ENHANCED ACCESSIBILITY FOR STUDENTS WITH DISABILITIES
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2002-2003 YEAR IN REVIEW

ENHANCED ACCESSIBILITY FOR STUDENTS WITH DISABILITIES

The Centre for Student Development (CSD) has had many new and exciting changes during this past reporting period. CSD moved into new offices which are located in the new university centre. There have also been several staffing changes, and new program initiatives that are very positive. Requests for service have increased across all program areas, and services for students with disabilities have seen a significant share of this increase.

The ATLAS program, a lab for students with learning disabilities was a major initiative started during this reporting period, with a planned opening, targeted for late September.

Despite the challenge of the move from Hamilton Hall to the McMaster Student Centre (MSU) the move was accomplished without any undue disruption in our services to students. The staff of CSD deserves much credit for pulling off such a feat. Of course other departments that supported our move, such as physical plant, all did their part to ensure a successful and minimally disruptive move. Although our space is new, the center’s growth has been sudden, and rapid which has resulted in our new space being unable to fully meet our program needs. This is a concern that will need to be addressed as we move forward.

The quick expansion of CSD staffing has been due to several factors. These include the beginning impact of the double cohort, a 37% increase in request for services, and a greater visibility for the centre with its new location (in the hub of things). Student Affairs and McMaster University responded positively to this new reality by increasing their level of funding support for the centre. Additional funding was also received from the provincial learning opportunities grant (LOTF) designed to enhance services for students with learning disabilities. This funding has allowed us to hire a learning strategist, and a half time assistive technologist.

As the number of students with disabilities seen at the centre increases, so does the demand for related services, that is, services which support the accommodation needs of those who have been identified as having a disability. Services such as our note taker program, and The Bursary for students with disabilities program are seeing increases, and this will only grow over the next several years.

Another and critical service is providing test accommodation to students. As this number continues to increase, and it is expected to do so, to a considerable extent over the next several years, our costs will escalate. More space will be required to accommodate student tests, and additional staffing to support the demand. Equipment needs will also increase, as will the support needs related to increasingly sophisticated equipment required to support the students with disabilities.

In reading our report we believe that you will be struck by the sense that the Centre for Student Development is dynamic, and changing rapidly to meet the needs of a growing student body that is part of a more inclusive and diverse community. Within this community the cohort of students with disabilities is itself growing, and rightly expecting to receive the range of services to which they are entitled, and which allows them to be full members of the McMaster community. The staff of our centre, and in particular those working exclusively with these students are committed to that mission.

Section 1 – Accessibility Fund for Students with Disabilities – Activity Report

Office for Students with Disabilities

In 2002 – 2003 the Centre for Student Development had a compliment of 17 staff. The staff included 3 disability coordinators, one contract Learning Strategist, one contract, half time Assistive Technologist, one Academic skills coordinator, 5 personal counselors, a leadership coordinator, an administrative assistant, an accommodations assistant, a receptionist and a systems administrator. A psychology intern also provided two days of personal counseling to support students.

The Centre has two full time Programme Coordinators and one Learning Disabilities Coordinator to support students with disabilities providing accommodations to students with various disabilities. One of our Programme Coordinators went on maternity leave this year and her position was covered by a contract position.

With the provision of Enhanced Service Funding through the Learning Opportunities Task Force, we added one full time Learning Strategist and one half-time Assistive Technologist to support students with Learning Disabilities.

Through additional funding providing by the McMaster Students' Union and the University, we were able to hire our Systems Administrator full time and hire our Accommodations Assistant full time and create a permanent sessional position for our Receptionist. We also hired a student to create promotional material for our services.

In general, 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 service providers work closely with the faculty and staff of the University in the provision of services to students with disabilities. The coordinators 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 counseling, timetabling, scheduling of classrooms, library services, taped textbooks and all other appropriate accommodations are facilitated with assistance from the coordinators. The disability coordinators also meet regularly with the Exams Office and Financial Aid Office to maintain adequate support for students with disabilities.

