McMaster University
Student Accessibility Services

Year – End Report
2012 – 2013

To The: MINISTRY OF TRAINING, COLLEGES
AND UNIVERSITIES

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JUNE 28, 2013
MTCU 2012 – 2013

June 28, 2013

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SECTION 1    STUDENT ACCESSIBILITY SERVICES ACTIVITY REPORT

ORGANIZATIONAL CHART

See Appendix I

Staffing Changes:

NOTE 1: Julia Shelley – gradual return to work commenced on July 2012

NOTE 2: Henriette Silman – gradual return to work commenced on November 2012

NOTE 3: Scott Green and Baljit Samrai appointments changed to permanent 8-month sessional effective September 2012

NOTE 4: Jonathan Christink – appointed to limited contract part-time evening position

NOTE 5: Aileen Pineda – appointed to full-time permanent (1FTE) effective April 2013

NOTE 6: April Beresford resigned effective September 2012. Elizabeth Larusci and Jovana Dimitrovic appointed each as a half time replacement

NOTE 7: Laurie Taylor – appointed to contract afternoon receptionist from August 2012 April 2013

- SAS hires a compliment of student employees to assist with a range of activities and service supports (e.g. Disability Awareness, transition program, marketing and promotion, notetaking, and alternate format transcription)
- SAS supervised and mentored social work student interns in the summer and fall/winter sessions
- SAS hires a compliment of casual employees to provide tests/exams invigilations as test/exam Reader/Scribe and computerized notetakers

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Student Accessibility Services
SERVICES AND ACCOMMODATIONS

SERVICES

- SAS continued to provide a high level of support to students with disabilities including notetaking, tests/exams, academic accommodations, learning strategies, assistive technology support, alternate format textbook support, disability-related supportive counselling, and a transition program involving mentorship support, drop-in assistance and social development.

- Introduced an electronic newsletter whereby we could reduce the number of email contacts with students while ensuring that vital information gets into the hands of students; such as information about awards and scholarships, job opportunities, research opportunities and the like.

- SAS continued to work hard to develop and maintain relationships on campus with other departments such as the library supports for students with disabilities, Centre for Leadership in Learning (CLL), Human Rights and Equity Services, Registrars, Student Financial Aid, Housing, and so many others. With Housing we established a process whereby we could communicate with them the need for extensions in residence for students who would be writing exams beyond the standard exam period, streamlined process for accommodation of students with disabilities in the Medical Radiation program, and continued close work with the Library supports for students with disabilities, among others.

- Continued to update the content on the SAS website to ensure its accuracy, consistency and simplicity.

- Coordinated the provision of Sign Language and computerized notetaking services.

- Established a set of new protocols in support of Deaf, deaf, deafened, and hard of hearing student to meet with their accommodation service needs including, but not limited to, caption of audio material video, transcription of lecture and problem based tutorial, provision of sign language interpretation, acquisition of print and audio and text materials for interpreters, computerized notetakers, and other related supports.

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

- Assistive technologist provided appropriate assistive technology 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, etc.
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- Provided ongoing Disability Awareness poster/information campaign *(See snapshots below and full page posters on Appendix II)*
- Continued to support students in the acquisition of neuropsychological, LD/ADHD/ADD assessments
- Continued to provide one-on-one support to students to assist with their unique needs e.g. assistance with acquisition of tutors, individualized notetakers, attendance support, access to specialized transportation, bursary support, etc.
- Introduced in collaboration with personal counselling, Student Wellness Centre, a Mindfulness Meditation program in support with student with disabilities

ACCOMMODATION

- SAS reviewed and updated the procedures and information on required documentation in support of academic accommodations
- SAS reviewed academic accommodations with Mohawk College – McMaster University (Medical Radiation program)
- Discussion continues with other department within the university with regard to policies and practices associated with accommodation of student with disabilities such as academic integrity, Human Rights and Equity Services, OMBUDS, Student Conduct, Graduate Studies – Master of Health Management, among others

DISABILITY AWARENESS

- Series of events planned through Student Accessibility Services which take place throughout the school year to promote disability awareness and accessibility on campus, to educate McMaster students on issues faced by persons with disabilities and showcase talents of people with disabilities in order to challenge the barriers and myths facing people with disabilities
- SAS continues with the development and messaging with respect to persons with disabilities through our annual poster campaign
- SAS was able to achieved permanent installation in various buildings around campus of previous year’s posters professionally plaque and mounted
- The SAS disability awareness coordinator participated in other disability awareness activities offered by other units in the campus community in support of SAS
- The SAS disability awareness coordinator established the student version group called “Barrier Busters” for the purpose identifying and communicating areas of concern on campus related to accessibility
WE ARE THE WILLING

