McMaster University
Student Accessibility Services

Year – End Report
2010 – 2011

To The: MINISTRY OF TRAINING, COLLEGES
AND UNIVERSITIES

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ODA Plan website: http://www.mcmaster.ca/accessibility/
TABLE OF CONTENTS

Section 1 CENTRE FOR STUDENT DEVELOPMENT ACTIVITY REPORT
Organizational Chart – see Appendices I and II
Services and Accommodations
Library Services for Students with Disabilities
Enhanced Services for Students with Learning Disabilities
   Learning Strategist Activities
   Assistive Technologist Activities
Professional Development
Marketing/Outreach to Internal and External Community
Partnership/Collaborative Efforts/Linkages
Equipment Acquisition/Technology
Policy Review
Student Testimonials (see Appendix IV)

Section 2 DATA COLLECTION
Table I: Total Number of Students Self-Identified According to Principal Disability
Table II: Total Number of Students in Table I Receiving Support and Services for Multiple Disabilities
Table III: Total Number of Accommodated Disabilities

Section 3 REPORTING REQUIREMENTS FOR ENHANCED SERVICES FUNDING

Section 4 INTERPRETER FUND REPORT 2010/11 – see Appendix V

Section 5 FINANCIAL STATEMENT 2010/11 – see Appendix VI

Section 6 APPENDICES
Appendix I Organization of the Disability Services 2010-11
Appendix II Organization of the Centre for Student Development 2010-11
Appendix III Disability Awareness Campaign/Posters
Appendix IV Student Testimonials
Appendix V Interpreter Fund Report 2010-11
Appendix VI Financial Statement 2010-11
Appendix VII Notetaking Statistics 2010-11
SECTION 1  DISABILITY SERVICES ACTIVITY REPORT

ORGANIZATIONAL CHART

Disability Services  
See Appendix I  
Centre for Student Development  
See Appendix II

Staffing Changes:

Note 1: Desmond Pouyat (Director, Centre for Student Development) left his position in August 2010. Dr. Debbie Nitakis appointed as Acting Director

Note 2: Henriette Silman (Program Coordinator, Disability Specialist) on leave effective February 28, 2011  
Brian Poole (Program Coordinator, Disability Specialist) (0.3 FTE) increased his hours to back fill Henriette Silman’s leave

Note 3: April Beresford (Test/Exam Coordinator) on leave effective October 21, 2010  
Elizabeth Iaruci, Sandy Komhyr and Debra Hawkins hired part time temporary as Test/Exam Coordinator

SERVICES AND ACCOMMODATIONS

- Disability Services continued to provide a high level of support to students with disabilities including notetaking, tests/exams, peer programs, academic accommodations planning, learning strategies, assistive technology support, alternate format textbook support, supportive counselling, academic skills and a summer transition program
- Migrated to a new version of clockwork (Student Information System) including updating accommodation screen; refinement of data/file for exam/registrar needs; refinement of data and processes of test administration system including refined email messaging to students, faculty and administration staff for all terms
- Moved to a generalist practice model with ongoing staff PD provided on various disability topics
- Initiated “no show” policy and fees for missed appointments and tests/exams
- Development of Disability Services Guidebook for students
- Creation of “Yellow File” folder for faculty/instructors/TAs: Information for Instructional Support
- Hired students to organize the 4-day transition summer camp HYPE! (Helping You Personalize Education) for first year incoming and prospective students with disabilities
- Learning strategist provided appropriate programs using learning strategies designed to assist students with disabilities
- Student Success Centre Leaders, 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

- Provided ongoing Disability Awareness poster/information campaign (see Appendix III)
- Hosted disability services area planning retreat
- Continued to support students in the acquisition of LD/ADHD/ADD assessments
- Work study students provided transcription of text material support
- Work study students provided notetaking assistance to students with disabilities
- Ongoing web based support for students with disabilities i.e. notetaking, test booking, academic accommodation letters and on-line appointment booking
- Provided extensive support to students in the administration of tests and exams including private writing space, provision of adaptive technology and conversion of tests/exams to alternate formats to address specific disability-related needs
- Provided information to students regarding work opportunities and scholarships/financial assistance
- Provided 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, Student Success Centre and Career Services, International Student Services and Financial Aid and Scholarship) on accommodation and support of students with disabilities
- Consult extensively with the Office of Human Rights and Equity on general issues policy development and specific student complaint issues
- Implemented a workshop series including student success, strategies and information regarding LD and ADD/ADHD

**LIBRARY SERVICES FOR STUDENTS WITH DISABILITIES**

**Summer 2010**

<table>
<thead>
<tr>
<th>Total number of students served</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with low vision</td>
<td>1</td>
</tr>
<tr>
<td>Students who are blind</td>
<td>1</td>
</tr>
<tr>
<td>Students with a learning disability</td>
<td>8</td>
</tr>
<tr>
<td>Students with a physical disability</td>
<td>1</td>
</tr>
<tr>
<td>Total alternate format requests</td>
<td>23</td>
</tr>
<tr>
<td>Alternate format textbook requests</td>
<td>21</td>
</tr>
<tr>
<td>Alternate format custom courseware requests</td>
<td>2</td>
</tr>
</tbody>
</table>

**By format**

| Kesi format requests | 1 |
| PDF format requests  | 18|
| Word format requests | 4 |
| Transcriptions done in-house | 6 |
| Research help consultations | 5 |
| Book retrieval and photocopy assistance | 17 |
Fall 2010

These statistics also include data for courses which began in September 2010 and ended in April 2011.