This year our office moved to the new McMaster University Student Centre. Though our offices are housed in the basement of the Centre, they are spacious and bright and provide a professional atmosphere for the provision of the many services we offer.
Support Services and Accommodations

In 2002 – 2003 the CSD planned, organized and introduced a number of new and ongoing initiatives to assist students with disabilities:

**Enhanced Service Funding through the Learning Opportunities Task Force (New Initiative)**

CSD receiving funding to cover the salaries and benefits for a full time Learning Strategist and a half-time Assistive Technologist (AT). The Learning Strategist (LS) worked with 55 students assisting them to learn and develop appropriate study and learning strategies. The AT helped 15 students determine the appropriate assistive technology that they needed to assist them. The AT also trained students to use this new technology. In January 2003, the program was officially named ATLAS (Assistive Technology, Learning and Academic Support) Program. Throughout the year we were in the planning stages of developing a 7 station lab for students with LD. This lab will be in the Commons Building and is scheduled to open in Sept. 2003.

**Individual Support (New Initiative)**

This year some students required highly individualized support due to their disability. One student with Asperger’s Syndrome was assigned an educational assistant full time to accompany the student to class and tutorials. The assistant’s role was to help the student meet appropriate behavioural and social expectations in the classroom.

Also, two students who are blind received tutoring support and electronic copies of instructor’s notes. The tutoring was put in place because taped textbooks had not arrived in a timely fashion for these students.

**Peer Helpers (Ongoing)**

The Centre recruited and hired a number of students to work in the peer program assisting students with disabilities. The peer volunteer coordinator recruited, screened and matched volunteers with a student with a disability, and monitored the activities of such matches to ensure the objectives of the students and the Centre were being achieved. With the assistance of volunteers, the goal was for students with disabilities to be better able to meet their academic and social interaction needs.

One peer helper provided individual support and assistance to students with Learning Disabilities and/or Attention Deficit Hyperactive Disorders in organizational skill development, study skills development, writing skills development, improvement of reading comprehension, time management and stress management.

Three peer helpers were again on board to co-ordinate the Centre’s notetaking program. The purpose of this program was to assist students with disabilities to meet their academic objectives and course requirements. The peer helpers recruited volunteers and note takers, promoted the programs on campus, and performed administrative duties.

One resource peer provided individual support and assistance to students with disabilities with library and research needs. Students with disabilities occasionally needed assistance with finding resources for essays, accessing material from the library stacks and
developing outlines for assignments. This position aided in assisting students with these tasks and in helping students to learn how to better access these resources independently.

The peer helper program also consisted of a transcription services coordinator. The goal of the transcription services was to enhance opportunities for students with their post-secondary studies through the provision of text materials in electronic format. This position was created to address the challenge of course material not being available in a format accessible to all students. The objective of this position was to coordinate the activities needed to ensure that material was transcribed in an alternate format in a timely manner.

Day Planner (Ongoing)

The day planner was revised and given to students with disabilities this year. Feedback on the planner indicated that it was very well received. Day planners without specific disability related information in them were also sold in the university bookstore. The goal of selling these planners was twofold: raise money for the Jamie Grelich Bursary for students with disabilities and to preserve confidentiality for students with disabilities. The day planner initially was only given to students with disabilities. Thus, it had the potential to single out students as a person with disability. Since the distribution was more widespread this year, students with the day planner could not be immediately recognized as students with a disability. The general student version has become quite popular and is now in high demand.

Equipment and Technology

The Office purchased a variety of equipment to assist students with disabilities. This year we purchased a Braille Light and a Tiger Braille printer to make transcription of tests and exams easier and quicker for our students who are blind.

In preparation for the new ATLAS lab, a fully equipped lap top computer with all the latest software in assistive technology was purchased for the Assistive Technologist to use to help train students on the software. In addition, upgrades and new software were purchased for our computers in the library which provide assistive technology to all students with disabilities.

New computers, monitors and printers, as well as additional software were purchased for disability providers. We also bought two new computer systems for our transcription services. These computers were funded through our McMaster Student's Union, Special Project funding.

When we moved to the new Student Centre in May 2002, we were able to create a Testing room within our office. Equipment and furniture to house five stations within the room were purchased. In addition, we outfitted two separate offices with computer equipment for students to use during tests and exams.

In addition to the equipment, our Systems Administrator developed a highly effective scheduling/data base program which has been essential in booking tests, exams and arranging note takers, as well as maintaining accurate statistics and operating as a staff
scheduler and database. The database also was used to produce letters to instructors to inform them of students' disability needs.