WHEN NEEDED, MY SKILL AND KNOWLEDGE SHALL BE GIVEN WITHOUT RESERVATION

MAKE A CHANGE

IN THE PAST, HAVING A DISABILITY WAS A BARRIER TO HIGHER LEARNING

THE CAMPUS HERO

THE CAMPUS HERO

I HELPED DESIGN A BIONIC EYE THAT CAN RESTORE VISION TO THE BLIND

I DESIGNED A SUIT THAT CAN HELP SOMEONE REGAIN THE ABILITY TO WALK
TRANSITION PROGRAM (Shifting Gears)

- McMaster University views transition within a broader context to include not only summer orientation, but also adjustment during the first few years at university.
- Several half day workshops were offered in the summer with a focus on learning strategies, assistive technology, campus orientation, social networking and self-advocacy.
- Information sessions are ongoing for Faculty and first year university student lectures to increase their understanding of the services available and the ongoing needs of students with disabilities.
- Booklets and information file folders were developed to provide detailed information regarding the disability services available.
- An extensive peer mentorship program is being offered to provide one-to-one support throughout the academic year.
- Information sessions and promotional booths are presented during key University events targeting all incoming novice students.
- Drop-in sessions were offered to students to assist them with unpredictable needs whether academic accommodation related, personal or other.
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Transition Activities:

i. Introduction to Services Presentation:
   1. May@Mac Presentation to Prospective Students
   2. Summer Orientation Daily in-depth presentation to Incoming students: July 3 to 7, 2012
      Seven info sessions to parents during University Orientation overview
   3. Welcome Week: August 10, 2012
   4. Fall Preview: October 27, 2012
      Presentation to Prospective Students

ii. Summer and Fall/Winter Workshops:

iii. Peer Mentorship Program: 30 upper level students matched with 31 lower level students. – Average attendance at social skills/networking events: 30-40 individuals per event
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iv. Fall Preview and May@Mac booths: to provide more information to prospective students and their parents
v. Faculty/Lecture Sessions: 2 Separate Lectures to large first year classes
   • Co-facilitator at session for Residence Student Awareness
   • Faculty Sessions

SOCIAL EVENTS

All students registered with SAS are welcome to come to monthly social events. These events were held to give opportunity to meet new people within the SAS community and overall just have fun.

• Game Night, September 20th, 2012
• Halloween Haunt, October 31st, 2012
• Ugly Sweater Party, November 28th, 2012
• Murder Mystery, January 17th, 2013
• Karaoke Night, February 27th, 2013
• Prom: Take Two, April 3, 2013

Halloween Haunt
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KARAOKE NIGHT

MURDER MYSTERY DINNER
WORKSHOPS

The following workshops were offered to students registered with Student Accessibility Services.

- Academic accommodation at the university level
- Essential skills for success
- The lecture experience
- Library use in the fast lane

CONSULTATION

- Continued request from Faculty and academic program areas for SAS to consult and provide information on disability services i.e. Science, Humanities, Social Sciences and Health Sciences
- Consultation with the Associate Dean and Academic Advisor from the Faculty of Health Sciences regarding specific clinical accommodation for students with disabilities
- Consult with the Office of Human Rights and Equity and 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 Wellness Centre, Student Success Centre and Career Services, International Student Services, Library, Mohawk College Disability Services and Financial Aid and Scholarship) on accommodation and support of students with disabilities
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- Collaboration with OT/PT program regarding extensive academic accommodation for students with hearing impairment i.e. sign language, alternate text format, transcription and video captioning
- Consultation regarding students’ research projects i.e. medical school graduates with academic accommodation through SAS; assistive technologies; student mental health needs; cerebral palsy study; climate assessment; first year OT/PT students; other research and information gathering requests
- Consultation with staff from McMaster Association of Part-Time Students and from McMaster Students Union regarding accessibility, accommodation, issues related to students with disabilities and in particular, students with mental health disabilities
- Consultation with Centre for Leadership in Learning (CLL) regarding numeracy blended learning module
- Consultation and demo with vendors related to database for disability services
- Consultation with Human Resources regarding hiring, policies and staff issues