<table>
<thead>
<tr>
<th>Total number of students served</th>
<th>46</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students with low vision</td>
<td>4</td>
</tr>
<tr>
<td>• Students who are blind</td>
<td>3</td>
</tr>
<tr>
<td>• Students with a learning disability</td>
<td>31</td>
</tr>
<tr>
<td>• Students with a physical disability</td>
<td>6</td>
</tr>
<tr>
<td>• Students with a mental health disability</td>
<td>3</td>
</tr>
<tr>
<td>• Students with other disability</td>
<td>3</td>
</tr>
<tr>
<td>Total alternate format requests</td>
<td>274</td>
</tr>
<tr>
<td>• Alternate format textbook requests</td>
<td>211</td>
</tr>
<tr>
<td>• Alternate format courseware requests</td>
<td>33</td>
</tr>
<tr>
<td>• Alternate format Reserve article requests</td>
<td>30</td>
</tr>
<tr>
<td>By format</td>
<td></td>
</tr>
<tr>
<td>• Braille format requests</td>
<td>1</td>
</tr>
<tr>
<td>• Kesi format requests</td>
<td>45</td>
</tr>
<tr>
<td>• MP3 format requests</td>
<td>20</td>
</tr>
<tr>
<td>• PDF format requests</td>
<td>155</td>
</tr>
<tr>
<td>• Word format requests</td>
<td>53</td>
</tr>
<tr>
<td>Transcriptions done in-house</td>
<td>129</td>
</tr>
<tr>
<td>Research help consultations</td>
<td>12</td>
</tr>
<tr>
<td>Book retrieval and photocopy assistance</td>
<td>15</td>
</tr>
</tbody>
</table>

Winter 2011

<table>
<thead>
<tr>
<th>Total number of students served</th>
<th>34</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students with low vision</td>
<td>5</td>
</tr>
<tr>
<td>• Students who are blind</td>
<td>3</td>
</tr>
<tr>
<td>• Students with a learning disability</td>
<td>21</td>
</tr>
<tr>
<td>• Students with a physical disability</td>
<td>4</td>
</tr>
<tr>
<td>• Students with other disability</td>
<td>4</td>
</tr>
<tr>
<td>Total alternate format requests</td>
<td>150</td>
</tr>
<tr>
<td>• Alternate format textbook requests</td>
<td>117</td>
</tr>
<tr>
<td>• Alternate format custom courseware requests</td>
<td>21</td>
</tr>
<tr>
<td>• Alternate format Reserve article request</td>
<td>12</td>
</tr>
<tr>
<td>By format</td>
<td></td>
</tr>
<tr>
<td>• Braille format requests</td>
<td></td>
</tr>
<tr>
<td>• Kesi format requests</td>
<td>22</td>
</tr>
<tr>
<td>• Large print format requests</td>
<td></td>
</tr>
</tbody>
</table>

- MP3 format requests | 5
- PDF format requests  | 107
- Word format requests | 16

Transcriptions done in-house | 74
Research help consultations | 5
Book retrieval and photocopy assistance | 16

Notes
- Book retrieval requests made at Circulation Desks are not included in these totals. Data is not collected for these requests.
- Students in the "other" disability category may include students who do not require alternate format material but who do use other services offered by this office.
- Individual students may have more than one disability.

**ENHANCED SERVICES FOR STUDENTS WITH LEARNING DISABILITIES**

**LEARNING STRATEGIST ACTIVITIES**

- Provided individualized learning strategist and academic skills support to students with disabilities
- Hosted workshops in Essay Writing and Study Skills for students with disabilities
- Hosted presentations on Exam preparation and notetaking for students with disabilities
- Hosted presentations for high school students parents and teachers
- Developed handouts on study skills, Cornell notetaking, and time management
- Attended and supported “Wondering If” workshops
- Other academic presentations included workshops to First Generation, Nursing, International Student Services, Occupational Therapy, Physiotherapy, both undergraduate and graduate (all groups include students with disabilities)
  - 21 workshops for undergraduate
  - 8 workshops for graduate
- Professional Development included an informal workshop we held with other learning disability professionals in the McMaster catchment area
- Attended a two-day workshop on Acceptance and Commitment Therapy
- Completed Learning Disability Specialist Certificate program through Cambrian College