**Professional Development**

This year, staff attended a number of workshops and conferences to keep current in the area of disability issues. In addition, our Learning Strategist and Assistive Technologist took courses through Cambrian College towards the LS and AT certificates.

In addition, our Learning Specialist obtained registration with the College of Psychologists as a Psychological Associate and because of this new certification was promoted to Learning Disabilities Coordinator. In this new position, she will be coordinating the ATLAS program and providing full psycho-educational assessments to students as needed. One of our other Programme Coordinators continues to work on his Bachelor of Social Work degree and completed a placement with our Sexual Harassment and Anti Discrimination Office during the year.

A number of presentations were made to both faculty and students to enhance their awareness of disability issues. Visits by the disability service providers to departmental meetings were held throughout the year to inform the instructors of CSD's services and procedures. Additional presentations in Social Work and Occupational Therapy and Physical Therapy classes were also held, as well presentations to the Faculty of Health Sciences Instructors.

Disability coordinators 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, as well as representation on the Inter-University Disability Issues Association executive, and the MTCU Transcription Services Steering Committee. 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.

**Organizational Chart**

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

**Outreach to Prospective Students**

The Centre worked with numerous other departments on campus to bring about awareness of the existence of services to students with disabilities. Notification about the Centre was included in the undergraduate, graduate, and continuing education calendars. The McMaster Association of Part-Time Students also included information in their handbook about CSD, as did the McMaster Students Union. The registration package/booklet that was sent to all returning students, either full or part-time, included a large notice on the front of the registration package about services to students with disabilities. The Centre placed advertisements in the student newspaper promoting services during both the first and second terms. We also revised our web-site this year to better inform students of our services.
The Centre provided McMaster’s Liaison Office with information about our services just prior to their national recruitment campaign. This was important information when making presentations to prospective students. More in-depth inquiries for information were passed on to the Centre for response. In addition to the active recruiting campaign with the Liaison Office, the Centre also participated in all Liaison information days held on campus. At this time, students and their families had an opportunity to visit the campus to obtain information about academic and student service programs which may have influenced decisions about which university to attend.

The Centre was involved in information sessions for first year students during our “Welcome Day”. These sessions provided information to students about the services and programs offered at the Centre. These sessions also provided support and advice on how to be successful at university.

The Centre also sent out an electronic updates to registered students on several occasions throughout the year. The updates included reminders, information about old and new initiatives and financial assistance. We found this e-mails to be a very helpful tool for students.

CSD undertook a new strategy toward disability awareness in 2002-2003. This year, activities were scheduled monthly throughout the entire school year. Activities included side walk chalking (where disability messages were written out), an open forum involving students, faculty and staff with disabilities, wheelchair basketball, an original play entitled “Equability” and a poster campaign. The yearlong approach to awareness was intended to bring a continuous message to the entire campus community. By all accounts, this was a most successful campaign setting the tone for the 2003-2004 year.

To help students with transcription needs access material in the library, the main library provided a half-time assistant to help students get the necessary items such as taped textbooks. This position was temporary during the 2002 – 2003 year.

Policy Review

This year, a review of the Graduate policy for students with disabilities took place. The policy was revamped and merged with the undergraduate policy to create the new McMaster University Policy for Academic Accommodation of Students with Disabilities. (http://www.mcmaster.ca/senate/student/studisabled.htm).

Section 2 - Client Statistics

Please see Appendix II(a) for graphs and charts of 2002 - 2003 statistics, and Appendix II(b) for three year comparisons.

The Centre for Student Development in 2002 - 2003 provided assistance to a total of 431 students with disabilities. This number represents an increase of 38% over the reported numbers from 2001 – 2002. Student services included assistance to 105 students with mental health diagnoses, 47 students with physical/mobility disabilities, 46 students with chronic
medical disabilities, 16 students who were blind or visually impaired, 8 students who were deaf, deafened or hard of hearing, 12 students with acquired brain injuries, 84 students with learning disabilities, 6 students with learning disabilities and attention deficit disorder, 20 students diagnosed with attention deficit disorder, 85 students with multiple disabilities, and 2 students with other disabilities (students not fitting into the other specified categories). In addition, the Learning Specialist also screened 60 who were later not identified with a disability.

