McMASTER UNIVERSITY

YEAR-END REPORT 2009 – 2010
ACCESSIBILITY FUND FOR STUDENTS WITH DISABILITIES

MINISTRY OF TRAINING, COLLEGES AND UNIVERSITIES

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ODA Plan website: http://www.mcmaster.ca/accessibility/

June 30, 2010
# YEAR END REPORT 2009 - 2010

TO THE

MINISTRY OF TRAINING, COLLEGES AND UNIVERSITIES

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ORGANIZATIONAL CHART

Disability Services

See Appendix I

Centre for Student Development

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Staffing Changes:

Note 1: Pauline O'Brien (Program Coordinator, Disability Specialist) on career growth as Personal and Academic Counsellor effective May 15, 2009 and replaced by Carol Hartung effective August 17, 2009

SERVICES AND ACCOMMODATIONS

- CSD continued to provide a high level of support to students with disabilities including notetaking, tests/exams, peer programs, academic accommodations, learning strategies, assistive technology support, alternate format textbook support, counselling, academic skills and a summer transition program
- Hired students to organize the 4-day HYPE! (Helping You Personalize Education!) Transition Camp for first year students
- Learning strategist provide appropriate programs using learning strategies designed to assist students with disabilities
- Peer Helpers, trained and supervised by professional staff, to assist students with their needs i.e. time management, organizational skills, writing skills, research skills, finding a tutor, volunteer support and notetaking
- Mental Health Working group with Campus Health Office
- Conducted disability services area planning retreat
- Hired work study students to provide transcription of text material support
- Hired work study students to provide notetaking assistance to students with disabilities
- Ongoing web based support for students with disabilities i.e. notetaking and test booking and provision of accommodation letter and on-line appointment booking
- Provide extensive support to students in the administration of tests and exams
- Provide information to students regarding work opportunities and scholarships/financial assistance
- Provide extensive early support to first year students and prospective students inquiring about accommodation support
- Consult extensively with Faculties and instructors on the provision of accommodation
- Collaborate closely with departments within the university (academic) and Student Affairs (such as Housing, Career Services, International Services and Financial Aid Services) on accommodation and support of students with disabilities
LIBRARY SERVICES FOR STUDENTS WITH DISABILITIES

1. Summer 2009

<table>
<thead>
<tr>
<th>Service</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students served</td>
<td>14</td>
</tr>
<tr>
<td>Students with low vision</td>
<td>3</td>
</tr>
<tr>
<td>Students who are blind</td>
<td>2</td>
</tr>
<tr>
<td>Students with a learning disability</td>
<td>6</td>
</tr>
<tr>
<td>Students with a physical disability</td>
<td>1</td>
</tr>
<tr>
<td>Students with a mental health disability</td>
<td>1</td>
</tr>
<tr>
<td>Students with other disability</td>
<td>2</td>
</tr>
<tr>
<td>Total alternate format requests</td>
<td>25</td>
</tr>
<tr>
<td>Alternate format textbook requests</td>
<td>19</td>
</tr>
<tr>
<td>Alternate format custom courseware requests</td>
<td>4</td>
</tr>
<tr>
<td>Alternate format Reserve article requests</td>
<td>2</td>
</tr>
</tbody>
</table>

By format

- Braille format requests
- Kesi format requests
- Large print format requests
- Mp3 format requests
- PDF format requests
- Word format requests

Transcriptions done in-house: 11
Research help consultations: 5
Book retrieval and photocopy assistance: 5

2. Fall 2009

These statistics also include statistics for courses which began in September 2009 and ended in April 2010.

<table>
<thead>
<tr>
<th>Service</th>
<th>Count</th>
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<tbody>
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<tr>
<td>Students with low vision</td>
<td>8</td>
</tr>
<tr>
<td>Students who are blind</td>
<td>3</td>
</tr>
<tr>
<td>Students with a learning disability</td>
<td>26</td>
</tr>
<tr>
<td>Students with a physical disability</td>
<td>4</td>
</tr>
<tr>
<td>Students with a mental health disability</td>
<td>2</td>
</tr>
<tr>
<td>Students with other disability</td>
<td>3</td>
</tr>
<tr>
<td>Total alternate format requests</td>
<td>251</td>
</tr>
<tr>
<td>Alternate format textbook requests</td>
<td>186</td>
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<td>Alternate format custom courseware requests</td>
<td>39</td>
</tr>
<tr>
<td>Alternate format Reserve article requests</td>
<td>22</td>
</tr>
<tr>
<td>Alternate format journal article requests</td>
<td>4</td>
</tr>
</tbody>
</table>

By format

- Kesi format requests
- Large print format requests
- PDF format requests
- Word format requests
- Daisy format requests
3. Winter 2010

| Transcriptions done in-house | 97 |
| Research help consultations | 9 |
| Book retrieval and photocopy assistance | 25 |