**ASSISTIVE TECHNOLOGIST ACTIVITIES**

- Assessed students' needs for AT through discussions with coordinators, discussions with students, trial of technology with students, and review of documentation such as psychoeducational and neuropsychological reports
- Delivered strategies with technology that compliment LS efforts; e.g. SQ5R in Kurzweil, Madman Architect Carpenter Judge in Inspiration, Cornell Notaking with Digital Pen
- Supported SAS via distribution of information to students
- Assisted students with research, selection and purchase of AT
- Personal (one-on-one) technology training with students set at a pace which is manageable and based on comfort level with technology, and progress made
• Ongoing support with an open door policy for any type of AT support students may need
• Training students on AT used in an exam setting
• Supported SAS and the Registrar’s Office in the provision of test/exam accommodations
• Supported the University community on accessibility needs in technology, software purchases, web accessibility, classroom accessibility and instructional design by disseminating information, providing presentations and consulting
• Assisted in process of arranging AT for students with disabilities on campus; e.g. CART services
• Maintained and set up computer systems which include AT software for tests and exams
• Stay abreast of current and emerging technologies which may support students with disabilities, universal design in learning, and university infrastructure
• Collaborated with libraries, staff, and faculty to further accessibility on campus (Accessibility Community of Practice, Web Accessibility Group)
• Participated in and delivered seminars and information sessions to faculty and staff on AT, and information accessibility
• Shared information with AT colleagues at other institutions re: common issues (e.g. Brock University, Niagara College, Mohawk College, Sheridan College, etc.)

PROFESSIONAL DEVELOPMENT
Information provided in this section is a collective of all Student Accessibility Services staff, or the SAS department

Professional Affiliations:
• Member of the Inter-University Disability Issues Association (IDIA)
• Member of the Canadian Association of Disability Service Providers in Post-Secondary Education (CADSPPE)
• Member of the Association on Higher Education and Disability (AHEAD)
• Member of the Advisory Committee for Persons with Disabilities (ACPD) – 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
• Member of the McMaster President’s Advisory Committee on Building an Inclusive Community (PACBIC)
• Consultant to the McMaster University Access and Accommodation working group (PACBIC working group)
• Member of the Board of Directors of Community Living Hamilton
• 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
• Member of the McMaster Support for Students in Difficulty Committee (SSID)
• Member of the AODA Alliance (Ontario)
• Member of the McMaster Associate Deans group
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)
- In-service training for Disability Services staff
  - Asperger’s Et Al, September 2010
  - Acquired Brain Injuries, October 2010
  - Psycho-education Referral Process, IEP, etc., Oct 2010
- Human Resources Workshops
  - Redundancy – Layoff and recall, May 2010
  - Retirement/Investment/Pension, October 2010
  - Webinar on hiring/recruitment and payroll process, October 2010
- OCHA Conference, May 2010
- Acceptance Commitment Therapy (ACT) Conference, June 2010
- Aiming for Accessibility, June 2010
- Postsecondary Disability Training Institute, June 2010
- Smart Board Training, September 2010
- “FACE IT” Mental Illness lives here, October 2010
- Symposium on Disability and Counselling, October 2010
- Question, Persuade, Refer (QPR) workshop, October 2010
- 16th Annual Empowerment and Action day – Assistive Technology, October 2010
- Learning and Study Skills Association (LASSA) Conference, December 2010
- CLL Teaching and Learning Conference, December 2010
- Designing and Delivering Effective Presentations, March 2011
- AHEAD Audio conference on Mining LD documentation for clues in determining eligibility for specific accommodations, April 2011
- CLL Annual Learning Technology Symposium, April 2011
- AODA Customer Service on-line training
- Certificate Program on Solution Focused Therapy (ongoing)
- Masters of Applied Disability Studies (ongoing)
- Employee Health and Safety Training e.g. Fire Safety, Ergonomics, Office WHIMIS, Slips Trips and Falls, Violence in workplace, Asbestos Awareness and Violence and Harassment Prevention (ongoing)
- Learning Disability Specialist Certificate program through Cambrian College, September 2010 completed
- Attended Community of Practice meetings to develop centralized Accessibility website (ongoing)

MARKETING/OUTREACH TO INTERNAL AND EXTERNAL COMMUNITY

- Consultation with Centre for Leadership in Learning regarding accessibility of Avenue 2 Learn, and accessible pod casts (ongoing)
- Consultation regarding accommodation of students with disabilities in a Rehabilitation Sciences Post Graduate program, March 2011
- Consultation with Midwifery on preparation and presentation of degree requirements information for applicants and students with disabilities
Consultation with Faculties’ Assistant Deans, Human Rights and Equity Services, Ombuds, academic and administrative departments re: issues related to academic accommodation process and updates on CSD services – ongoing

Consultation with Dean of Graduate Studies to discuss academic accommodation process

Consultation with Mohawk College on academic accommodation procedures re: Mohawk-McMaster programs (B-Tech, Nursing and Medical Radiation)

Consultation with Registrars Office, Human Rights and Equity Office, Ombuds and 3rd party consultants re: Exams and Accommodation procedures

One-to-one consultations with Faculty, Advisors, Associate Deans, academic departments and faculty regarding individual students – ongoing

Supervised Social Work student re: completion of research with students with disabilities

Provided HYPE transition summer camp program for students transitioning to university

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

Involved with President’s Advisory Committee on Building an Inclusive Community (PACBIC) on issues related to inclusion at McMaster

Participated on COU Reference Group on Access under AODA

Presentations to School of Graduate Studies Management Team regarding academic accommodation of graduate students with disabilities

Presentation to B-Tech Engineering program on academic accommodation process for students with disabilities

Production of B-Tech Engineering video on academic accommodation process

Associated with local disability services, agencies and government

Consult with university Facility Services and other departments on physical accessibility and campus construction projects e.g. Kinesiology, Psychology, Athletics and Recreation