**Notetaking program**

As mentioned above, the Centre again provided students with notetaking services. The demand for this service was significant and three peer helper coordinators worked diligently to keep up with the need for notes. Plans were implemented to refine the database system in order to facilitate a shorter start-up time for the program and thus make notes available more quickly for students in need. Our database also allowed us to keep track, electronically of notes needed and the note takers.

Please see Appendix IIa for a comparison of the number of users of this service between this year and the last two.

**Psycho-educational assessments**

This year saw an increase in the number of students coming to the Centre wondering if they had a learning disability. Seventy-five students initially came in with this question, of these, 41 were further screened and 19 were referred for an assessment (17 of these were a full assessment and two were partial assessments). Of these 19 students, 15 were diagnosed with a disability. In addition, 12 students were referred for updated assessments (8 of which were full assessments and 4 were partial) to gain current information regarding their learning disability (two students were found that they no longer met the criteria for a learning disability). The Centre for Student Development administered 15 of these assessments (9 full and the 6 partial assessments). A student intern who completed three of the full assessments under the supervision of the LD Coordinator and the Learning Strategist administered the 6 partial assessments. The remaining assessments were referred to external sources and the Centre covered the cost if there were no bursaries or insurance available to the student.

**Tests and Exams**

From May 2002 to April 30, 2003, approximately 855 classroom tests and instructor-set exams were administered in CSD. These included 219 Registrar exams that were administered at CSD. The number of tests and exams administered at CSD reflect a 39% increase from that experienced last year, posing a challenge to our capacity in terms of both space and staff time. We expect even greater numbers in the coming year with the arrival of the double cohort.

**Section 3 - Funds for Interpreter, Intervenor, Computerized Notetaking, Real-Time Captioning**

Please see Appendix III for expenses for Interpreters, Intervenors, Computerized Notetaking, and Real-Time Captioning.
Section 4- Financial Statements
Please see Appendix IV for the year end financial statement.

2003 - 2004 PROJECTIONS AND PLANS

Section 1 - Planned Activities

The Centre has a number of new initiatives planned for the 2003 - 2004 year.

New Initiatives and Continued Support Programs and Services

ATLAS Lab (New Initiative)
With continued funding for enhanced services and based on our agreement with LOTF, CSD will be opening up a seven station accessibility lab for students with learning disabilities. This lab will be in a separate building near many of the student residences. It will be open up to four nights per week and will be staffed by our Assistive Technologist (who will be full time next year), our Learning Strategist and our Learning Disabilities Coordinator. Students with learning disabilities will be able to receive a full range of services at the lab.

Hiring of a CSD Director (New Initiative)
For the last seven years, the Centre for Student Development has been a self managed team. Given the large increase in staffing and the introduction of a staff union on campus, it was felt that a director would be able to effectively administer the Centre, as well as promote the services to the campus at a more administrative level.

Increased communication and collaboration between CSD and University (New Initiative)
With the addition of our new director, CSD will begin to create greater alliances with Faculties and instructors, as well as enhanced communication with the Associate Deans offices. In addition, we will be developing a partnership with the newly established Office for Human Rights and Equity.

Tutoring Services (New Initiative)
As the result of funding being offered through our Special Projects fund from the McMaster Student's Union, we will be able to offer students content specific tutoring for up to two hours per week starting September 2003.

Peer Helper Program (New Initiative)
As a result of increased need in the Peer Helper program, we will be adding one additional peer to our Notetaking and Volunteer Coordinators and two additional peer helpers will be recruited to assist students with learning disabilities.

Additional Staff (New Initiative)
Given the large increase in the number of students with mental health needs we will be hiring a .4 FTE disability specialist on a contract basis to work with students with mental health disability. This will be a combined position, with the remaining .6 FTE being used to
provide personal counseling to students in need. In addition we will be hiring two work study students to assist in the new ATLAS lab and we will continue to have one work study student creating our day planner and the other coordinating our disability awareness activities. See below for additional staff revisions.

The main library has also decided to make the half time transcription assistant a permanent half time position to commence in Sept. 2003.

Changes to the arrangement of in-class tests and exams (New Initiative)

We will be introducing new procedures for arranging tests and exams in our office. The new procedures will be implemented to assure that the process is seamless and that all interested parties are aware of what is going on. We will also develop an on-line booking process through our website so that students can book tests/exams on-line.

