MCMaster University
Student Accessibility Services

Year-End Report
2011-2012

To the: Ministry of Training, Colleges and Universities

Mr. Tim Nolan
Manager and University Advisor on Disability Issues

Phone: 905.525.9140 ext. 24339 | TTY: 905.528.4307
Fax: 905.528.3749
Email: tnolan@mcmaster.ca
Department Website: sas@mcmaster.ca
ODA Plan Website: http://www.mcmaster.ca/accessibility/

McMaster
University
Student Affairs

June 30, 2012
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SECTION 1  STUDENT ACCESSIBILITY SERVICES ACTIVITY REPORT

ORGANIZATIONAL CHART

See Appendix I

Departmental Transition:

- Completion of transition from Centre for Student Development (CSD) to Student Accessibility Services (SAS)
  - Disability Services was designated as a stand alone unit and renamed as Student Accessibility Services, May 2011
  - Merging of Personal Counselling with Campus Health Services and renamed as Student Wellness Centre, May 2011
  - Recognition of SAS by the University community well under way, with a positive outcome including an enhanced recognition of disability services as an important component of the university community under its own identity

Staffing Changes:

NOTE 1  Julia Shelley (Program Coordinator, Disability Specialist) on leave effective January 2012

NOTE 2  Henriette Silman (Program Coordinator, Disability Specialist) on extended leave from February 28, 2011 and with partial return to work between June 2011 and October 2011

Brian Poole (Program Coordinator, Disability Specialist) (0.3 FTE) increased his hours to partially back fill Henriette Silman’s leave

NOTE 3  Hired 2 temporary evening Program Coordinators (Disability Specialist) Scott Green and Baljit Samra (0.16 FTE) from January to April 2012

NOTE 4  April Beresford (Test/Exam Coordinator) on continued leave since October 2010. SAS hired 2 contract test/exam coordinators, Elizabeth Iarusci and Jovana Dmitrovic, in August 2011 to back fill April’s position

NOTE 5  Aileen Pineda (Administrative Secretary) a 10-month seasonal employee, had her seasonal leave waived (mid-June to mid-August) due to SAS transition

NOTE 6  Noreen Myers (Administrative Assistant) joined the Student Wellness Centre effective May 2011

- SAS hired additional casual staff to assist with test/eam administration/invigilation. This casual staff pool is at 10
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• SAS hires a compliment of student employees to assist with a range of activities and service supports (e.g. Disability Awareness, marketing and promotion, notetaking, and alternate format transcription)

• SAS supervised and mentored social work student interns in the summer and fall/winter sessions

SERVICES AND ACCOMMODATIONS

SERVICES

• 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, disability-related supportive counselling, academic skills and a transition program involving mentorship support, drop-in assistance and social development

• Coordinated the provision of Sign Language and computerized notetaking services

• Learning strategist provided appropriate programs using learning strategies specifically designed to assist students with disabilities

• In response to changing needs within the test/exam administration area a number of procedural improvements were implemented

• Funds were acquired through the Student Life Enhancement Fund (SLEF) to purchase technologies for loan to students when assessed for consideration of new technologies funded under the Bursary for Students with Disabilities. Short term equipment loans allow students to assess equipment prior to purchase thereby maximizing the value of the BSWD and distributing funds where warranted, not just requested

• Launched the mobile version of the SAS website allowing students to remotely access online services via mobile devices

• 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 II)

• Continued to support students in the acquisition of neuropsychological, LD/ADHD/ADD assessments
Work study students provided transcription of text material to alternate format
Work study students provided notetaking assistance to students with disabilities
including one-to-one evaluation of class notes
Ongoing web-based support for students with disabilities (i.e., notetaking, test booking,
academic accommodation letters, and online 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, etc., via a newly introduced e-newsletter
Provided extensive early support to first-year students and prospective students
inquiring about accommodation support

CLOCKWORK (Student Information System)

Further changes to Clockwork and website to refine service approaches
- updated accommodation template screen
- refined of data/file for exam/registrar needs
refined of data and processes for test administration including refined email messaging to students, faculty and administrative staff for all terms

ACCOMMODATION

- SAS reviewed and updated the procedures and information on required documentation in support of academic accommodations.
- Consulted with Student Wellness in the process for academic accommodation, particularly with respect to documentation related to ADD, ADHD and acquired brain injuries/concussions
- SAS reviewed and proposed updated accommodations to the Associate Deans group. All changes implemented for the 2012-13 academic year

SUMMER TRANSITION

The transition program became well positioned within its new model in 2011 – 2012. The success of the program has been overwhelming. This is a tremendous base line for continuation of the new transition program model