Initiated and administered Disability workshops for student with disabilities
  - Wonder If You Have LD/ADD/ADHD
  - The Accommodation Process
  - Assistive technology
  - Effective Notetaking
  - Writing That Winning Paper
  - Score Well On Your Finals
  - Financial Aid

Completed a very successful disability awareness poster campaign (see Appendix III)

Produced “Guide to Disability Services” for students

Created “Yellow File” for faculty, TAs and instructors

PARTNERSHIPS/COLLABORATIVE EFFORTS/LINKAGES

Consultation with Nursing program – Faculty, instructors and administrators on academic accommodation, documentation and process for clinical accommodation support
- Maintained regular meetings with the Registrar's Office in preparation and debrief of university exams; the security and transcription of tests/exams to alternate format; and shared pool of invigilators
- Consultation with the Undergraduate Medicine Program on accommodation of applicants with disabilities
- Collaboration with Campus Health, Counselling, Human Resources and Student Affairs on reorganization of Campus Health, Counselling and Disability Services (CSD)
- Consultation with Facility Services, Athletics and Recreation, Kinesiology and Facility staff (Psychology) on accessibility of new construction design
- Consultation with Health Sciences bookstore on photocopier accessibility and creation of accessible photocopy stations in open-access areas across campus
- Continued consultation on campus access audit
- Continued consultation with Housing Services re: access and accommodation needs of students with disabilities
- Continued consultation with Campus Health Services on disability diagnosis issues, particularly with regard to mental health and attention deficit disorders
- Continued consultation with Financial Aid Office re: bursaries for students with disabilities
- Extensive consultation with Medical Radiation Technology on academic accommodation of students with disabilities
- Continued consultation with Facility Services re: ongoing access issues and designs (e.g. campus lifts, campus map)
- Consulted with Facility Services, Human Resources, Occupational Health and Safety re: installation of washroom lift devices
- Consultation with University Technology Services re: design and creation of accessible campus building map
- Continued 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 University Technology Services re: Federal Government Enabling Change web accessibility funding proposal
- Consultation with TechnoPro Solutions on automated service delivery system (e.g. on line test booking, on line accommodation letters, etc)
- Continued consultation with Campus Security and Parking Services on access issues
- Consultation with Centre for Leadership and Learning re: accessible teaching and learning
- Consultation with Faculty Associate, Deans, Assistant Deans and Faculty/Advisors re: academic accommodation
- Consultation with post-graduate Rehabilitation Sciences (OT/PT) re: academic accommodation of students with disabilities
- Consultation with the developer (Desire2Learn software program) re: accessibility of the instructional learning management tool called "Avenue to Learn"

**EQUIPMENT ACQUISITION/TECHNOLOGY**

No major equipment purchases made. Expenses in this area relate to ongoing maintenance and upgrades
POLICY REVIEW

- Renewed consultation with the Office of the Human Rights and Equity Services re: policy amendment
- 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/
- No show policy for missed appointments and tests/exams has been developed and implemented effective January 2011. Please refer to: http://sas.mcmaster.ca/studentinfo.html#Responsibilities

STUDENT TESTIMONIALS

See Appendix IV
SECTION 2    DATA COLLECTION

Table I:    Total Number of Students Self-identified According to Principal Disability

<table>
<thead>
<tr>
<th>Total Number of Students Identified According to Principal Disability</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>01 – Acquired Brain Injury (ABI)</td>
<td>28</td>
</tr>
<tr>
<td>02 – Attention Deficit Hyperactivity Disorder (ADD/ADHD)</td>
<td>102</td>
</tr>
<tr>
<td>03 – Chronic Illness / Systemic / Medical</td>
<td>99</td>
</tr>
<tr>
<td>04 – Deaf, deaf, Deafened, Hard of Hearing</td>
<td>17</td>
</tr>
<tr>
<td>05 – Learning Disability (includes confirmed LD and non-confirmed LD)</td>
<td>267</td>
</tr>
<tr>
<td>06 – Low Vision, Blind</td>
<td>20</td>
</tr>
<tr>
<td>07 – Mobility / Functional</td>
<td>72</td>
</tr>
<tr>
<td>08 – Psychiatric / Mental Health</td>
<td>462</td>
</tr>
<tr>
<td>08 A – Autism Spectrum Disorder</td>
<td>1</td>
</tr>
<tr>
<td>09 – Other – A</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1073</td>
</tr>
<tr>
<td>* Other B – Prospective students and other inquiries</td>
<td>77</td>
</tr>
</tbody>
</table>

* OTHER refers to inquiries about Disability Services at McMaster (prospective students seen but not served)

Table II:    Total Number of Students in Table 1 receiving services and supports for multiple disabilities

<table>
<thead>
<tr>
<th>Total Number of Students in Table 1 receiving services and supports for multiple disabilities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>169</td>
</tr>
</tbody>
</table>

Table III:    Total Number of Disabilities Accommodated (i.e. to capture total disabilities accommodated including students with one or more than one disability)