Testing Centre (New Initiative)

Given the presumed large increases in students requiring test/exam accommodations, CSD will work towards lobbying for a separate testing centre for students with disabilities. It is hoped by the end of the 2003-2004 year, plans will be in place for this Centre.

Computer Database Revisions (Ongoing)

The CSD's computer database is continually being improved to track the notetaking service, and provide exam related information to assist with the facilitation of exam accommodations and consultation with the university's exams office, and tracking a range of statistics to gather information on services for students with disabilities. The goal of this system will be to make information more accessible and streamlined.

Day Planner (Continued)

We will be handing out a revised and improved day planner to all students with disabilities, and will continue to sell a modified version of the day planner to the general student population. Revenue from the sale will go towards the Jamie Grechich Bursary for students with disabilities.

Psycho-educational Assessments (Continued)

The Centre will continue to administer psycho-educational assessments. The Learning Disabilities Coordinator (Disability Specialist) will continue to screen students for suspected LD or ADHD and refer for assessment as necessary. Where possible, assessments will be referred outside of the centre. In-house assessments will be administered to the students at no personal cost. The assessments will be performed on a priority need basis. Emergency cases will be referred outside of the CSD and will be paid for by the Centre. We will also be having a PhD intern who will be doing assessments for us, one day per week, and will be supervised by the LD Coordinator.

Disability Awareness Activities (Continued)

CSD will employ another student with the continuing objective of raising awareness of disability issues on campus and within the broader community. Appendix V outlines the range of planned events and initiatives designed in order to raise disability awareness for the
Section 2 - Budget for 2003 - 2004

*Please see Appendix IV for the 2003 - 2004 budget.

Plans for 2003–2004

Revenue

As in previous years we expect a limited income stream. The sale of our day planner and advertisements in the planner will again generate income for us in the 2003-2004 year. Net proceeds from the day planner will be approximately $4,000 and is transferred to the Jamie R Greilich Memorial Bursary, which is used to support students with disabilities. The university also continues to contribute financially to the support of students with disabilities. This year’s support is approximately $68,000. This amount does not include the capital investment, including equipment that was required to establish our lab for students with learning disabilities. This investment is estimated at approximately $90,000.

Other revenue sources include the administering of LD assessments, where our resources permit.

Project funds from the student union for transcription services equipment, as well as recoveries from bursary funds for completed assessments are also other sources of income. There are also returns from March of dimes for attendant assistance which can be expected through the year.

Expenses

Our costs will continue to grow this year. This trend seems likely to continue in the immediate future as student enrolment grows, our services become better known, more students are prepared to come forward (as stigma declines), and some of our services such as learning disabilities expand (the development of Our ATLAS PROGRAM). Staffing did increase through temporary funding last year (2002-2003) and is now at 6.9 FTE’s with the addition of a learning strategist (LD), Assistive Technologist, and a .4 disability specialist in mental health. We are also anticipating the need to add at least a .5 disability specialist in the 2003-04 fiscal periods to assist with the continuing growth that we are experiencing.

These increases in demand for our services (see stats in data section of 2002-2003 annual report) to which we are responding with increased staffing, and the initiatives in the LD area through the development of our LD lab all contribute to other related expenses. Our costs will therefore increase to reflect that reality.

These expense increases will therefore be reflected in budget lines that correspond to equipment/computers, travel, education training and development, memberships (in professional bodies such as IDIA).

Accommodation for Tests and Exams require a special mention in this regard. We anticipate at least a 25% increase in the administration of tests and exams during the next academic year. Test administration is costly, since many players are involved in a process which requires high levels of organization, continuous communication with students, faculty,
administrators, and others which finally culminates in an exam which is usually invigilated. This process also requires significant options in terms of space availability, something in very short supply at this and probably most Ontario universities today. Because of this context, and operating reality, we will need to spend more in order to meet these challenges successfully. This means being able to bring in additional resources such as invigilators when necessary or clerical assistance to book tests and generally manage the increase work load at peak periods. We will also be investigating possibilities for the establishment of a testing centre (home) where the many students receiving test accommodation can have their needs met. Now we scramble far too often to meet this growing need. (186 tests booked through CSD October 2002 VS 300 booked in October 2003).