- Workshops were offered throughout the summer for incoming students and their parents related to transition and adjustment to post-secondary education and expectations.
- Additional workshops were offered throughout the fall/winter related to academic skills, time management, test/exam preparation, etc
- A fall meeting was held with secondary school officials to discuss support services at McMaster and the accommodations processes
- Sessions on mindfulness approaches to preparation for exams was offered in the winter.
- A series of social/developmental events for students were offered during the fall and winter as a means of assisting students, particularly those with mental health and attention deficit disabilities, to become more comfortable with their environment and community
- Drop-in sessions were offered to students to assist them with unpredictable needs whether academic accommodation related, personal or other

Transition Activities:
- Introduction to Services Presentations:
  - May@Mac: May 12, 2012
  - Summer Orientation: June 27-30, 2011
  - Welcome Day: August 5, 2011
  - Fall Preview: Oct. 29, 2011
- Summer Workshops: July and August 2011
- Peer Mentorship Program: 20 upper level students/volunteers matched with 22 students with disabilities 3 students remained on a wait list – Average attendance at social networking events
- Fall/Winter Workshops: Ongoing
- Fall Preview and May@Mac booths: to provide more information to prospective students and their parents
- Faculty Information Sessions: 7 Separate
WORKSHOPS

- The following workshops were offered to students registered with Student Accessibility Services.
  - Notetaking: Keeping up with the Professor
  - Study Skills: Learn how to learn
  - University Level Essays
  - Exam preparation

CONSULTATION

- Increased request from Faculty and academic program areas for SAS to consult and provide information on disability services, especially in the Health Sciences
- Consult with the Office of Human Rights and Equity or Ombuds with respect to retroactive accommodations
- Consult with the Associate Deans group to address requests for retroactive accommodations on an informal / advisory basis
- Consult extensively with the Office of Human Rights and Equity on general issues/policy development and specific student complaint issues
- Consult extensively with Faculties and instructors on the provision of accommodation
- Collaborate closely with departments within the university (academic) and Student Affairs and the broader university (such as Housing, Student Success Centre and Career Services, International Student Services, Library, Media Production Services and Financial Aid and Scholarship) on accommodation and support of students with disabilities

TD Coordinator for Library Accessibility Services

Summer 2011

<table>
<thead>
<tr>
<th>Total number of students served</th>
<th>7</th>
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<tbody>
<tr>
<td>Students with low vision</td>
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## MTCU Year – End Report 2011 – 2012

<table>
<thead>
<tr>
<th>Category</th>
<th>Requests</th>
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<tbody>
<tr>
<td>Students who are blind</td>
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<tr>
<td>Students with a learning disability</td>
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</tr>
<tr>
<td>Students with a physical disability</td>
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<tr>
<td>Students with a mental health disability</td>
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<td>Students with other disability</td>
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<tr>
<td>Total alternate format requests</td>
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<tr>
<td>Alternate format custom courseware requests</td>
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<tr>
<td><strong>By format</strong></td>
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<tr>
<td>Kesi format requests</td>
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<td>PDF format requests</td>
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<td>Word format requests</td>
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<tr>
<td>Transcriptions done in-house</td>
<td>8</td>
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<tr>
<td>Research help consultations</td>
<td>10</td>
</tr>
<tr>
<td>Book retrieval and photocopy assistance</td>
<td></td>
</tr>
</tbody>
</table>

### Fall 2011

These statistics also include statistics for courses which began in September 2011 and ended in April 2012.

<table>
<thead>
<tr>
<th>Category</th>
<th>Requests</th>
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<tr>
<td>Total number of students served</td>
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<tr>
<td>Students with low vision</td>
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<td>Students with a learning disability</td>
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<tr>
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<td>Students with a mental health disability</td>
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<td>Students with other disability</td>
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<td>Total alternate format requests</td>
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<td><strong>By format</strong></td>
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<td>Braille format requests</td>
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<td>Kesi format requests</td>
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<td>Book retrieval and photocopy assistance</td>
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Winter 2012

<table>
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<th>Total number of students served</th>
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<td>Students who are blind</td>
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<tr>
<td>Students with a learning disability</td>
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<tr>
<td>Students with a physical disability</td>
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<td>Students with a mental health disability</td>
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<tr>
<td>Students with chronic health disability</td>
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<tr>
<td>Students with other disability</td>
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<tr>
<td>Total alternate format requests</td>
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<td>Braille format requests</td>
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<td>Large print format requests</td>
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<td>MP3 format requests</td>
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<td>PDF format requests</td>
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<tr>
<td>Word format requests</td>
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</tr>
<tr>
<td>Transcriptions done in-house</td>
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</tr>
<tr>
<td>Research help consultations</td>
<td>9</td>
</tr>
<tr>
<td>Book retrieval and photocopy assistance</td>
<td>8</td>
</tr>
</tbody>
</table>