LAS (Library Accessibility Services) Statistics

<table>
<thead>
<tr>
<th>Summer 2012</th>
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<tbody>
<tr>
<td>Total number of students served</td>
<td>9</td>
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<tr>
<td>• Students with low vision</td>
<td>3</td>
</tr>
<tr>
<td>• Students with a learning disability</td>
<td>2</td>
</tr>
<tr>
<td>• Students with a physical disability</td>
<td>3</td>
</tr>
<tr>
<td>• Students with a mental health disability</td>
<td>1</td>
</tr>
<tr>
<td>• Students with other disability</td>
<td>2</td>
</tr>
<tr>
<td>Total alternate format requests</td>
<td>32</td>
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<tr>
<td>• Alternate format textbook requests</td>
<td>15</td>
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<tr>
<td>• Alternate format custom courseware requests</td>
<td>2</td>
</tr>
<tr>
<td>• Alternate format Reserve article requests</td>
<td>2</td>
</tr>
<tr>
<td>• Alternate format journal article requests</td>
<td>20</td>
</tr>
<tr>
<td>By format</td>
<td></td>
</tr>
<tr>
<td>• Kesi format requests</td>
<td>5</td>
</tr>
<tr>
<td>• Large print format requests</td>
<td>19</td>
</tr>
<tr>
<td>• PDF format requests</td>
<td>9</td>
</tr>
<tr>
<td>• Word format requests</td>
<td>6</td>
</tr>
<tr>
<td>Transcriptions done in-house</td>
<td>17</td>
</tr>
<tr>
<td>Research help consultations</td>
<td>5</td>
</tr>
<tr>
<td>Book retrieval and photocopy assistance</td>
<td>34</td>
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Fall 2012
These statistics also include statistics for courses which began in September 2012 and ended in April 2013.

<table>
<thead>
<tr>
<th>Total number of students served</th>
<th>38</th>
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<tbody>
<tr>
<td>Students with low vision</td>
<td>2</td>
</tr>
<tr>
<td>Students who are blind</td>
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</tr>
<tr>
<td>Students with a learning disability</td>
<td>22</td>
</tr>
<tr>
<td>Students with a physical disability</td>
<td>10</td>
</tr>
<tr>
<td>Students with a mental health disability</td>
<td>2</td>
</tr>
<tr>
<td>Students with other disability</td>
<td>3</td>
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<table>
<thead>
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<td>Alternate format textbook requests</td>
<td>180</td>
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<tr>
<td>Alternate format custom courseware requests</td>
<td>24</td>
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By format

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<tr>
<td>PDF format requests</td>
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<tr>
<td>Word format requests</td>
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Transcriptions done in-house | 102 |
Research help consultations  | 14  |
Book retrieval and photocopy assistance | 13 |

Winter 2013

<table>
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<tr>
<th>Total number of students served</th>
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<td>Students with low vision</td>
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<tr>
<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>
<td>9</td>
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<tr>
<td>Students with a mental health disability</td>
<td>3</td>
</tr>
<tr>
<td>Students with chronic health</td>
<td>1</td>
</tr>
<tr>
<td>Students with other disability</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total alternate format requests</th>
<th>137</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternate format textbook requests</td>
<td>103</td>
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<tr>
<td>Alternate format custom courseware requests</td>
<td>23</td>
</tr>
<tr>
<td>Alternate format journal article request</td>
<td>11</td>
</tr>
</tbody>
</table>

By format

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Daisy format requests</td>
<td>3</td>
</tr>
<tr>
<td>Kesi format requests</td>
<td>13</td>
</tr>
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</table>
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<table>
<thead>
<tr>
<th>Activity</th>
<th>Number</th>
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<tr>
<td>PDF format requests</td>
<td>99</td>
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<tr>
<td>Word format requests</td>
<td>22</td>
</tr>
<tr>
<td>Transcriptions done in-house</td>
<td>75</td>
</tr>
<tr>
<td>Research help consultations</td>
<td>11</td>
</tr>
<tr>
<td>Book retrieval and photocopy assistance</td>
<td>4</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 disability may include students who do not require alternate format material but who do use other services offered by this office.
- Students may have more than 1 disability.

**ENHANCED SERVICES FOR STUDENTS WITH LEARNING DISABILITIES**

**LEARNING STRATEGIST ACTIVITIES**

- Seen 389 appointments with students; one-hour sessions.
- Seen students with learning disabilities with the following topics covered:
  - 50% - writing skills assistance
  - 40% - study skills
  - 10% - time management
- Supervised and assisted as an editor in the content preparation of the Learn2Learn modules.
- Part of the drop-in staff for Transition (23 sessions in total) on a weekly basis from September through April.
- Conducted workshops for the Transition program on notetaking in 4 separate sessions.
- Supervised Notetaking Coordinator and recruited and hired volunteers and the new coordinator.