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF DISABILITIES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>01 – Acquired Brain Injury (ABI)</td>
<td>32</td>
</tr>
<tr>
<td>02 – Attention Deficit Hyperactivity Disorder (ADD/ADHD)</td>
<td>149</td>
</tr>
<tr>
<td>03 – Chronic Illness / Systemic / Medical</td>
<td>129</td>
</tr>
<tr>
<td>04 – Deaf, deaf, Deafened, Hard of Hearing</td>
<td>20</td>
</tr>
<tr>
<td>05 – Learning Disability (includes confirmed LD and non-confirmed LD)</td>
<td>309</td>
</tr>
<tr>
<td>06 – Low Vision, Blind</td>
<td>24</td>
</tr>
<tr>
<td>07 – Mobility / Functional</td>
<td>89</td>
</tr>
<tr>
<td>08 – Psychiatric</td>
<td>520</td>
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<tr>
<td>08 A – Autism Spectrum Disorder</td>
<td>1</td>
</tr>
<tr>
<td>09 – Other</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1278</td>
</tr>
</tbody>
</table>
SECTION 3  REPORTING REQUIREMENTS FOR ENHANCED SERVICES FUNDING

A. Students

| i.   | Number of students receiving support from a Learning Strategist | 104 |
| ii.  | Number of students receiving support from an Assistive Technologist | 50  |
| iii. | Number of students receiving support from an LS/AT | 0   |
| iv.  | Total number of students with specific learning disabilities receiving Enhanced services (students who have seen BOTH LS and AT) | 16  |

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) | 14  |
| 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) | 4   |
| v.   | Number of assessments with costs covered by other external funding | 0   |
| vi.  | Number of assessments with costs not covered under i-v but covered by the institution | 0   |
|      | Total number of Psycho-educational Assessment completed | 19  |

C. Identification of Students with a Learning Disability

*Total number of students identified as having a confirmed learning disability supported by appropriate documentation | 261

* Note: This number represents all documented LD students less those inquiry, screened or referred for assessment

SECTION 4  INTERPRETER FUND REPORT 2010/11
– see Appendix V

SECTION 5  FINANCIAL STATEMENT 2010/11
– see Appendix VI

SECTION 6  APPENDICES

Appendix I  Organizational Structure of the Disability Services 2010-11 (now Student Accessibility Services – SAS)
Appendix II  Organizational Structure of the Centre for Student Development 2010-11
Appendix III  Disability Awareness Campaign/Posters
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APPENDIX I

Organizational Structure of the Disability Services 2010-11
Desmond Pouyat resigned from his position in August 2010. Debbie Nifakis was appointed Acting Director of CSD

Henriette Silman went on leave February 28, 2011. Brian Poole temporarily increased service hours to back fill service demands

April Beresford went on leave on October 21, 2010. Elizabeth Larusci, Debra Hawkins and Sandy Komhyr worked part-time to oversee test administration
APPENDIX II

Organizational Structure of the Centre for Student Development 2010-11
APPENDIX III

Disability Awareness Campaign/Posters
RECOGNIZE DISABILITY, EMPHASIZE POSSIBILITY

NOT BEING ABLE TO SPEAK
is not the same as having nothing to say.

Reconnaître l'incapacité; mettre l'accent sur la possibilité. Ne pas être capable de parler ne signifie pas n'avoir rien à dire.

Centre for Student Development
(905) 525-9140 ext 24711 | TTY (905) 528-4307
csd@mcmaster.ca | csd.mcmaster.ca
McMaster University Student Centre (MUSC) B107
RECOGNIZE DISABILITY, EMPHASIZE POSSIBILITY

MAKE THE CASE, CHANGE THE SPACE.
Help promote accessibility at McMaster.

認識身心障礙，強調潛能。 拿出行動，改善環境。
協助推廣 McMaster 無障礙環境。

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McMaster University Student Centre (MUSC) B107

McMaster University
STUDENT AFFAIRS
RECOGNIZE DISABILITY, EMPHASIZE POSSIBILITY

BE LITERATE ABOUT DYSLEXIA.
Open your mind to a different way of thinking.

认识缺陷；强调可能。了解阅读障碍。敞开你的心胸，
接纳另一种思维方式。

Centre for Student Development
(905) 525-9140 ext. 24711 | TTY (905) 528-4307
 csd@mcmaster.ca | csd.mcmaster.ca
McMaster University Student Centre (MUSC) B107

McMaster University
STUDENT AFFAIRS
RECOGNIZE DISABILITY, EMPHASIZE POSSIBILITY

BE THE UMBRELLA IN THE STORM.
Combat the stereotypes of mental illness.

ناتوانی را بپذیرید، بر امکان بذری درمان تأکید کنید.
در طوفان مشکلات همانند یک چترحمای پاشید. با کلیشه های بیماری روانی مبارزه کنید.

McMaster University
STUDENT AFFAIRS

Centre for Student Development
(905) 525-9140 ext 24/11 | TTY (905) 525-4381/
csd@mcmaster.ca | csd.mcmaster.ca
McMaster University Student Centre (MUSC) B107
RECOGNIZE DISABILITY, EMPHASIZE POSSIBILITY

MOBILITY CAN BE AN UPHILL CLimb.
Don't make it steeper with stereotypes.

Aظهر تطلبك لحقيقة العجز، ركز على الإستطاعة. التنقل يمكن أن يكون سهلًا.
لا تجعله أشد إشادة بإتباع القواعد النمطية.