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 disabilities 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**

- Provided individualized learning strategist and academic skills support
- Hosted workshops in Essay Writing, Study Skills, Learning Preferences, and Notetaking
- Prepared content for the Learn2Learn website
- Attended regular drop-in sessions in order to provide academic support to students unplanned needs
• Gave academic presentations for First Generation, Nursing, International Student Services, Occupational Therapy, Physiotherapy, and Science, both graduate and undergraduate (all groups include students with disabilities)
• Presented in total 33 undergraduate workshops, 5 graduate workshops, 11 restricted to students with disabilities
• Attended LSAC conference (Learning Specialists Association of Canada) at University of Toronto
• Attended Accessibility Conference at University of Guelph
• Attended Learning Technologies Symposium at McMaster University
• Developed and edited materials for handouts, guidebooks, registration materials, etc
• Co-interviewed and hired computerized note takers
• Worked on the President’s Advisory Committee for Building an Inclusive Community (Access and Accommodation, Communication and Visibility, and Climate Assessment Working Groups)
• Worked in the Community of Practice group for Accessibility to design and provide content for a new university website

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 psycho-educational and neuropsychological reports
• Delivered strategies with technology that compliment LS efforts; e.g. SQ5R in Kurzweil, Madman Architect Carpenter Judge in Inspiration, Cornell Note-taking 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
• Trained 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, accessible course materials, tests, classroom electronic note-taking
• Maintained and set up computer systems which include AT software for tests and exams
• 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.)
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- Held workshops on technology and learning with the Learning Strategist for students with disabilities
- Continually updating knowledge on Assistive Technology and disability issues by attending conferences and workshops (IDIA, CSUN, Guelph Access)
- Hired and supervised marketing student-staff for web site updates, disabilities awareness poster campaign design, clear and accessible department hand-outs
- Created a short-term loan program with commonly use technologies to help students try and assess Arial technology in the environment and manner in which it would be used
- Co-chaired Web Accessibility Community of Practice, developing content for the McMaster Accessibility Portal
- Supervised technical development of the SAS Learn2Learn, learning strategy web site, and the McSpeak talking web site widget
- Collaborated with UTS in the creation of SAS mobile website
- Participated in monthly SAS Tech Team consultation meetings
- Provided support with regards to clockwork changes

PROFESSIONAL DEVELOPMENT
Information provided in this section is a collective of all Student Accessibility Services staff, or that undertaken by 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 on Disability
- Member of the McMaster President’s Advisory Committee on Building an Inclusive Community (PACBIC) and working groups i.e. Access and Accommodation, Communication and Visibility, and Climate Assessment
- 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 Alternate Format Committee (CAF)
- Member of the McMaster Support for Students in Difficulty Committee (SSID)
- Member of the AODA Alliance (Ontario)
- Member of the McMaster Associate Deans group
- Member of the Board of the Hamilton Centre for Civic Inclusion
Professional Development Activities of Staff:

- Involved in professional development activities offered as a result of affiliation 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)
- Orientation, training and debriefing exercises with casual invigilation staff
- In-service information training for SAS staff with the following topics:
  - Graduates accommodation contracts, April 2012
  - Library Services for Students with Disabilities, November 2011
  - Student Conduct, October 2011
  - Human Rights and Equity Services, October 2011
  - Strategies for violent ideation, safety concerns – assessing, coping, etc, September 2011
  - Student Financial Aid and Scholarships, September 2011
  - Emergency matters, and role of Security Services, September 2011

- 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 (on-going for new employees and student employees)
- AODA Customer Service training (on-going for new employees and student employees)
- Annual Ontario Administrative Staff meeting, May 2011
- Assistive Technology Conference on Accessibility in Guelph, May 31 and June 1, 2011
- CACUSS conference, Ryerson University, June 2011
- Centre for Leadership in Learning Symposium on Lecture Capture: Lessons Learned and Future Directions, December 2011
- LSAC conference (Learning Specialists Association of Canada), December 2011
- Disability Awareness Day, January 2012
- 27th Annual International Technology and Persons with Disabilities conference (CSUN - California State University, Northridge), February to March 2012
- Developing Talents: achieving meaningful careers for young adults with asperger’s syndrome and high-functioning autism, February 2012
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- Hamilton Community Living Hamilton Luncheon in Commemoration of UN International Day for Elimination of Racial Discrimination, March 2012
- Centre for Leadership in Learning Symposium on Learning Technologies, April 2012
- PATH Employment 25th Anniversary Breakfast, special request by David Lepofsky (keynote speaker)