**ASSISTIVE TECHNOLOGIST**

- 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 through campus lock boards, SAS web site, email campaigns, Facebook, Twitter.
- Assisted students with research, selection, and purchase of AT.
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- 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
- Maintained and set up computer systems which include AT software for tests and exams
- 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
- Perform technical aspects of captioning videos for deaf and hard of hearing students
- Provide support to faculties on how to implement captioning in the classroom
- Assisted in process of arranging AT for students with disabilities on campus; e.g. CART services, accessible course materials, tests, classroom electronic note-taking
- 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.)
- Continually updating knowledge on Assistive Technology and disability issues by attending conferences and workshops (IDIA, Neuro-ADHD, AHEAD workshops, etc)
- Hired and supervised marketing student-staff for web site updates, disabilities awareness poster campaign design, clear and accessible department hand-outs
- Offer a short-term loan program with commonly use technologies to help students try and assess and trial technology in the environment and manner in which it would be used
- Contribute to the 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
- Participated in monthly SAS Tech Team consultation meetings
- Provided support with regards to clockwork changes
- Provide workshops in conjunction with Centre for Leadership in Learning on accessibility in the classroom

PROFESSIONAL DEVELOPMENT
Information provided in this section is a collective of all Student Accessibility Services staff, or that undertaken by the SAS department
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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; Climate Assessment; and Priorities and Planning
- Member of the Community of Practice group on Accessibility under the Centre for Leadership in Learning
- 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 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)
- Staff attended the AHEAD (Association on Higher Education and Disability) audio conferences with the following topics below:
  - Professional Decision-Making: A New Process to Explore, November 2012
  - Accessibility Through Captioning, February 2013
  - Video Remote Interpreting, April 2013
- AHEAD Conference, New Orleans, July 2012
- AHEAD Conference, Long Beach California, January 2013
- AODA Customer Service training (ongoing for new employees and student employees)
- Aspergers Services and Resources, University of Toronto, August 2012
- Assistive Technology on Accessibility Conference, Guelph University May 2012
- CNIB webinar resource session
- Conference, Brock University, June 2012
- Case Management regarding various students' issues
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- 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)
- Financial Planning Workshop, June 2012
- Focus on Mental Health Conference, Toronto, June 2012
- High-Incidence Disabilities in Higher Education: Current Issues and Best Practices Workshops, Ryerson University, May 2012
- In-service information training for SAS staff with the following topics:
  - Library Accessibility Services for Students with Disabilities, September 2012
  - Student Financial Aid and Scholarships, September 2012
- Invigilators training, September and November 2012
  - SAS Readers/Scribes
  - Registrar’s Office Invigilators
- LimeConnect presentation for students with disabilities, McMaster University, March 2013
- Managing in a Unionized Environment workshop, April 2013
- Mental Illness Awareness week, October 2012
- OCC (Ontario Chamber of Commerce) Accessibility Focus Group, January 2013
- On-line Expense report and advance request training, May 2012
- OUSA Campus visit and interview, October 2012
- PBSG-ED. Program for Faculty Development: Health Sciences Workshops: The Learner in Difficulty, Time Efficient Teaching Strategies, Developing Professionalism in our Learners and Feedback
- RARC (Regional Assessment and Resources Centre) Workshops, Deerhurst ON, October 2012
- SAS annual planning retreat, December 2012
- Self care and compassion fatigue, December 2012

SAS ANNUAL PLANNING RETREAT, December 14, 2012
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- Soc Sci Scavenger Hunt, October and November 2012
- Student Affairs Retreat, June 2012
- Teaching Services Fair, August 2012
- Webinar – Academic Zone, Brock University, June 2012

MARKETING/OUTREACH TO INTERNAL AND EXTERNAL COMMUNITY

- Installation and on-going Disability Awareness posters campaign across campus
- SAS continued with the publication of the faculty Yellow File and print copies of Registration Guide and Student Handbook for students with disabilities. We have maintained the practice to ensure that the SAS website is the primary source for information and all print material is extracted from the web site for accuracy and consistency. We continue to update the web site for simplicity and structure to provide users the most complete and easy to navigate / find / source information.
- Installation of Disability Awareness posters from previous years (2003-04, 2011-12) permanently installed in various locations around campus
- SAS website is consistent with AODA information and communication regulation related to the use of plain language
- Advertising December and April accommodated exams deadline
- SAS advertisement in McMaster Students Union Almanac and Wall calendar
- 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 School of Graduate Studies in Health Sciences and Science regarding academic accommodation graduate contracts
- Continued consultation with Student Success Centre regarding mentorship program, academic skills and learning strategist
- Involved with President's Advisory Committee on Building an Inclusive Community (PACBIC) on issues related to inclusion at McMaster
- Involved with Associate Dean Advisory Committee on Retroactive Accommodation in relation to individual students' cases
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- Consultation with Mohawk College and Faculty of Science on academic accommodation procedures re: Mohawk-McMaster Medical Radiation program
- Continued consultation with Faculty of Health Sciences program – Faculty, instructors and administrators on academic accommodation, documentation and process for clinical accommodation support
- Continued consultation with Faculty of Medicine regarding accommodation of applicants with disabilities
- Ongoing 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, academic information and any related research
- Supervised student interns with regard to updating the university’s AODA Customer Service training
- Associated with local disability services, agencies and government
  - ACPD – Advisory Committee for Persons with Disabilities
  - ACPD Built Environment Subcommittee
  - ACPD Transportation Subcommittee
  - CLH – Community Living Hamilton
  - COU (Council of Ontario Universities) Reference Group on Accessibility
  - HCCI – Hamilton Centre for Civic Inclusion

