

**ANNUAL REPORT 2003-04  
ACCESSABILITY SERVICES  
UNIVERSITY OF TORONTO AT SCARBOROUGH**

Prepared for The Ministry of Training, Colleges and Universities  
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## EXECUTIVE SUMMARY

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The aim of this report is to inform the Ministry of Training, Colleges and Universities (MTCU) and the university community on the activities of AccessAbility Services at the University of Toronto at Scarborough (UTSC).

AccessAbility Services receives funding for service delivery from three sources.

1. MTCU -The Accessibility Funding Envelope for students with disabilities
2. The university is required to supplement the envelope to ensure that the legal obligations borne by the university are met. UTSC has been fully supportive of the office and allocates base funding annually to run the service. UTSC Administration has also made a commitment for additional personnel in 2004-05.
3. Learning Opportunities Task Force

Support from UTSC Administration was also demonstrated this fiscal year through the increase in space allocated for the AccessAbility Services administrative unit and a planned expansion of the testing space for 2004-05.

“As of summer 2003 UTSC moved to a full trimester system where the academic year is divided into three independent and equal sessions. Most of the full credit courses were converted into two half credit courses or reduced to one half credit.”<sup>1</sup> The impact of trimestering on the service was most evident in the volume of note taking and test/exam requests. Increasing demands have challenged the service and necessitated an increase in personnel as well as a review of accommodations and services.

The service provided the same array of services as were provided in previous years. However, we anticipate that the expansion of the administrative space will allow for development of services over the next year.

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<sup>1</sup> *UTSC 2003-2004 Calendar*, 24 July 2003 (October 2004). Available:  
<[http://www.utsc.utoronto.ca/courses/calendar03/Important\\_Changes.html](http://www.utsc.utoronto.ca/courses/calendar03/Important_Changes.html)>.

## CLIENT PROFILE

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AccessAbility Services provides accommodations and services to students who identify themselves to the office due to a disability(ies) as defined by the Ontario Human Rights Commission's *Policy and Guidelines on Disability and the Duty to Accommodate* (2000) which are permanent or temporary in nature. This report includes only those students who have contacted AccessAbility Services and does not include additional students with disabilities who are attending the university but not requesting service.

## **ACHIEVEMENTS**

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### **Workforce**

- The Manager submitted a proposal to the UTSC administration requesting additional staff. The Administration recognized that the growth within this unit warranted additional personnel and funding was secured by year end for a position. UTSC Administration also arranged for a shared Budget Officer from another department. The support of the Budget Officer significantly improved the Manager's workload.
- The LOTF continued to fund the Learning Strategist/Assistive Technologist position for this fiscal year. This position is an essential component to the office and to students with learning disabilities. Since the implementation of this position, supports provided to students with learning disabilities have significantly improved.
- The utilization of the Work-Study (WS) Program was further developed. An Abilities Awareness Assistant was recruited to assist with outreach projects and supports for students in the summer of 2003. As in past years, Participation Assistants were also recruited to assist with orientation and mobility on campus and transferring material into alternate format. This year we expanded the duties of the Participation Assistants to include assisting with notetaking accommodations. WS students worked in the office weekly and, under the supervision of the Accommodations Assistant, assisted with copying and filing notes. This ensured timely delivery of the notetaking accommodation and allowed the Accommodations Assistant time to address other matters.

### **Policy Development**

- The Manager participated in the Toronto Regional Meeting for the Disability-Related Support Review through the Ministry of Training, College and Universities. "The purpose of the meeting was to gather information on how the ministry's support for students with disabilities could best be structured to maximize its impact."<sup>2</sup>
- At UTSC, the Manager recommended policy changes where necessary. This included providing a written submission to the Associate Dean regarding the inclusion of AccessAbility Services in the Academic Handbook. The goal of this submission was to clarify the roles of AccessAbility Services, faculty and students with disabilities.
- The Manager was involved in a working group to review and update the Emergency Evacuation Policy for Occupants with Disabilities at UTSC.

### **Accommodations and Services**

#### ***Disability Advising***

- The service provides a significant amount of non-therapeutic disability counselling to students registered with the service. Issues that were addressed included:
  - Setting realistic academic goals given the students' disability related needs, as well as balancing personal life (family, children) and academic life.
  - Setting realistic course loads.
  - Acceptance and understanding of one's disability

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<sup>2</sup> Ministry of Training, Colleges and Universities. Disability-Related Support Review, Winter 2004.

- Coping skills
  - On campus accessibility
  - Employment strategies (accommodation strategies discussed)
  - Effective self advocacy
- Where required, the service collaborated with, or referred students to, on-campus services (Academic Advising and Career Centre, Health and Wellness Centre, Writing Centre, Physical Education and Athletics Personal Training Programming, etc.). The service also referred and/or facilitated off-campus supports and services (ADHD Assessment and Coaching, Assistive Devices Program through the Ministry of Health and Long-Term Care, Community Disability Services, Bloorview-MacMillan Writing Aids Clinic, Geneva Centre, Epilepsy Association, Canadian Cancer Society, etc).