MARKETING/OUTREACH TO INTERNAL AND EXTERNAL COMMUNITY

- Installation of Disability Awareness posters across campus 2011-12 campaign
- Installation of previous years awareness posters in permanent locations around campus
- Launching of the SAS mobile website in Daily News article
- SAS produced and provided a series of print documents for distribution to students, prospective students, parents, faculty and staff including Yellow file, Student Handbook and Guide to Registering with SAS
- Consultation with Associate Deans Advisory Committee on Retroactive accommodation
- Continued consultation with Faculties' Associate Deans, Human Rights and Equity Services, Ombuds, academic and administrative departments on issues related to academic accommodation process
- Continued consultation with the Committee of Academic Accommodation Policy regarding its revision (currently, suspended due to staff leave)
- Continued consultation with Student Success Centre on supervision, transition, academic skills, learning strategies and work site location
- Consultation with Social Work and Chaplain office regarding Disability Awareness
- Consulted with the Associate Deans and staff of Divinity College regarding updating academic accommodation procedures
- Consultation with Disability Service of Redeemer University College
- Involved with President's Advisory Committee on Building an Inclusive Community (PACBiC) on issues related to inclusion at McMaster
- Consultation with Mohawk College on academic accommodation procedures re: Mohawk-McMaster programs (B-Tech, Nursing and Medical Radiation)
- Consultation with Nursing program – Faculty, instructors and administrators on academic accommodation, documentation and process for clinical accommodation support
- Consultation with Faculty of Medicine regarding accommodation of applicants with disabilities
- One-to-one consultations with Faculty, Advisors, Associate Deans, academic departments and faculty regarding individual students – ongoing
- Consultation with Centre for Leadership in Learning regarding accessibility of Avenue 2 Learn, and accessible pod casts (ongoing)
- Presentation to Faculty of Health Sciences Graduate Program executive committee regarding accommodation procedures and policies
- Presentation to Faculty of Health Sciences Graduate Program administrators and administrative staff regarding issues on accommodations and relevant policies
- Ongoing disability awareness campaign (see Appendix II)
- Supervised Social Work student intern re: completion of research with students with disabilities
• Created Guide to Registering for Students with Disabilities (incoming students)
• Consultation with Access and Equity Services, City of Hamilton, regarding accessible work station
• OT/PT Distance Education program consultation and academic accommodation of distance education for students with disabilities
• Associated with local disability services, agencies and government
• Introduced electronic newsletter to students with disabilities which is also distributed campus wide and to external community partners

PARTNERSHIPS/COLLABORATIVE EFFORTS/LINKAGES

• Continued meetings with Registrar’s Office on service delivery i.e. adoption of accommodated exam timetable being uploaded to MUGSI, preparation and debrief of university exams, security and conversion of tests/exams to alternate format and shared pool of invigilators
• Continued consultation with Student Success Centre regarding student success leaders, academic skills and learning strategies
• Collaboration with March of Dimes and Canadian National Institute for the Blind regarding services for students
• Collaboration with International Students Services regarding promotional video
• Collaboration with International Students Services re: international and exchange student needs
• Collaboration with Mohawk College regarding Nursing, B-Tech and Medical Radiation programs on academic accommodation process and individual student needs
• Continued collaboration with Student Wellness Centre and Student Affairs on reorganization of SWC and SAS
• Consultation with Faculty of Social Sciences, Engineering, Sciences, Human Rights and Equity Services, and Student Wellness Centre regarding petitions for special consideration
• Consultation with Human Rights and Equity Services regarding revision of academic accommodation policy
• Consultation with Human Rights and Equity Services and Faculty of Social Sciences regarding student rights
• Continued consultation with Housing Services re: access and housing accommodation needs of students with disabilities
• Continued consultation with Student Wellness Centre on disability diagnoses issues, particularly with regard to mental health and attention deficit disorders
• Continued consultation with Financial Aid Office re: bursaries for students with disabilities. It should be noted that the MTCU audit of files and procedures rendered no issues or errors requiring no changes of remedies to procedures
• Consultation with Facility Services regarding re-construction of SAS and SWC and other projects on campus
• Continued consultation with Facility Services and Accessibility Working group regarding Barrier Removal Action Plan
• Reviewed academic accommodation requests by applicants to the School of Medicine in completion of an on-line application video
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- Continued consultation with University Technology Services and Registrar’s Office on automated service delivery system (e.g. online test booking, online accommodation letters, etc)
- Consultation with TechnoPro Solutions on automated service delivery system (e.g. online test booking, online 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 Human Resources regarding policies and staffing matters
- Consultation with Faculties regarding retroactive complaints
- Consultation with Facility Services regarding installation of disability awareness posters
- Consultation with Environmental and Occupational Health Support Services regarding emergency planning under AODA
- Provided presentations to Accessibility Advisory Committee from various locations on behalf of the Accessibility Directorate of Ontario (under AODA)
  - Thunder Bay, May 2-3, 2011
  - North Bay, May 4-5, 2011
  - Ottawa, May 16-17, 2011
- Attended and supported MacCares Annual Charity Gala, March 2012