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, provision of accessible classroom and individualized time tables/class schedules for students with disabilities
- Continued consultation with Registrar’s Office and Human Rights and Equity Services regarding deadlines for accommodated exams, invigilations and communications
- Continued consultation with Student Success Centre regarding student success leaders, academic skills and learning strategies
- 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 space
- Consultation with Faculty, Human Rights and Equity Services, and Student Wellness Centre regarding petitions for special consideration
- 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 and referral process
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- Continued consultation with Financial Aid Office re: bursaries for students with disabilities.
- Consultation with Facility Services regarding accessibility and improvements in campus
- Extensive consultation with Facility Services and a local vendor on the development, creation and potential usage of new technologies for (electronic messaging and way finding through the use of cellular technology) signage on campus that would be fully accessible and compliant with AODA information and communication regulations
- Consultation with Titles Bookstore re: bookstore renovation and accessibility
- Consultation with University Technology Services and Human Rights and Equity Services regarding Gmail accessibility
- Consultation with University Technology Services and Library Services regarding assistive software
- Continued consultation with Campus Security and Parking Services on access issues
- Consultation with Centre for Leadership in 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
- Initiated consultation with the Hamilton Catholic and Public school boards on transition and connecting with prospective students, their parents and staff (teachers, EAs, etc.) pursuant to the vision of the transition program model
- Supported and attended MacCares Annual Charity Gala, March 2013

MacCares Charity Gala 2013

EQUIPMENT ACQUISITION/TECHNOLOGY

- Office equipment purchases and equipment includes staff Zoomtext license and upgrade, staff computer and printer upgrades, AT devices and upgrading for computer systems for test/exam as required
- New server was purchased for enhancing web accessibility and plan migration from Clockwork version 4 to version 5
MTCU 2012 – 2013

June 28, 2013

POLICY REVIEW

- 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/
- Policy for Mohawk-McMaster Medical Radiation academic accommodation for students with disabilities

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>37</td>
</tr>
<tr>
<td>02 – Attention Deficit Hyperactivity Disorder (ADD/ADHD)</td>
<td>150</td>
</tr>
<tr>
<td>03 – Chronic Illness / Systemic / Medical</td>
<td>130</td>
</tr>
<tr>
<td>04 – Deaf, deaf, Deafened, Hard of Hearing</td>
<td>27</td>
</tr>
<tr>
<td>05 – Learning Disability (includes confirmed LD and non-confirmed LD)</td>
<td>250</td>
</tr>
<tr>
<td>06 – Low Vision, Blind</td>
<td>20</td>
</tr>
<tr>
<td>07 – Mobility / Functional</td>
<td>83</td>
</tr>
<tr>
<td>08 – Psychiatric / Mental Health</td>
<td>553</td>
</tr>
<tr>
<td>08 A – Autism Spectrum Disorder</td>
<td></td>
</tr>
<tr>
<td>09 – Other – A (Aspergers)</td>
<td>26</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1276</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>150</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>42</td>
</tr>
<tr>
<td>02 – Attention Deficit Hyperactivity Disorder (ADD/ADHD)</td>
<td>195</td>
</tr>
<tr>
<td>03 – Chronic Illness / Systemic / Medical</td>
<td>165</td>
</tr>
<tr>
<td>04 – Deaf, deaf, Deafened, Hard of Hearing</td>
<td>30</td>
</tr>
<tr>
<td>05 – Learning Disability (includes confirmed LD and non-confirmed LD)</td>
<td>280</td>
</tr>
<tr>
<td>06 – Low Vision, Blind</td>
<td>23</td>
</tr>
<tr>
<td>07 – Mobility / Functional</td>
<td>103</td>
</tr>
<tr>
<td>08 – Psychiatric</td>
<td>630</td>
</tr>
<tr>
<td>08 A – Autism Spectrum Disorder</td>
<td></td>
</tr>
<tr>
<td>09 – Other – A (Aspergers)</td>
<td>32</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1500</td>
</tr>
</tbody>
</table>