Finally, as our team at CSD, in combination with our other university partners continues to strive toward achieving a barrier-free education for students with disabilities the impact on costs will be upwards. The hiring of a director for CSD will help considerably to manage the many challenges that are anticipated in the year ahead, and years to come. Managing costs through the development and management of effective systems, both of service delivery, and administrative controls are paramount to the success of our program from both a client and fiscal perspective.

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

*See Appendix V for details regarding 2003 - 2004 projections.
Appendix I
Appendix IIa)
### Students by Disability and Faculty 2002-2003

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Acquired Brain Injury</th>
<th>Blind/Visually Impaired</th>
<th>Chronic Medical / Psychological</th>
<th>Deaf/Deafened / Hard of Hearing</th>
<th>Learning Disability / ADHD</th>
<th>Mobility</th>
<th>Multiple</th>
<th>Others</th>
<th>Total</th>
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</thead>
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<td><strong>Total</strong></td>
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![Graph showing disability distribution by faculty]
### Breakdown of Disabilities and Accommodations 2002-2003

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>ABI</th>
<th>Blind</th>
<th>Mental</th>
<th>Deaf</th>
<th>LD/ADD</th>
<th>Mobility</th>
<th>Multiple</th>
<th>Others</th>
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</thead>
<tbody>
<tr>
<td>Extra Testing time</td>
<td>7</td>
<td>1</td>
<td>22</td>
<td>4</td>
<td>47</td>
<td>21</td>
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<td>Separate room for Tests/Exams</td>
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<td>Special accommodation for spelling/spell check</td>
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<tr>
<td>Braille for Tests/Exams</td>
<td>2</td>
<td>17</td>
<td></td>
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</tr>
<tr>
<td>Printed Tests/Exams answers</td>
<td>1</td>
<td>5</td>
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<tr>
<td>Copies of classroom overheads</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>16</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra time for assignments</td>
<td>5</td>
<td>19</td>
<td>58</td>
<td>1</td>
<td>9</td>
<td>17</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Taped textbooks</td>
<td>2</td>
<td>6</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Special Parking</td>
<td>2</td>
<td>38</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Special Timetable</td>
<td>6</td>
<td>19</td>
<td>157</td>
<td>3</td>
<td>19</td>
<td>60</td>
<td>61</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>38</td>
<td></td>
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<tr>
<td>Group room</td>
<td>3</td>
<td>3</td>
<td></td>
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<td></td>
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<tr>
<td>CD Tests</td>
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<td></td>
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</tr>
</tbody>
</table>

### Chart

The chart visualizes the breakdown of disabilities and accommodations from 2002-2003. Each bar represents a different accommodation, and the height of the bar indicates the number of occurrences for each disability category. The categories are color-coded, with each color representing a different disability type.
Appendix IIb)
Three Year Comparison of Notetaking Program

![Bar Chart]

- Number of Students: 137, 128, 147, 128
- Number of Notetakers: 195, 168, 186, 236
- Number of Courses: 272, 186, 236

Key:
- [ ] 00-01
- [x] 01-02
- [ ] 02-03
Tests and Exams at CSD (Three Year Comparison)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2001</td>
<td>682</td>
</tr>
<tr>
<td>2001-2002</td>
<td>614</td>
</tr>
<tr>
<td>2002-2003</td>
<td>785</td>
</tr>
</tbody>
</table>
Appendix VI
Excerpted Data from 2002-2003 CSD Annual Report

Table VI.a
Reasons students and others initially requested individual appointments with counselling staff, coordinators, intern and peer helpers, as judged by counsellors, coordinators, intern and peer helpers at the time of initial visits.

<table>
<thead>
<tr>
<th>Problem or Topic</th>
<th>Number of Students*</th>
<th>Number of Visits*</th>
<th>Average visits per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Emotional/personal problem(s)</td>
<td>689</td>
<td>2566</td>
<td>3.72</td>
</tr>
<tr>
<td>2. Problem(s) with a relationship (family, friend, other)</td>
<td>425</td>
<td>1233</td>
<td>2.90</td>
</tr>
<tr>
<td>3. Academic pressure, concern about academic performance, dissatisfaction about marks</td>
<td>517</td>
<td>1054</td>
<td>2.04</td>
</tr>
<tr>
<td>4. Academic skills: reading, note-taking, class presentations, studying for exams</td>
<td>235</td>
<td>319</td>
<td>1.36</td>
</tr>
<tr>
<td>5. Writing skills: essays, reports, etc.</td>
<td>52</td>
<td>104</td>
<td>2.00</td>
</tr>
<tr>
<td>6. Other (usually concern about career and educational alternatives)</td>
<td>184</td>
<td>274</td>
<td>1.49</td>
</tr>
<tr>
<td>7. ESL</td>
<td>24</td>
<td>39</td>
<td>1.63</td>
</tr>
<tr>
<td>8. Inquiries</td>
<td>6</td>
<td>6</td>
<td>1.00</td>
</tr>
<tr>
<td>9. Disabilities</td>
<td>431</td>
<td>2023</td>
<td>4.69</td>
</tr>
<tr>
<td>10. Inquiries about disability services</td>
<td>67</td>
<td>111</td>
<td>1.66</td>
</tr>
</tbody>
</table>