### ***Case Management***

- Case conferences were held with students and their Occupational Therapists, Speech and Language Pathologists, Rehabilitation Counsellors, Psychologists, and/or other community workers. The goal of the case conferences was to ensure the multi-disciplinary team was working towards the common goal of supporting students with a disability. Plans were developed and monitored by the team members. It was essential that the service participate in these case conferences to ensure that all the resources and supports available to the student were identified and utilized.

### ***First Year Student Support***

- Individual Transition Meetings were conducted for students with physical and sensory disabilities who were new to UTSC. Community Health Care professionals accompanied the students to these meetings in order to facilitate a smooth transition to the university environment. Follow-up included the provision of formal Transition Reports which clearly outlined meeting minutes and provided the student with an individualized action plan.
- The LS/AT delivered a full day Transition workshop for first year students with Specific Learning Disabilities.

### ***Tests/Exams***

- The Examination Officer created a new system for students to retrieve final exam information. This system increased and encouraged independent access to this information. The secondary benefit of this system was the improved flow of work in the office.

### ***Notetaking***

- The administration of the notetaking program was streamlined, creating a user-friendly system that ensured timely delivery of notes and simplified the follow up process.
- Work Study students were hired to assist with setting up and maintaining note taking accommodations.
- The service increasingly relied on a database of existing notetakers when accommodating late notetaking requests/registrations.

- The increase in administrative office space resulted in an organized area designated for note retrieval and contributed to a more accessible system.
- Notetaking needs were increasingly met through alternate forms of note delivery. These alternate methods included, but were not limited to, online lecture notes and notes provided directly from the instructor.

### ***Personal Aid***

The service:

- Assisted students with recruitment and hiring of personal aids including typists and research assistants.
- Provided Participation Assistants to students who required assistance with mobility on campus.

### ***Tutoring***

- The service developed a mechanism to recruit tutors for students registered with the service. The LS/AT posted jobs on the service website and job boards. Resumes were gathered to distribute to students requesting tutoring. While there was a minimal number of resumes collected, the service was often able to connect students with an appropriate tutor. The LS/AT also developed a contract for the student and tutor to utilize.

### ***Alternate Format Materials***

- Participation Assistants were hired through the Work Study Program, to create alternate format materials (i.e., enlarged material).

### ***Enhanced Services for Students with Specific Learning Disabilities***

- Eighty-eight students were referred to the LS/AT. The LS/AT determined if the students were eligible for services as students with a specific learning disability based on a screening and documentation. Seventy of those students met with the LS/AT on an on-going (mostly weekly or bi-weekly) basis. Non-therapeutic counselling, financial concerns related to disabilities, and time management were the issues requiring the most attention this year.
- The LS/AT co-supervised an independent study for a student with a learning disability in a senior-level English course.

### ***Assessments***

- The service continued to arrange for a psychologist to conduct psycho-educational assessments on campus. The average wait time for assessments was one and a half weeks.

### **Provision of Equipment/Technology**

- In past years, the service has shared the use of a photocopier with Registrarial Services. Due to the increase in volume in the notetaking program and time spent using the photocopier, the service required it's own photocopier. UTSC funded the lease of a photocopier in April 2004. Housing this equipment would not have been possible without the expansion of the administrative offices.

- The following software programs were purchased:
  - Read&Write V.7 Gold
  - Read Please
  - Wordbar
  - Kurzweil 3000 Professional V. 8
  - Draft:Builder
- Three computers were leased for assistive technology training, work-study student use, and for the reception area. These computers are now located within the administrative office suite, S302.
- An Alphasmart Dana (combined palm and notetaking device) was donated to the service in the fall by an Assistive Technology Vendor. The service lent the unit to students who were interested in purchasing the Dana in order to determine whether the technology would meet their needs.

## **Outreach**

### ***Collaborations and Partnerships***

It is well known that advancing disability issues and supports cannot be done in isolation. UTSC has long demonstrated a desire to move forward in partnership to ensure students with disabilities are supported. The service encourages partnerships wherever and whenever possible.

With this in mind the following partnerships were formed:

- Senior Year Transition Program: This new program was developed by the LS/AT and delivered in partnership with Financial Aid, Health and Wellness Centre, and the Career Centre. The program involved students with Learning Disabilities who were in their senior year, and accessing multiple services. The objective of the program was to work with the student to develop a plan for post-graduation.
- A Lunchtime Symposium entitled “Creating an Accessible Curriculum at UTSC” was delivered in partnership with Teaching and Learning Services (TLS), a faculty member and a student with a disability. The presentation focused on the principles of Universal Instructional Design.
- The LS/AT developed the following presentations for TLS:
  - Training for Teaching Assistants (2 one-hour sessions)
    1. Understanding Learning Styles and Learning Differences
    2. Applying Learning Styles When Teaching Students With Learning Disabilities.
  - Training for the Writing Centre Staff about detecting and referring students with learning disabilities based on difficulties with writing. Several referrals have been received as a result of this outreach.
- The LS/AT provided training for the Academic Advising Learning Skills Peer Counsellors specific to the issues of students with learning disabilities.
- In collaboration with Financial Aid at UTSC, the service arranged a Financial Aid Information Session for Students with a Disability. Topics addressed included OSAP, OSAP Bursary for Students with a Disability, UTSC Bursary Program, budgeting and money management tips and strategies.