SECTION 3 REPORTING REQUIREMENTS FOR ENHANCED SERVICES FUNDING

A. Students

| i. Number of students receiving support from a Learning Strategist | 126   |
| ii. Number of students receiving support from an Assistive Technologist | 92    |
| 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) | 31    |

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) | 16    |
| iii. Number of assessments with costs covered by health insurance | 2     |
| 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 | 2     |
| vi. Number of assessments with costs not covered under i-v but covered by the institution | 0     |
| 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 | 272 |

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

SECTION 4 INTERPRETER FUND REPORT 2012/13
   – see Appendix IV

SECTION 5 FINANCIAL STATEMENT 2012/13
   – see Appendix V

SECTION 6 APPENDICES

Appendix I Organizational Structure of Student Accessibility Services 2012-13
Appendix II Disability Awareness Campaign/Posters
Appendix III Student Testimonials
Appendix IV Interpreter Fund Report 2012-13
Appendix V Financial Statement 2012-13
Appendix VI Notetaking Statistics 2012-13
APPENDIX I

Student Accessibility Services
Organizational Structure
2012 – 13
Student Accessibility Services Organization Chart
May 2012 to April 2013

AVP, Student Affairs and Dean of Students
Phil Wood

Manager and University Advisor on Disability Issues
Tim Nolan

TO Coordinator for Library Accessibility Services
Lorna Turcotte

NOTES:

NOTE 1: Julia Shelley – gradual return to work commenced on July 2012

NOTE 2: Henriette Silman – gradual return to work commenced on November 2012

NOTE 3: Scott Green and Baljit Samra appointments changed to permanent 8-month sessional effective September 2012

NOTE 4: Jonathan Christink – appointed to limited contract part-time evening position

NOTE 5: Aileen Pineda – appointed to full-time permanent (1FTE) effective April 2013

NOTE 6: April Beresford resigned effective September 2012. Elizabeth Iarussi and Jovana Dimitrov each has a half time replacement

NOTE 7: Laurie Taylor – appointed to contract afternoon receptionist from August 2012 April 2013

Program Coordinator, Disability Specialist
Julia Shelley NOTE 1

Program Coordinator, Disability Specialist
Mei Ju Shih

Program Coordinator, Disability Specialist
Henriette Silman NOTE 2

Program Coordinator, Disability Specialist
Carol Hartung

Program Coordinator, Disability Specialist (Evening – sessional) NOTE 3
Brian Poole, Scott Green and Baljit Samra

Program Coordinator, Disability Specialist (evening – 8-month contract)
Jonathan Christink

Administrative Assistant
Aileen Pineda NOTE 5

Learning Strategist
Joanne Buckley

Assistive Technologist
Clark Cipryk

Test and Exam Coordinators
April Beresford
Elizabeth Iarussi and Jovana Dimitrov NOTE 6

9 Invigilators
2 Reader / Scribe

Coordinator, Deaf and Hard of Hearing Services
Debra Hawkins (full-time, 9 months contract)

6 Computerized Notetakers

Receptionist
Laurie Taylor NOTE 7
APPENDIX II

Disability Awareness Campaign
2012 – 13
EVERY STRUCTURE NEEDS SUPPORT, PEOPLE DO TOO
IF YOU'RE FEELING UNDER STRAIN, HELP IS WITHIN REACH

Get in Touch
wellness@mcmaster.ca
McMaster University Student Centre B101
905.525.8140 ext. 27700

Stay Updated
wellness@mcmaster.ca
facebook.com/McMasterSWC
MAKE A CHANGE

IN THE PAST, HAVING A DISABILITY WAS A BARRIER TO HIGHER LEARNING

THROUGH TECHNOLOGICAL INNOVATION, ENGINEERS ARE MAKING EDUCATION MORE ACCESSIBLE. LET'S CREATE AN ACCESSIBLE ENVIRONMENT

Get in Touch
sas@mcmaster.ca
McMaster University Student Centre B107
905 525 9140 ext. 23652 | TTY: 905 526 4307

Stay Updated
sas.mcmaster.ca
twitter.com/mcmastersas
facebook.com/mcmaster.sas
THE CAMPUS HERO

I HELPED DESIGN A BIONIC EYE THAT CAN RESTORE VISION TO THE BLIND

USE YOUR DEGREE TO MAKE A DIFFERENCE IN SOMEONE'S LIFE LET'S CREATE AN ACCESSIBLE ENVIRONMENT

Get in Touch
sas@mcmaster.ca
McMaster University Student Centre B107
905 525 9140 ext. 28852 | TTY: 905 525 4307