*These numbers are compiled by counsellors and program coordinators. Some students see more than one counsellor or program coordinator, and some have more than one reason for requesting assistance. For these reasons, the numbers of students seen for each reason are in total greater than the actual number of students seen.
Table VI.b
Number of students with disabilities registered with CSD in recent years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximate</td>
<td>260</td>
<td>270</td>
<td>267</td>
<td>338</td>
<td>313</td>
<td>431</td>
</tr>
<tr>
<td>numbers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table VI.c
Number of students with disabilities, by disability.

<table>
<thead>
<tr>
<th>Disability</th>
<th>Number of students</th>
<th>Numbers including multiple disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning disability*</td>
<td>84</td>
<td>118</td>
</tr>
<tr>
<td>Mental health diagnosis</td>
<td>105</td>
<td>152</td>
</tr>
<tr>
<td>Physical / mobility</td>
<td>47</td>
<td>58</td>
</tr>
<tr>
<td>Chronic medical</td>
<td>46</td>
<td>84</td>
</tr>
<tr>
<td>Attention deficit disorder</td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td>Acquired brain injury</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Blind / low vision</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>Deaf / hard of hearing</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>Learning disability and attention deficit disorder</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Multiple</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>431</strong></td>
<td></td>
</tr>
</tbody>
</table>

* This year we saw an increase in the number of students coming to the Centre wondering if they had a learning disability. Seventy-five students initially came in with this question, of these, 41 were further screened and 19 were referred for an assessment (17 of these were a full assessment and 2 were partial assessments). Of these 19 students, 15 were diagnosed with a disability. In addition, 12 students were referred for updated assessments (8 of which were full assessments and 4 were partial) to gain current information regarding their learning disability (two students were found to no longer meet the criteria for a learning disability). The Centre for Student Development administered 15 of these assessments (9 full and the 6 partial assessments). A doctoral intern, under the supervision of the LD Coordinator, completed three of the assessments and the Learning Strategist administered the 6 partial assessments.
Table VI.d
Reasons cited by students for initial visits with counsellors/coordinators/peer helpers in recent years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional/personal concerns</td>
<td>336</td>
<td>382</td>
<td>468</td>
<td>469</td>
<td>488</td>
<td>607</td>
</tr>
<tr>
<td>Problems with a relationship</td>
<td>158</td>
<td>198</td>
<td>225</td>
<td>199</td>
<td>229</td>
<td>278</td>
</tr>
<tr>
<td>Academic performance,</td>
<td>213</td>
<td>254</td>
<td>389</td>
<td>364</td>
<td>357</td>
<td>493</td>
</tr>
<tr>
<td>concerns about marks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic skills: reading,</td>
<td>232</td>
<td>221</td>
<td>224</td>
<td>219</td>
<td>235</td>
<td>339</td>
</tr>
<tr>
<td>note-taking, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Skills</td>
<td>265</td>
<td>212</td>
<td>217</td>
<td>207</td>
<td>222</td>
<td>111</td>
</tr>
<tr>
<td>Other (career related)</td>
<td>28</td>
<td>80</td>
<td>110</td>
<td>93</td>
<td>77</td>
<td>147</td>
</tr>
<tr>
<td>Disability related</td>
<td>250</td>
<td>279</td>
<td>330</td>
<td>352</td>
<td>392</td>
<td>431</td>
</tr>
</tbody>
</table>

Peer Helper Led Disability Programs

Transcription Services: Transcription services recruited and utilized a number of volunteers in 2002-2003. The role of the volunteers was to make custom courseware for various courses, scan the material, convert it to a text file, edit it, save it in a text file, and send it along electronically (or on CD) to a student with a print disability. Students with print disabilities include those with learning disabilities, those who are blind or visually impaired, and those who cannot physically manage the use of a print text due to a physical limitation. Volunteers worked two to three hours weekly converting more than five printed copies of custom courseware to electronic text. Two peer helpers coordinated the program including recruiting and hiring volunteers, scheduling work, contacting the library resources department to acquire names of specific texts for conversion, contacted the bookstore to secure a print copy of the text, and distribution to students.