SAS Staff at the MacCares Gala

![SAS Staff at the MacCares Gala](image)

EQUIPMENT ACQUISITION/TECHNOLOGY

- Office equipment purchases and equipment including telephone, fax, staff and test/exam computer upgrade
- Computer software purchases for maintenance (Clockwork and accessible software upgrade e.g. JAWS, ZoomText, Kurzweil, etc. plus webAccessibility software for Learn2Learn)
POLICY REVIEW

- Renewed consultation with the Office of Human Rights and Equity Services re: policy amendment (temporarily suspended due to a HRES staff leave)
- 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/
- Revised No show policy for missed appointments and tests/exams, June 3 2011

STUDENT TESTIMONIALS

See Appendix III

For the 2011-12 report SAS would like to provide two interesting stories. The first is from a former student who convocated in 1998. This student recently again came into contact with SAS and recounted her story about the importance to her of the support she received while at McMaster as a student and how that support was instrumental in her life post-graduation.

The second is the valedictory speech of a student for the 2012 Social Sciences class. This student reflects in his speech about the relationship he had with SAS and its influence upon his perspective, academic performance and work.

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>43</td>
</tr>
<tr>
<td>02 – Attention Deficit Hyperactivity Disorder (ADD/ADHD)</td>
<td>124</td>
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<tr>
<td>03 – Chronic Illness / Systemic / Medical</td>
<td>133</td>
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<tr>
<td>04 – Deaf, deaf, Deafened, Hard of Hearing</td>
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<tr>
<td>05 – Learning Disability (includes confirmed LD and non-confirmed LD)</td>
<td>246</td>
</tr>
<tr>
<td>06 – Low Vision, Blind</td>
<td>17</td>
</tr>
<tr>
<td>07 – Mobility / Functional</td>
<td>75</td>
</tr>
<tr>
<td>08 – Psychiatric / Mental Health</td>
<td>517</td>
</tr>
<tr>
<td>08 A – Autism Spectrum Disorder</td>
<td>14</td>
</tr>
<tr>
<td>09 – Other – A</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1194</td>
</tr>
</tbody>
</table>

*Other B – Prospective students and other inquiries

* 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

| Total Number of Students in Table 1 receiving services and supports for multiple disabilities | 165 |

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>50</td>
</tr>
<tr>
<td>02 – Attention Deficit Hyperactivity Disorder (ADD/ADHD)</td>
<td>155</td>
</tr>
<tr>
<td>03 – Chronic Illness / Systemic / Medical</td>
<td>167</td>
</tr>
<tr>
<td>04 – Deaf, deaf, Deafened, Hard of Hearing</td>
<td>31</td>
</tr>
<tr>
<td>05 – Learning Disability (includes confirmed LD and non-confirmed LD)</td>
<td>279</td>
</tr>
<tr>
<td>06 – Low Vision, Blind</td>
<td>22</td>
</tr>
<tr>
<td>07 – Mobility / Functional</td>
<td>99</td>
</tr>
<tr>
<td>08 – Psychiatric</td>
<td>585</td>
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<tr>
<td>08 A – Autism Spectrum Disorder</td>
<td>23</td>
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<tr>
<td>09 – Other</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1411</td>
</tr>
</tbody>
</table>

SECTION 3  REPORTING REQUIREMENTS FOR ENHANCED SERVICES FUNDING

A. Students

| i. Number of students receiving support from a Learning Strategist | 91 |
| ii. Number of students receiving support from an Assistive Technologist | 79 |
| 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) | 18 |

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) | 10 |
| iii. Number of assessments with costs covered by health insurance | 6  |
| 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 | 4  |
| vi. Number of assessments with costs not covered under i-v but covered by the institution |      |
| Total number of Psycho-educational Assessment completed           | 25 |
C. Identification of Students with a Learning Disability

| Total number of students identified as having a confirmed learning disability supported by appropriate documentation | 231 |

*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 Student Accessibility Services 2011-12
- Appendix II  Disability Awareness Campaign/Posters
- Appendix III  Student Testimonials
- Appendix IV  Interpreter Fund Report 2011-12
- Appendix V  Financial Statement 2011-12
- Appendix VI  Notetaking Statistics 2011-12
APPENDIX I

Student Accessibility Services
Organizational Structure
2011 – 12
**Student Accessibility Services Organization Chart**  
**May 2011 – April 2012**

### AVP, Student Affairs and Dean of Students  
Phil Wood

### Director of Student Services  
Gina Robinson  
Manager and University Advisor on Disability issues
Tim Nolan

---

**NOTE 1**  
Julia Shelley (Program Coordinator, Disability Specialist) on leave effective January 2012

**NOTE 2**  
Henriette Silman (Program Coordinator, Disability Specialist) on extended leave from February 28, 2011 and with partial return to work between June 2011 and October 2011. Brian Poole (Program Coordinator, Disability Specialist) (0.3 FTE) increased his hours to partially back fill Henriette Silman's leave.