McMaster University
STUDENT AFFAIRS

Centre for Student Development
(905) 525-9140 ext. 24711 | TTY (905) 528-4307
csd@mcmaster.ca | csd@mcmaster.ca
McMaster University Student Centre (MUSC) B107
RECOGNIZE DISABILITY, EMPHASIZE POSSIBILITY

OPEN YOUR EYES
to visual impairment. There’s more than one way to see.
Reconozca al impedimento; acentúe la potencia. Abra los ojos ante la discapacidad visual. Hay mas que un solo ojo que ver.

Centre for Student Development
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APPENDIX IV

Student Testimonials
The sky is the limit for Mac grad
Student overcomes learning disability

Laura Davison graduated from McMaster's nursing program last week on the dean's list.

It's an impressive accomplishment for any student, let alone someone who has the reading skills of a 10-year-old.

As the 23-year-old Peterborough native prepares to start her career, she wants others to know that a learning disability doesn't have to be a barrier to higher education.

"Don't listen to people who say there are limitations."

From an early age Davison suspected she was different. She noticed it always took her twice as long to study to get the same marks as her friends. In grade school she would time her bathroom visits to skip out on spelling tests and was often forced to do work on her breaks.

She recalls a teacher scolding her once for coming early to class to finish the previous day's homework reading. When Davison said she'd spent four hours the night before trying to get through the assignment, her teacher thought she was exaggerating.

"They thought I was a smart girl who stocked off."

When she went to the University of Guelph for her undergraduate degree, Davison devoted herself to studying around the clock to keep up. She would get up at 6 a.m., work between all her classes and study all evening until heading to bed at nearly midnight.

"I had to work twice as hard to get the same results as my classmates," she recalls.

Davison's disability was finally discovered on summer break after her second year. She was hired to work at a provincial park, assessing a manager with dyslexia. He quickly noticed Davison struggling with many of the same issues and recommended she be tested.

A psychological assessment confirmed Davison had an extreme reading disorder. She scored below the tenth percentile in reading comprehension and phonological processing, but in the 90th percentile for cognitive functioning. Essentially she was a smart person who struggled to read.

"My psychologist said you should have never passed high school," recalls Davison, who was relieved to finally have an explanation for her challenges.


6/20/2011
The diagnosis made her eligible for special assistance at university, including funding for a special computer, a tape recorder and access to her classmates' notes.

When she decided to go into nursing, Davison knew McMaster had the perfect program for her because of its unique problem-based learning model. The model teaches through problem-solving in small groups using verbal discussion and visual aids.

Davison excelled in the program thanks to her work ethic, says professor Ruth Chen, noting no one would ever guess she had a disability.

"I think Laura is an extremely hard working and diligent student," she said, noting Davison doesn't just rely on her smarts to get by. "She recognizes that it takes consistent effort to be successful."

Davison already has her first job. She'll be joining London Health Sciences Centre's Nursing Resource Unit. She doesn't expect her disability will get in the way to her job because so much of nursing is hands-on. If she needs help, she can also rely on others on her team, she notes.

She's willing to tell her story, she says, to inspire children with learning disorders that may fear they can't be successful because of their disability.

"It's not a limitation. You can go beyond it," she says. "There's so much out there. the sky is the limit."

nmcochtye@thespec.com
905 626 3209

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Kudos!

By: QueenBreed5
Jan 17, 2014 5:55 PM

Well done, Laura. Your achievements are impressive.

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Congratulations, Laura!

By: melbyrnelve
Jan 17, 2014 5:00 PM

Both of my children have LD and I will be sharing with them your inspirational story. My daughter also wants to attend Mac and eventually become a teacher and my son wants to be a historian. You are a real inspiration.

---

congrats!!!

By: gabster
Jan 17, 2014 5:24 PM

way to go!!! It is very sad that someone like this was labeled as all let above as a lazy girl, but in all fairness not a lot was known about learning disabilities - I am so happy for she and her family that she managed to get into university and for that is a challenging climb but for her to be like Mount Everest, just imagine how many are out there who have been shuffled off because they were not recognized.
APPENDIX E: Consent form for Student Stories

Ministry of Training, Colleges and Universities

Communications Branch
Notat Block
Queen's Park
Toronto ON M7A 1M2
(416) 212-1869 FAX

Ontario

MINISTRY OF TRAINING COLLEGES AND UNIVERSITIES — RELEASE AND CONSENT

The Ministry of Training, Colleges and Universities is working with Ontario's colleges and universities to develop communications products that showcase the excellent work being done by institutions and the results being achieved for students through the government's Reaching Higher Plan. The government has invested $6.2 billion over five years under the Reaching Higher plan to increase access to and improve the quality of postsecondary education and help students succeed in their studies.

The Ministry would like to use your personal story relating to postsecondary education programs that have contributed to access, quality and student success to help communicate this information using some of the tools listed below and is asking for your permission to do so. Specifically, we would like to use your personal story and information in communications about the [insert program description here] at [insert institution name here].