Volunteer Program: The Volunteer Program was in its second year of service. One peer helper recruited, interviewed, and selected volunteers to work one-on-one with students with disabilities. The peer was also responsible for follow-up with both the volunteers and students with disabilities to ensure matches were well served and to address any problems or issues arising from volunteer matches. Volunteers assisted students with disabilities with many academic and school related needs including typing class notes, typing essays, getting material from the library, getting food from the cafeteria, picking up books from the bookstore, among other things.

Note taking Service: The demand for notetaking services increased again this year, reflecting the increase in students with disabilities registered with the Centre. There were 128 students getting notes, 170 notetakers and a total of 272 (3-unit) courses for which notes were acquired (all numbers include terms 1, 2 and 3). Our new database system helped us to manage these numbers and enabled a quicker start-up time at the beginning of each term. Despite this, and the dedication and hard work of our three peer helpers, we were greatly
challenged in responding to the demand. We will have four peer helpers for the coming year.

Accommodations Accessed by Students with Mental Health Related Disabilities

The number of students with mental health disabilities who are registered with CSD for accommodations has significantly increased in recent years. Table 5 demonstrates the number of students with mental health related disabilities. Depression represented the most common reason for accessing accommodations. A combination of depression and anxiety was the second most frequent reason for seeking accommodations, closely followed by specific anxiety-related disabilities. Students also benefited from accommodations for disabilities such as personality disorder, schizophrenia and post-traumatic stress disorder. In addition, a number of students presented with a combination of two or more mental health disabilities, or a combination of mental health disability with a chronic medical disability. Upon review of medical documentation, assessing and discussing disability related challenges and strengths with students, and consultation with faculty by appropriate Program coordinator and/or student, reasonable accommodations were implemented to support the nature of the students' disabilities.

Policies and Procedures Regarding Support Services

Policies and procedures that pertain to students informing their instructors of their recommended accommodations have changed this year. Students with disabilities are accountable for informing their instructors of specific disability related needs in relation to their courses. As of September 2001, students are responsible for requesting that their instructors sign a letter written by their CSD Program Coordinator to confirm their registration with CSD, outline their recommended accommodations, and request consultation as needed. The instructors are given one copy to keep for their records, and the student is responsible for returning a second signed copy to CSD. The purpose of having the letter signed is for CSD to have confirmation that the instructor agreed to the recommended accommodations, and for the students to work towards establishing good working relationships with their instructors, as well as to provide necessary information in order to implement the appropriate accommodations.

Staff (Revisions)

There will be further changes to the staff this year. The following list outlines CSD’s 2002-2003 staff positions. Bold typeface denotes deletions for the 2003-2004 year.

Caroline Cayuga: Programme Coordinator (Learning Specialist)
Tim Nolan: Programme Coordinator (Disability Specialist)
Kerri-Ann Fitzgerald: Programme Coordinator (Disability Specialist), (Holly Adams May 03 to Oct. 16/03)
David Palmer, Academic Skills Coordinator
Julia Shelley: Accommodations Assistant
Kim Shaw: Assistive Technologist
Nancy McQuigge: Learning Strategist
Patrick Burek: Academic Skills Coordinator/Personal Counsellor
Bill Wilkinson: Psychologist
Kate Henry, Psychologist
Debbie Nifakis: Psychologist
Pam Elmslie, Intern
Igor Sukonnik: Personal Counsellor
Marge Marriott: Personal Counsellor/Leadership Coordinator
Noreen Myers: Administrative Assistant
Rachel Diaconu: Receptionist
Mike Dinunzio: Systems Administrator

Contact Information

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L8S 4S4

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Web: http://csd.mcmaster.ca
Email: csd@mcmaster.ca