**NOTE 3**  
Hired 2 temporary evening Program Coordinators (Disability Specialist) Scott Green and Baljit Samrai (0.16 FTE) from January to April 2012

**NOTE 4**  
April Beresford (Test/Exam Coordinator) on continued leave since October 2010. SAS hired 2 contract test/exam coordinators, Elizabeth larusci and Jovana Dimitrojic, in August 2011 to back fill April's position.

**NOTE 5**  
Aileen Pineda (Administrative Secretary) a 10-month seasonal employee, had her seasonal leave waived (mid-June to mid-August) due to SAS transition

**NOTE 6**  
Noreen Myers (Administrative Assistant) joined the Student Wellness Centre effective May 2011
APPENDIX II

Disability Awareness Campaign
2011 – 12
AWARENESS-shift ATTITUDE AND PROMOTES EQUALITY

1945
1968
1980
1982
1987
1990

ARE YOU INFORMED?
People in wheelchairs were not free to access the bus.

People in wheelchairs are not free to access all seating on the bus.

DOES ATTITUDE CONTINUE TO LIMIT ACCESSIBILITY FOR ALL?
Many mental health programs were closed due to inadequate care.

Many persons who are homeless live with mental health diagnoses and remain without adequate support.

IS ATTITUDE THE BARRIER TO A PROPER MENTAL HEALTH SOLUTION?
Every Canadian citizen had the right to vote through the Charter of Rights and Freedoms.

Voting is frequently inaccessible to those with physical and sensory disabilities.

DOES PUBLIC ATTITUDE LIMIT FREEDOM OF CITIZENSHIP?

Student Accessibility Services
905-525-9140 ext 28652 | TTY 905-528-4307
sas@mcmaster.ca | sas@mcmaster.ca
McMaster University Student Centre (MUSC) B107

McMaster
University
STUDENT AFFAIRS
'Retarded' was a term used to describe people with intellectual disabilities. The 'R' word continues to be used as an offensive slur.

Does prejudiced language affect attitude?
People with disabilities were excluded from professional sports.

Athletes with disabilities are excluded for using technological advancements.

**IS TECHNOLOGY AN UNFAIR ADVANTAGE, OR IS IT A MATTER OF ATTITUDE?**
Many children with disabilities attended segregated schools.

1980

Children with disabilities are still segregated from mainstream education.

2011

DOES ATTITUDE TOWARDS EDUCATION LIMIT INCLUSIVE LEARNING?

Student Accessibility Services
905 525 9140 ext 28852 | TTY 905 528 4307
sas@mcmaster.ca | sas.mcmaster.ca
McMaster University Student Centre (MUSC) B107

McMaster University
STUDENT AFFAIRS
APPENDIX III

Student Testimonials
APPENDIX E: Consent form for Student Stories

Ministry of Training, Colleges and Universities

Communications Branch
Mowat Block
Queen's Park
Toronto ON M7A 1L2
(416) 212-1869 PAX

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:

1. [Your Name] 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

d) [ ] my past and present field(s) of study at the postsecondary level,
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:

a) [ ] 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, backgrHanders) 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 websites 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
1432 Kitty Hurley Lane, Ancaster, Ontario L9K 1K8

b) ☑ telephone number
905-618-9438

c) ☑ e-mail address
bogungjones@bell.net

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, audiotape 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.new.on.gov.on.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.

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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 (418) 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 19, 2012

6 DATE
April 27, 2012

Dear Tim Nolan,

In 1996, I enrolled at the McMaster University Commerce program with excitement despite of my disability. The school bag full of text books and note pads were a gift to my spirit being a proud McMaster University student. Unfortunately, due to my neck and back pains sustained from a car accident, I had a hard time carrying my heavy school bag and taking notes during class. seating on hard chair for hours. Without disturbing the lectures, I was always at the back of the classroom and unable to take notes. One day, someone suggested to me to visit the student development centre (currently known as the Student Accessibility Centre) to find more information. You provided me excellent counselling service which was informative and inspiring. All the necessary arrangements were made immediately and I was able to write the final exams in a private room with a bed.