<table>
<thead>
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<th>51</th>
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<tbody>
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<td>7</td>
</tr>
<tr>
<td>Students who are blind</td>
<td>2</td>
</tr>
<tr>
<td>Students with a learning disability</td>
<td>27</td>
</tr>
<tr>
<td>Students with a physical disability</td>
<td>3</td>
</tr>
<tr>
<td>Students with a mental health disability</td>
<td>1</td>
</tr>
<tr>
<td>Students with other disability</td>
<td>11</td>
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<table>
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<tr>
<th>Total alternate format requests</th>
<th>187</th>
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<tbody>
<tr>
<td>Alternate format textbook requests</td>
<td>154</td>
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<tr>
<td>Alternate format custom courseware requests</td>
<td>25</td>
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<td>2</td>
</tr>
<tr>
<td>Alternate format journal article request</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>By format</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kesi format requests</td>
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<tr>
<td>MP3 format requests</td>
<td>1</td>
</tr>
<tr>
<td>PDF format requests</td>
<td>109</td>
</tr>
<tr>
<td>Word format requests</td>
<td>68</td>
</tr>
</tbody>
</table>

| Transcriptions done in-house | 101 |
| Research help consultations | 14 |
| Book retrieval and photocopy assistance | 22 |

3.1. Notes
- Book retrieval requests made at Circulation Desks are not included in these totals. There are no statistics available for these requests.
- Students with other disability may include students who do not require alternate format material but who do use other services offered by this office.

ENHANCED SERVICES FOR STUDENTS WITH LEARNING DISABILITIES

Learning Strategist Activities:

- Presentations included two workshops given in HYPE! (Helping You Personalize Education), one of which was devoted to study skills. The other involved approaches to essay writing. Both were aimed at an audience of prospective university students with learning disabilities who were involved in summer orientation.
- Other academic presentations included workshops to Nursing, Occupational Therapy, Physiotherapy, Athletic Services, Communication Studies, English as a Second Language, both graduate and undergraduate, and First Generation workshops.
- Professional Development included an informal workshop we held with other learning disability professionals in the area. In addition, I attended a two-day workshop in Acceptance and Commitment Therapy held at University of Toronto in April 2010. I have almost completed a Learning Disability Specialist Certificate from Cambrian College, which I began in September 2009.

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• Most learning strategies appointments for students with disabilities involved discussion of writing skills, roughly about 2/3 compared to 1/3 devoted to study skills and planning. Roughly 1/2 of appointments were subject-specific.
• 212 Learning strategist appointments (one hour each)
• 17 Presentations (writing skills, study skills, etc)

Assistive Technologist Activities:

• Collaborating with disability coordinators (physical, learning, mental health), libraries, and faculty to discuss possible avenues of accommodation with technology
• Maintaining computer systems which include AT software setup for tests and exams
• Assisting in process of having AT implemented for students with disabilities on campus; e.g. CART services
• Assessing needs for AT through discussions with coordinators, discussions with students, trial of technology with students, and reviewing documentation provided by other assessments such as Psycho-Educational
• Technology training set at a pace which is manageable based on comfort level with technology and progress made
• Delivering strategies with technology that compliment LS strategies; e.g. SQ5R in Kurzwell, Madman Architect Carpenter Judge in Inspiration
• On-going support and an open door for any type of support students may need
• Staying abreast of current and emerging technologies which may support students with disabilities, universal design in learning, and university infrastructure as it relates to the previous two
• Consulting within the university helps to make informed decisions on accessibility with respect to technology and AT
• Participating in and delivering seminars and information sessions to faculty and staff on AT, and information accessibility
• Sharing information with respective AT personnel at other institutions on common issues; e.g. Brock University, Niagara College, Mohawk College, Sheridan College, etc.

PROFESSIONAL DEVELOPMENT

Professional Affiliations:
• Member of the IDIA
• Member of the CADSPE
• Member of the AHEAD
• Member of the Advisory Committee for Persons with Disabilities – City of Hamilton
• Member of the Transportation Sub Committee of the Advisory Committee for Persons with Disabilities – City of Hamilton
• Member of the COU-AODA Reference Group
• Consultant of the McMaster University Access and Accommodation working group
• Member of the Board of Directors of Community Living Hamilton
• Member of the President’s Advisory Committee on Building an Inclusive Community (PACBIC)
• Consultant to McMaster University Accessibility Council (MAC)
• Member of the Ontario Association of Social Workers and Social Service Workers
• Member of the Ontario College of Social Workers and Social Service Workers
• Member of the CADSPPE Ad-Hoc Committee on Transcription Issues

Professional Development Activities of Staff:

• Involved with local and provincial disability related activities such as the Hamilton Advisory Committee for Persons with Disabilities, the Inter-University Disability Issues Association (IDIA), and the Canadian Association of Disability Service Providers in Post-Secondary Education (CADSPPE),
• AODA Customer Service Training, April 2010
• In-Service training for Program Coordinators, April 2010
• Centre for Leadership in Learning (CLL) Learning Technologies, April 2010
• CSUN Conference in San Diego, California, March 2010
• Oracle Workshop, March 2010
• Acceptance and Commitment Therapy workshop, September 2009 to March 2010
• “Disabilities Matter: It's the new Law” workshop, March 2010
• ODSP Workshop, February 2010
• Inspiring from Within Conference, February 2010
• Workplace Essential Skills Partnership (WESP) Workshop for College and University CSD, January 2010
• IDIA, November 2009 and February 2010
• Positive Psychology workshop, November 2009
• Student Voice, August 2009
• Staff Retreat, August 2009
• ODSP Employment Supports Workshop, Summer 2009
• Budgeting session, June 2009
• Hamilton Community Foundation “Leadership for Tough Times: A learning opportunity for CEOs and board chairs”, June 2009
• Post-secondary Disability Training, June 2009
• CACUSS in Waterloo, June 2009
• Aiming for Accessibility in Guelph, May 2009
• Certificate Program on Learning Disability Specialist (on going)
• Certificate Program on Solution Focused Therapy (on going)
• Adult Education Diploma (on going)
• Masters of Applied Disability Studies (on going)
• Employees Health and Safety Training e.g. Fire Safety, Ergonomics, Office WHIMIS, Slips Trips and Falls, Violence in workplace and Asbestos Awareness

MARKETING/OUTREACH TO INTERNAL/EXTERNAL COMMUNITY

• Consultation with Faculties' Assistant Deans, Human Rights and Equity Services, Ombuds, academic and administrative departments to discuss issues around academic accommodation process and updates on CSD services
• Consultation with Dean of Graduate Studies to discuss academic accommodation process
• Consultation with Mohawk College on academic accommodation procedures for B-Tech, Nursing and Medical Radiation programs

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• Consultation with Registrars Office, Human Rights and Equity Office and 3rd party consultants re: Exams and Accommodation procedures
• Faculty consultation (roundtable discussion)
• Supervised Social Work student to further research with students with disabilities
• Organized 4-day HYPE transition program for students moving from high school to university (one student moving from undergraduate to graduate studies)
• Collaborate closely with OCHA, COU, Campus Health Services and other stakeholders on mental health services issues and needs
• Involved with the CADSPPE Ad Hoc Committee on Transcription Issues
• Participates on COU Reference Group on Access under AODA
• Presentations to Society for Manitobans with Disabilities, Health Sciences Librarians, Midwifery Education Program and Graduate Studies
• Associated with local disability services, agencies and government
• As University Advisor on Disability Issues, consulted with university in compliance with AODA within university community
• Consulted on outreach information
• Presentation to HYPE! participants on Students transition to McMaster University; and Stress and Anxiety
• Presentation to faculty and staff attending the Centre for Leadership in Learning technologies conference
• Met with representatives of MCSS re: career and employment for students with disabilities

PARTNERSHIP/COLLABORATIVE EFFORTS/LINKAGES

• Collaboration with Career Services on ACT (Accessible Career Transition) Program to provide personal support and career experience that will result in employment success
• Continued consultation on campus access audit
• Close working relationship with the Registrar’s office to coordinate university exams, student time table and accessible classroom scheduling
• Close working relationship with the University library on service and access
• Consultation with Housing Services re: access and accommodation needs
• Consultation with Campus Health Services on diagnosis, particularly with regard to mental health
• Consultation with Financial Aid Office re: bursaries for students with disabilities
• Consultation with Facility Services re: access issues and designs
• Consultation with Faculty on Automated service delivery system (e.g. on line test booking, on line accommodation letters, etc)
• Consultation with University Technology Services and Registrar’s Office on Automated service delivery system (e.g. on line test booking, on line accommodation letters, etc)
• Consultation with TechnoPro Solutions on Automated service delivery system (e.g. on line test booking, on line accommodation letters, etc)
• Consultation with Campus Parking and Transit Services on access issues
• CSD Director is representative on the Associate’s Dean committee
• Consultation with Athletic and Recreation on accessible facilities

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- Consultation with University Technology Services on accessible web and information access
- Consultation with University Library and University Technology Services on purchase and installation of access technology tools

EQUIPMENT ACQUISITION/TECHNOLOGY

- Equipment – replacement and maintenance for staff computer access and access technology
- Upgrade of equipment for test and exam accommodations

POLICY REVIEW

- No changes to institutional policy. For McMaster’s policy, please refer to: www.mcmaster.ca/policy/
- Policies related to AODA Customer Services have been developed and are available at: www.mcmaster.ca/accessibility/