Stay Updated
sas@mcmaster.ca
twitter.com/mcmastersas
facebook.com/mcmaster.sas

McMaster University
THE CAMPUS HERO

I DESIGNED A SUIT THAT CAN HELP SOMEONE REGAIN THE ABILITY TO WALK

USE YOUR DEGREE TO MAKE A DIFFERENCE IN SOMEONE’S LIFE
LET’S CREATE AN ACCESSIBLE ENVIRONMENT

Get in Touch
sas@mcmaster.ca
McMaster University Student Centre B107
905.525.9140 ext. 29652 | TTY: 905 528 4337

Stay Updated
sas.mcmaster.ca
twitter.com/mcmastersas
facebook.com/mcmaster.sas
WE ARE THE WILLING

WHEN NEEDED, MY SKILL AND KNOWLEDGE SHALL BE GIVEN WITHOUT RESERVATION

USE YOUR DEGREE TO MAKE A DIFFERENCE IN SOMEONE'S LIFE
LET'S CREATE AN ACCESSIBLE ENVIRONMENT

Get in Touch
sas@mcmaster.ca
McMaster University Student Centre B107
905.525.9140 ext. 28852 | TTY: 905.525.4307

Stay Updated
sas.mcmaster.ca
twitter.com/mcmastersas
facebook.com/mcmaster.sas
APPENDIX III

Student Testimonials
2012 – 13
APPENDIX E: Consent form for Student Stories

Ministry of Training, Colleges and Universities
Communications Branch
Mount Block
Queen's Park
Toronto ON M7A 1L2
(416) 212-1869 FAX

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 $3.2 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 j) 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 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 __________ (d/m/y) at ________________.
i) [ ] a quote taken from my interview or presentation on __________ (d/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, 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

b) ☐ telephone number

c) ☐ e-mail address

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.news.ontario.ca/newsroom/ent/. 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.
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]

[Date]  [2012]

6  DATE
SAS – Student Testimonial

My first year at McMaster University began after a tremendously successful victory lap of high school. This success was no small part due to the small size of the school and the nature of the one on one contact which it provided. It was without exaggeration the perfect setting for me. Moving on to McMaster where I had to deal with the challenges of the transition process as well as figure out how to get accommodation for my learning disability. Because the Year before I did not need to think about my learning disability or how to accommodate for it I was ill prepared and all too willing to ignore the need for accommodations and continue on in university ignorant to the challenges I had set in place for myself. As a result I did not get accommodations and my first year ended in a may not continue and I was removed from my program kinesiology. Thanks to my parents and the efforts of those at SAS I was able to make a case for my reinstatement and was able reinstated into the faculty of science under the condition that I register with SAS and only take 3 classes per term.

My second year at McMaster University in the faculty of science I made the small course load an advantage using the opportunity to play with learning strategies, develop proper study habits and figure out which accommodations suited me. One particular example I can think of is after having reviewed a midterm me and my TA at the time determine that I was getting answers wrong on multiple choice because I was having a problem distinguishing between answers with a high level of iteration, the solution my TA suggested was to have my multiple choice answer stems double spaced. After bringing this information to my SAS program coordinator we modified my accommodation letter and I went to see my profs about changing the format of my final exams. This all occurred weeks before my final exams!

Another key to my success is the availability of the learning strategist at SAS, having someone to talk to about learning strategies and how to implement them as well as writing tips and tricks (it’s very hard for me to write essays as my grasp of grammar, sentence structure and spelling is questionable at best). Another resource that SAS offers and has been irreplaceable has been the library services for students with disability (formally LSDD now LAS) the provision of alternate format textbooks is hugely important for me. I have a very hard time copying information down the alternative format allows me to reprint the textbook entirely so I can make notes more effectively or take out snippets and print those much like what a normal student would do, but without the errors and extra hours of effort on my part. Finally the assistive technologist who helped me find cheap alternatives to mind mapping software and got me in touch with a vender of Kurzweil text to voice software which allowed me to listen to text books was a huge advantage for me (my verbal memory is very good). At the conclusion of my second year I had more than doubled my average but still was not good enough for full reinstatement into kinesiology but my progress was promising.

My third year at McMaster University my course load had increased to 4 classes per term, I had much better idea of what tools I needed to succeed. I began to more thoroughly explore the university and in particular the resources offered by SAS. As my hard work began to pay off and my grades improved I began to look for ways to contribute back to SAS for which a credit much of my success to. I gave two talks to the learn to learn mentorship leaders about what it is like to be a student at McMaster University and what their mentees were experiencing and how to help. At the conclusion of my third year I finally got back into Kinesiology another significant increase in academic performance.
SAS – Student Testimonial

My fourth year at McMaster University I became a learn2learn mentor and continued my academic success finishing with a A- average, in no small part due to the support and accommodations offered by SAS. In no small part there the difference between being tested for my ability to fill out a scantron card and read confusing answer stems and being tested in my knowledge and mastery of the material, and the difference between being able to learn the material in a timely and organized fashion or having to spend countless hours performing a fruitless and often frustrating task.