In 1998, I was elected President of the Korean Student at McMaster. I became the co-founder of McMaster United Way organizing various cultural and fundraising events. The students welcomed me despite of my ethnicity and disability. Their encouragement helped me excelled in the majority of my courses (commerce programs). I became one of the Golden key students and was awarded a special scholarship from the Student Development Centre. The scholarship funds helped me purchased my first computer. I founded the Websitegate IT Company. Our company developed three mayoral election campaigns and provide in-kind web services for various non-profit organizations including veterans and cultural associations. I gained various experiences after graduating from McMaster University (Hon. B. Comm. 99). I am very grateful to my friends, family and McMaster University Student Accessibility Centre. To give back, I am now able to serve many communities “pro bono”.

As former Commerce graduate, I have learned ROI (Return on Investment), Financial and Balance sheet, however, ROI in the community has long term dividend and a lasting impact to benefit others. I am extending my heartfelt thanks to the dedicated staff of the McMaster Accessibility Centre. The centre has provided much needed help and support to special needs students and is greatly appreciated.

Sincerely,

HooJung Jones
HooJung Jones is a strong advocate for veterans, a dedicated volunteer, a community leader, a festival and special events organizer and an author. In the past 15 years, she has contributed a total of 11,000 volunteer hours to preserve and promote the Canadian military history and accomplishment, diverse cultural heritage, arts and top entertainment which made a significant impact on Hamilton and Canada celebrating Canada’s pride and heritage. She has received numerous awards locally and internationally: the Hamilton Heritage Award, the 2005, 2011 and 2012 YWCA Women of Distinction Award Certificates, the Hamilton V.I.P. Award, the Ontario Volunteer Award, "Medal of Merit", the "Special Commemoration Award Certificate" from Donald Rumsfeld, US Secretary of National Defense in 2005, Royal Bank Hamilton Citizen of Year 2010 (finalist), Minister of Veterans Affairs Commendation 2011 for her efforts on behalf of the veterans, and the prestigious international award called “Legion of Honor”.

During the past 10 years, she served as the President and the Executive Director of Hamilton Folk Arts Heritage Council organizing the longest and biggest Canada Day festival called, “It’s Your Festival” working with over 4,000 volunteers, diverse ethnic communities and 45 non-profit organizations. The multi-cultural Canada day festival attracted over 2 million spectators under her leadership showcasing arts, top Canadian headliners and cultural presentation. She is also the Project Coordinator of the Korean Veterans Association of Canada Unit 26, co-authored “Canadians Our Heroes 1950-1953 Korean War” which was forwarded by former Prime Minister Jean Chrétien. She donated over 1,000 books free to schools, military museums, libraries, veterans and students to preserve the valuable military history and promote Canadian accomplishments. She has organized numerous commemoration and education events to honour and remember the Korean War veterans.

Ms. Jones graduated from McMaster University with Hon. Commerce degree in 1999 and she served as president of the McMaster Korea Student Association and co-founder of McMaster University United Way. As a board of directors of the Friends of HMCS Haida, she conducts school seminars and provide moving exhibitions to educate students and the general public and organizing fundraising events to preserve the valuable Canadian Naval history. As an active community leader, she served as the board of directors at The Canadian Club of Hamilton, Hamilton Centre for Civic Inclusion (HCCI) Police Advisory Committee, City of Hamilton Funding Task force for Art Advisory Council and the Canadian International Military Tattoo.

Ms. Jones has received congratulatory letters from the former Prime Minister Paul Martin, Premier Dalton McGuinty, Prime Minister Stephen Harper for her hard work in advocating for veterans and diverse communities. Prime Minister, Stephen Harper stated “Your involvement with the Festival, your leadership within the Korean-Canadian community and your commitment to Veterans issues are commendable”.
APPENDIX E: Consent form for Student Stories

Ministry of Training, Colleges and Universities

Communications Branch
Mowat Block
Queen’s Park
Toronto ON M7A 1L2
(416) 212-1869 FAX

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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

d) [ ] my past and present field(s) of study at the postsecondary level.
e) [ ] 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.
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: ____________

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

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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
   54 Oakwood Cres, Hamilton, ON, L8S 986

b) ☑ telephone number
   905-220-7761

c) ☑ e-mail address
   wrighty@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, audiotape 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.

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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 21, 2012

6 DATE
Opening Remarks

Good Afternoon Chancellor Wilson, President Deane, Dean Yates, Dr. Manuel, distinguished faculty, guests, friends and family.

To my fellow graduates, CONGRATULATIONS!

125th Anniversary

Today, we are all part of history.

As one of the three original disciplines offered at McMaster, our Faculty of Social Sciences, along with the University, celebrates its 125th anniversary this year. So what a year to be graduating!