ACCESS TO OPPORTUNITY FUNDING

SECTION 2 Data Collection

Table I: Total Number of Students Reported According to Principal Disability

<table>
<thead>
<tr>
<th>Total Number of Students Reported According to Principal Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 – Acquired Brain Injury</td>
</tr>
<tr>
<td>02 – Attention-deficit/hyperactivity disorder</td>
</tr>
<tr>
<td>03 – Chronic Illness / Systemic/Medical</td>
</tr>
<tr>
<td>04 – Deaf, deaf, Deafened, Hard of Hearing</td>
</tr>
<tr>
<td>05 – Learning Disability</td>
</tr>
<tr>
<td>06 – Low Vision, Blind</td>
</tr>
<tr>
<td>07 – Mobility/Functional</td>
</tr>
<tr>
<td>08 – Psychiatric</td>
</tr>
<tr>
<td>09 – Other *</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Note:
> Other consists of:
  - Wondering if they have a Learning Disability/ Attention Deficit Disorder
  - Screening
  - Inquiry about Disability Services at McMaster (prospective students)
  - Referral for assessment

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Table II: Total Number of Students in Table I who Received Services and Supports for Multiple Disabilities

| Total number of students in Table I who received services and supports for multiple disabilities | 155 |

Table III: Total Number of Accommodated Disabilities

<table>
<thead>
<tr>
<th>Total Number of Accommodated Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 – Acquired Brain Injury</td>
</tr>
<tr>
<td>02 – Attention-deficit/hyperactivity disorder</td>
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</tr>
<tr>
<td>07 – Mobility/Functional</td>
</tr>
<tr>
<td>08 – Psychiatric</td>
</tr>
<tr>
<td>09 - Other</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

SECTION 3 Reporting Requirements for Enhanced Services Funding

A. Students

| i. Number of students receiving support from a Learning Strategist | 92 |
| ii. Number of students receiving support from an Assistive Technologist | 77 |
| iii. Number of students receiving support from an LS/AT | 0 |
| iv. Total number of students with specific learning disabilities receiving Enhanced services | 147 |

B. Number of Psycho-educational Assessments Completed

| i. Number of assessments with costs covered by the Accessibility Fund for Students with Disabilities | 0 |
| ii. Number of assessments with costs covered by the OSAP Bursary for Students with Disabilities (BSWD) | 19 |
| iii. Number of assessments with costs covered by health insurance | 1 |
| iv. Number of assessments referred to a Regional Assessment and Resource Centre (RARC or NOARC) | 5 |
| v. Number of assessments with costs covered by other external funding | 3 |
| vi. Number of assessments with costs not covered under i-v but covered by the institution | 0 |
| **Total number of Psycho-educational Assessment completed** | **28** |
C. Identification of Students with a Learning Disability

| Total number of students identified as having a confirmed learning disability supported by appropriate documentation | 245 |

NOTE:
All students whose documentation identified their learning disability as either a primary or secondary disability.

SECTION 4 2009 – 2010 Interpreter Fund Report 2009-10

See Appendix III

SECTION 5 2009 – 2010 FINANCIAL STATEMENT

See Appendix IV

OPTIONAL REPORTING FOR REVENUE AND EXPENDITURES OVER AND ABOVE MTCU FUNDING

SECTION 6 APPENDICES

Appendix I Organizational Structure of the Disability Services 2009-10
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Centre for Student Development
APPENDIX I

Organizational Structure of the Disability Services 2009-10
Organizational Structure of the Centre for Student Development
Disability Services May '09 – Apr. '10

AVP (Student Affairs) & Dean of Students
Dr. Phil Wood

Director of Student Services
Gina Robinson

Director, Centre for Student Development
Desmond Pouyat

Services for Students with Disabilities
Manager, Disability Services & University Advisor on Disability Issues
Tom Nolan (1 FTE)

Tests & Exams Coordinator
April Beresford (1 FTE)

Administrative Assistant
Aileen Pineda (0.8 FTE)

Program Coordinator, Disability Specialist
Brian Poole (0.16 FTE)

Program Coordinator, Disability Specialist
Julia Shelley (1 FTE)

Program Coordinator, Disability Specialist
Henriette Silman (1 FTE)

Administrative Assistant
Noreen Myers (0.5 FTE)

Coordinator, Library Services for Students with Disabilities
Lorna Turcotte (Mills) (0.5 FTE)

Program Coordinator, Disability Specialist
Mei-Ju Shih (1 FTE)

Program Coordinator, Disability Specialist
Pauline O'Brien (0.8 FTE) Note 1

Assistive Technologist
Clark Cipryk (1 FTE)

Learning Strategist
Joanne Buckley (0.8 FTE)
APPENDIX II

Organizational Structure of the Centre for Student Development
2009-10