My experience as a peer mentor and with the transition program has been overwhelming and positive. If I wasn't helping to organize the monthly events I was acting as a peer mentor, or throwing ideas for how to enhance the transition program past my supervisor Carol Hartung. I was also given the opportunity to present to the Learn2learn mentors again as well as presenting at the May at Mac event. It's an awesome feeling to contribute to and be a part of the transition program as it continues to change and become better.

Alex Low
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) 212-1066 FAX

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, Corbin Hartwick, 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) X my first name.
b) X my last name.
c) X a description of me, including but not limited to
   my past and present field(s) of study at the postsecondary level,
d) X 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) X my age.
f) X a photograph of me that I supplied or that was taken on ______________ (d/m/y) at ______________.
g) X a videotape, an electronic or other image of me recorded on ______________ (d/m/y) at ______________.
h) X a recording of my voice on ______________ (dd/m/y) at ______________.
i) X a quote taken from my interview or presentation on ______________ (dd/m/y) at ______________.

j) X 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.

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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) [X] mailing address
9 Sherwood Rise, Dundas, Ontario L9H 4E7

b) [X] telephone number
905-627-0827

c) [X] e-mail address
hartwicd@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 the 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.

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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 (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:

Corbin Hartwick
Signature

June 17, 2013
6 DATE

Corbin Hartwick
Print Name
My name is Corbin Hartwick. I am a 24-year-old student in the Master of Arts – Communications and New Media program at McMaster University. I also have Asperger’s Syndrome, along with generalized anxiety and depression. Six years ago, it would have been difficult for me to believe that I would make it this far into my post-secondary education career. Quite frankly, the thought of even going to university terrified me. It was so different from what I was used to in elementary and high school: a larger unfamiliar environment, thousands more unfamiliar people, and a much more self-directed structure to both learning and personal management. I felt like a very small fish diving into a very big pond.

That’s when I learned that a friend of my late grandfather was the head of McMaster University’s disability services department. I went to Tim Nolan, the director of the Centre for Student Development – now known as Student Accessibility Services – for some advice on how to make the transition from high school to university as a student with a mental condition. But Tim and his team have given me so much more than that. Through Tim, I learned about the “Helping You Personalize Education” (“H.Y.P.E.”) program, a summer orientation camp designed specifically for students with disabilities. Through the program, I was able to familiarize myself with the McMaster University campus, experience firsthand what university life was like, and get direction on the registration process. The program resulted in a huge boost to my confidence, as I was better able to prepare for the administrative tasks required to enrol at McMaster, as well as for what to expect in terms of classes and instruction. Instead of dreading my transition into post-secondary education, I began to look forward to it with excitement.

However, concerns arose with regard to how well I would be able to handle a university-level workload with my disability. Again, Tim and the S.A.S. staff held the answers. Along with the Humanities department academic advisors, they helped me create a customized education plan that allowed me to work towards my Bachelor of Arts degree at my own pace. But they didn’t stop there. Through counselling sessions with both Nancy McQuigge and Joanne Buckley, I learned how to better manage my time and plan ahead in order to complete my work. In addition, Julia Shelley and April Beresford helped to co-ordinate with my instructors to put accommodations in place, both for regular course work as well as tests and exams. This allowed me the time and conditions necessary for me to produce the best work possible. Tim himself even alerted me to potential scholarship opportunities, in order to ease financial burdens.

When it came time for me enter graduate school, once again, S.A.S. was there for me. In concert with myself and the graduate committee for my department, my new co-ordinator Scott Green helped to put together a customized timeline for completing my Master of Arts degree, in order to balance obligations from school, work, and home. Tim and the S.A.S. have even gone so far as to help point me towards potential employment opportunities tailored to my experiences and skills.

None of this would have been possible without the tremendous support of the McMaster University community. This includes instructors who have been extremely accommodating and understanding of my needs and limitations, as well as my peers who have contributed to a safe and discrimination-free environment at the university. But most of all, I wish to thank Student Accessibility Services for their tireless efforts to support me in post-secondary education and beyond. They are truly a cornerstone of my success.
APPENDIX VI

Notetaking Statistics
2012 – 13
### Notetaking Statistics (2012-2013)

<table>
<thead>
<tr>
<th>No. of Students with Disabilities</th>
<th>Spring/Summer 2012</th>
<th>Fall 2012</th>
<th>Winter 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>44</td>
<td>221</td>
<td>186</td>
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</table>

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