This Release and Consent requests your consent to use and disclose your personal information, including images and recordings of you,

If you consent to disclose your personal information and allow it to be used, please sign and complete this form:

I ________________, allow the Ministry of Training, Colleges and Universities and its authorized contractors acting on behalf of the Ministry to use:

Please check off all boxes (a to l) for which you will give your consent:

a) [ ] my first name.
b) [ ] my last name.
c) [ ] a description of me, including but not limited to
   my past and present field(s) of study at the postsecondary level,
d) [ ] my participation in programs, activities or employment directly or indirectly relating to or made possible through my institution's Disabilities Services Office under the Reaching Higher plan.
e) [ ] my age.
f) [ ] a photograph of me that I supplied or that was taken on _________ (d/m/y) at
   ____________________________.
g) [ ] a videotape, an electronic or other image of me recorded on ________ (d/m/y) at
   ____________________________.
h) [ ] a recording of my voice on ________ (dd/m/y) at ________________________________
   ____________________________.
i) [ ] a quote taken from my interview or presentation on ________ (dd/m/y) at
   ________________________________
   ____________________________.
j) [ ] other: ____________________________

for the uses and in the formats described below, and for no other purpose:

Please check off all boxes (a to d) for which you will give your consent:

d) [ ] Internet-based video on demand or web cast to be streamed from the public website of the
Ministry of Training, Colleges and Universities.

b) Publications and promotional material in print format (e.g., brochures, fact-sheets, posters or other display material, interviews or articles) to be publicly distributed. These materials may also be housed on the public website of the Ministry of Training, Colleges and Universities or on the Ontario Government’s Newsroom, which is a public website.

c) Communications materials (e.g., speeches, news releases, backgrounders) that may be referred to at events and during the proceedings of the legislative assembly, and released to the media and others, e.g., Ontario postsecondary education institutions, learning organizations, school boards, community organizations, and the general public. These materials may also be housed on the public website of the Ministry of Training, Colleges and Universities or on the Ontario Government’s Newsroom, which is a public website.

d) Participation in a promotional activity or event where representatives of the media (television, radio, newspaper, etc.) may be present. I acknowledge that my image, name, voice, etc. may be used by the media.

Please check off all boxes (a to c) for which you will give your consent and provide the relevant information:

I also consent to the use by the Ministry and its authorized contractors of my name, mailing address, e-mail address and telephone number for the sole purpose of contacting me regarding this Release and Consent or to ask me for additional consents or releases:

a) ☐ mailing address
   111 Humber College, King City, ON L2B 1J3

b) ☐ telephone number
   (905) 620-8411

c) ☐ e-mail address
   diploma.diploma@mcmaster.ca

Please read the following paragraphs before signing this Release and Consent:

I understand that by signing this Release, I am giving the Ministry and its authorized contractors the right to photograph, record on film, videotape, audiocassette or record on any other audiovisual or electronic medium, my voice, likeness and person and granting also the non-exclusive and perpetual and worldwide right, license and privilege under copyright or any other right or license enjoyed by me to use, broadcast, cablecast, web cast, reproduce and distribute the above for the uses and in the formats I selected. I agree that I will not at any time make any claim for additional compensation in respect of such uses, and waive any right to inspect or approve the finished video recordings, audio recordings, photographs or other promotional or communications materials.

I understand that by signing this Consent I am permitting personal information about me to be used and disclosed in promotional events, activities and materials which will be widely circulated. I also understand that the recordings, photographs, publications and promotional and communications materials may be posted on the public website of the Ministry of Training, Colleges and Universities at www.edu.gov.on.ca and on Newsroom at http://www.news.ontario.ca/newsroom/en/. The Ministry’s public website and the Newsroom can be used by anyone who accesses the websites and I understand that if consent were withheld this use would not occur. I understand that the Government of Ontario does not have control over nor is responsible for the use or misuse of materials on the websites, including my photograph and video or audio recordings of me.

I acknowledge that I have freely and voluntarily provided or permitted my personal information to be collected, used and disclosed by the Ministry and its authorized contractors without payment to me.

Personal information collected pursuant to, and on this Release and Consent, will be used and disclosed for the purposes described and for no other purpose. The Ministry collects this personal information in compliance with s. 38(2) of the Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. 36
F 31, as amended. If you have any questions about the collection, use or disclosure of your personal information, contact [name, title], of the Ministry of Training, Colleges and Universities at Mowat Block, 900 Bay Street, Toronto, ON M7A 1L2. Telephone (416) 325-2198.

I am eighteen years of age or older. I have read this Release and Consent after it was completed and I understand and agree to be bound by its contents.

5 PLEASE SIGN IN THE APPROPRIATE SPACE(S) PROVIDED BELOW:
To be signed by the individual named above where he or she is eighteen (18) years of age or over:

[Signature] [Print Name]

June 28, 2011

6 DATE
Now going into my third year of a Bachelor of Science degree with an Honours specialization in Psychology, Neuroscience and Behaviour, I am extremely thankful for everything that Student Accessibility Services (SAS - formerly CSD) has provided me so far in my university experience. My name is Ben Diplock and I am only one individual in a large student population at McMaster University that uses the amazing and (many of the time) crucial services that SAS offers. At the age of eight, I was diagnosed and had surgery to remove a benign brain tumour. I am thankful for all the support that was behind me emotionally and medically and feel extremely lucky to have had the outcome I did. Though even at that, I now have a learning disability, visual field blindness in the right periphery and ataxia (tremor) in the right portion of my body.