Important for You

As we celebrate our academic accomplishments, it is important that we take time to recognize those who helped us get here, many of whom are here with us today.
Reflect on our time at McMaster

Friends
To our friends, who showed us the power of peer pressure; whether it was dragging us to Quarters on a Thursday night, keeping us out past 12 for half-price apps, or pushing us through those all-night study sessions saying “don’t worry, next semester will be better”.

Family
To our parents who did our laundry when we came home, sent us back with food our student budgets couldn’t afford, and called to just check in. See mom, I really was studying all those times you called, (Well, most of the times you called)

Teachers
And to our teachers, whether they were coaches on the field or professors in the classroom, who always challenged us to push ourselves further than we ever thought possible.

Thank You
So, to our friends who taught us the meaning of discipline, to our family who taught us the importance of unwavering support, and to our teachers, who showed us the only barrier to success was ourselves, Thank You!

Transition
Now as we move forward, whether it be to graduate school, a job, or taking time to travel, it is up to us, not only to apply these lessons, but to continue learning others along the way.
What Lies Ahead?

Nelson Mandela Quote
It was Nelson Mandela who said: "Education is the most powerful weapon you can use to change the world". And he's right.

What education does, is change the lens in which you see, understand and interact with the world around you.

As Social Science graduates we understand this because we have been taught to ask the bigger, and often more challenging questions; We were taught to take a global perspective, and to see the connections between people, places, and ideas rather than each in isolation of one another.

But what does this mean in a world of change; where information is more abundant than ever before and where technology continues to break down social, economic, and political barriers?

Well for some it means uncertainty; but for you, it should mean opportunity.

An opportunity to redefine the way we live, shape the way we think, and to continue evolving throughout these changing times.

transition
So how can we take advantage of this opportunity starting today?

By continuing to practice 5 key lessons we've all learned during our time at McMaster.
5 Keys

1. Challenge the world around you
   We only grow when we challenge our communities, our businesses, our society, and ourselves.

   Challenge is how we learn about the boundaries that others see, but more importantly, how we can overcome them.

2. Know that things can be better
   Once you challenge, you have to know that things can be better.

   Then have confidence in what you know; and the courage to stand up for it.

3. Network
   Connect with others and you will gain more perspective, more knowledge, and more resources

   All of which will help you make greater change

4. Be prepared to sacrifice
   Sacrifice means doing whatever it takes to achieve your goals, no matter how many people tell you it can’t be done.

   When you believe this, you will realize that success is not a matter of if, but a matter of how.

5. Be a leader
Leaders understand that the achievements of a group will always be greater than their individual efforts.

For that reason, the best leaders motivate others first to realize what is possible, and then, to achieve it.

Wrap-up
As the world around us continues to change, we don’t need more people to follow, we need more people to lead and show others around them that things can and will be better.

me (overcome obstacles)

Today, I stand before you not because I am someone who has always known success, but because I am someone who known failure and faced adversity.

During my first three years at McMaster I failed 10 courses and was diagnosed with a learning disability.

But it was my determination and support from colleagues and friends that over the next three years I took myself from a D average to now graduating with an A average in my final year.

Through all this, what I realized was that the success we achieve in our lives does not happen because we said: “I couldn’t do it”, “it was someone else’s fault”, or “I wished things were different.”

What I realized is the success we achieve in our lives is a result of having the courage to stand up and make things better, regardless of the obstacles we face.
So as Social Sciences graduates, use your tool of education, challenge the world around you, know that it can be better, connect with others, be prepared to sacrifice, and be a leader; because when you do, you will overcome the fear that is standing in the way of your success and become the change we need in this world.

The future we need
This is the most exciting time in your life, when change is around every corner and you decide which direction to take it.

But as you do, remember the words of William James: “Act as if what you do makes a difference. It Does.”

So be a leader, make a difference, and most importantly, Enjoy the Ride!

Congratulations TO ALL OF YOU: the social sciences graduating class of 2012.
APPENDIX VI

Notetaking Statistics 2011 – 12
<table>
<thead>
<tr>
<th></th>
<th>Spring/Summer 2011</th>
<th>Fall 2011</th>
<th>Winter 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Students with Disabilities</td>
<td>36</td>
<td>258</td>
<td>219</td>
</tr>
<tr>
<td>No. of Courses</td>
<td>48</td>
<td>521</td>
<td>488</td>
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<tr>
<td>No. of Notetakers Providing Notes</td>
<td>37</td>
<td>390</td>
<td>386</td>
</tr>
<tr>
<td>No. of Notetakers Signed Up</td>
<td>41</td>
<td>431</td>
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</tr>
<tr>
<td>Courses Most in Demand of Notetakers</td>
<td>Psychology 1XX3</td>
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<td>Anthropology 1A03</td>
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