SAS has not only been a singular service for me; for the many students that use this service it acts as a multifaceted support system. The support that SAS has provided me thus far in my university career has significantly contributed to my academic and social success.

I still remember it like it was yesterday. I came into SAS with my parents as a nervous and wide-eyed first year McMaster student, the summer before school started. I got to meet my disability counsellor Mei-Ju that day and knew that it was an instant match; she was a good read of character, intelligent and a caring person. I had my academic accommodations set up, which included the ability to write my exams and tests in rooms with less than 10 people, extra time to write my exams, a note taker and the ability to tape record lectures. The fact that the service and accommodations provided were so flexible; I did not have to always use the service and could increase, decrease or add to them if necessary, made me much more at ease about academics that upcoming fall.

Other than the note taker accommodation I have used and needed all my accommodations at some point in the years. In my first year I worked hard to get mediocre grades; at least mediocre to my standards. This was in a large part due to the life transition of first year university, but as you will see, without SAS this transition would have been much more difficult and choppy then it was—maybe causing it to have seemed or become impossible to overcome. I found that the accommodations were necessary in many situations for me to be able to complete the tests, and the lack of distraction from a mass amount of people and noises allowed me to focus enough to finish. With the help of this service, with people and the accommodations they allocated. I was able to obtain the GPA I needed to advance to the program I wanted at that time and my present program of speciality, Psychology, Neuroscience and Behaviour.

This past year, with the assistance of video resources provided by CSD online,
suggestions from Mei-Ju and others at SAS who have worked with me on time-management and organization and the accommodations which I have utilized wisely. I was able to match my expectations academically for my second academic year. I even exceeded the expectations that others had for me! Not only was I able to get on the Dean’s List for an average greater the 80%, I was also able to assertively and confidently get one of the few spots available as a student in two lab/research based courses, which will work towards my eventual thesis. I would not have been able to attain this, had it not been for the support I received from CSD.

SAS, its services and its staff are also a reason for a great deal of my social success so far at McMaster University. Beginning in early August of my first year, SAS offered a free service called ‘HYPE’, which was essentially a transition conference for students with disabilities entering university. At this conference, we stayed in a McMaster residence for a weekend. We were introduced to a university campus, a university atmosphere and lifestyle, learned about the number of different accommodations that are available for students with disabilities and different education aspects of university. I was able to make friends throughout the weekend, some of whom acted as role models and others who I watched grow and develop with the assistance of SAS. Most importantly ‘HYPE’ allowed me to feel comfortable and ready for university and residence when the fall came. I was confident and competent; this service gave me a lot of fundamental ‘soft’ skills that allowed my struggles in first year to be cushioned and less consequential.

I was introduced to the idea of networking through this service, a concept which is one of the most important skills that I have acquired throughout university. Along with the soft skills provided, I have used this networking skill to learn and attain positions with different volunteer positions. Since I started getting involved, this has led to more and more social successes, from summer employment at SAS to employment as a Community Advisor in a McMaster residence this fall. That is not even considering the numerous volunteering ventures on the side. Much of the confidence necessary to succeed in these respective areas has come from the support, role models and environment at SAS.

I have only talked about a few services that are provided at SAS, but there are many more that allow students with a wide range of visible and invisible disabilities to succeed in a university setting, everyday. Having a service such as SAS allows increased disability awareness throughout the University, allowing individuals with disabilities to be seen as a part of the mainstream society by way of support from McMaster University and the government. As an individual with disabilities, this awareness in the public eye allows more freedom to express oneself without being stigmatized. The functioning of this service allows for a continual
reassurance that social and academic support and self-esteem will always be in 
abundance. I can not thank SAS enough for how much of a positive and important impact 
they have made on my university experience and life success thus far. Thanks to their 
support and services, I look forward to the many successes that I will encounter in 
the near future.

Sincerely,

Ben Diplock

Benjamin Diplock
Testimonial

The Student Accessibility Service has made a difference in my life and studies in a number of different ways. One of the most important services that the center provides is accommodations for students with disabilities during the duration of their studies. These accommodations have been helpful in me successfully completing my studies in a number of ways. I was able to submit assignments at a negotiated time with professors, without being penalized. This is important because I had experienced some limitations on my ability to hand these in before the normal deadline due to disability. As well, the accommodations help students to secure notes if they are unable to attend classes, which is a problem with some disabilities. Lastly the accommodations have helped me with writing tests at an extended period of time to help with concentration and limit external disturbances that are common in normal, large testing centers filled with students.

The most important aspect, in my opinion, of the organization, is that those who work there are generally supportive of the students in accomplishing their goals. If there is a problem that an individual student is facing, they are willing to offer support and advocate on one’s behalf. As well, the SAS provides counseling to students whom are facing individual or personal difficulty due to their disability. This service is helpful in considering the transitional difficulties faced by students with disabilities when in a new, large, and institutional environment. Finally, the SAS offers groups to help develop coping strategies and teach interpersonal and relational skills in order to further adapt to the university environment. I strongly recommend the Student Accessibility Service to any students with disabilities or even those who are facing personal difficulties at university through the counseling services.

- Anonymous