- In partnership with Academic Advising and Career Centre, a seminar on Career and Disability: From University To Work was delivered.
- The Accommodations Assistant worked with the UTSC Registrar's Office to develop a process whereby students can check classroom accessibility when selecting courses. A link was created on the UTSC course timetable main page.

### ***Disability Awareness/Education***

#### **UTSC Presentations:**

- Residence Advisor (RA) Training
  - As a result of the training, the RA's initiated and delivered a presentation on "Disability and Living in Residence" at a Provincial Conference for Residence Advisors. The service advised the RA's on disability issues and provided resources for the presentation. The RA's received second place for their presentation.
- Presentation to CNS/C-Psych (Neuroscience and Psychology Students Club) regarding volunteer opportunities available through AccessAbility Services.

#### **UTSC events:**

- The Accommodations Assistant developed and staffed displays for the following events
- Volunteer and Internship Fair in February 2004. Regarding volunteer opportunities within the service (i.e., notetaking program).
  - Health and Wellness Fair January/February 2004
  - Principal's Welcome
  - Ready, Set, Go
  - UTSC Recruitment Events

### ***External Community***

- The LS/AT presented on the Enhanced Services for Postsecondary Students with Learning Disabilities to the Guidance Counsellors in the UTSC catchment area. Admissions and Awards arranged the event for approximately sixty Guidance Counsellors.
- The Accommodations Assistant attended a Scarborough Volunteer Association Meeting. This meeting provided the opportunity to gain contacts with community disability organizations.
- The Accommodations Assistant developed and staffed displays for the Toronto District School Board Career Carousels "After 21 – Transition Opportunities for Students with Special Needs."

### ***Publications***

#### **The LS/AT developed:**

- A Guide to BSWD Purchases and Reporting.
- The Learning Strategies Workbook for use with the Transition Program for Students with Learning Disabilities.

#### **The Accommodations Assistant developed:**

- An insert that was included in the Get Started Package, an orientation program for incoming students offered through Academic Advising and Career Centre.

- An Ability Awareness flyer that was included in the Residence information package for incoming students and was utilized at displays.
- A Volunteer Services flyer that was provided as a handout at a Volunteer Information Session, UTSC Volunteer Fair, and was available at all of our campus displays.

### **Web Based**

- The Examination Officer continued to ensure that the service website was up to date.
- The service's website previously housed information about Career and Disability Resources. The Career Centre will now maintain this information on the Academic Advising and Career Centre website.

### **Memberships**

- The Manager continued to fully participate as a member of:
  - The Student Affairs Advisory Group in order to promote a developmentally supportive and inclusive student life on campus.
  - The University of Toronto Equity Issues Advisory Group. The group continued to address how the university can best realize its commitment to human rights and provided guidance on specific equity issues as they arose.
  - University of Toronto's Advisory Group for the Ontarians with Disabilities Act
  - Advisory Committee on Accessibility to Persons with a Disability
  - Fire Safety Steering Committee
  - Safety and Security
  - Joint Health and Safety
  - Prudential Awards Committee
  - Branko Vojnovic AccessAbility Award Selection Committee
- The Learning Strategist/Assistive Technologist was a member of the Athletics Advisory Committee.
- The Accommodations Assistant continued membership on the following UTSC committees:
  - Advisory Committee on Accessibility to Persons with a Disability
  - Branko Vojnovic AccessAbility Award
  - UTSC Wellness Fair Committee

### **Professional Memberships**

The Manager maintained membership with:

- Inter-University Disabilities Issues Association (IDIA)
- Canadian Association of College and University Student Services (CACUSS)
  - Canadian Association of Disability Service Providers in Post-Secondary Education [Division of CACUSS]
- Association on Higher Education and Disability (AHEAD)

The LS/AT maintained personal memberships in:

- AHEAD – Association on Higher Education and Disability
- NACADA – National Academic Advising Association
- Ontario Learning Disability Association

## **Training and Professional Development**

In order for personnel to provide high quality service it is essential that staff develop their skills and knowledge, especially in the field of disabilities. The staff is encouraged to participate in ongoing professional development activities throughout the year.

The Manager was involved in numerous development activities in order to network with other professionals and stay current with disability issues.

- Inter-University Disability Issues Association (IDIA)
  - Fall meeting professional development day on "Limits to Accommodation"
  - Winter meeting professional development day on "Disability Accommodation and Professionalism: Legal, Policy and Administrative Issues"
  - Annual General Meeting
- Canadian Association of Colleges and Universities Student Services (CACUSS)
- Community Information Forum: Anxiety and Co-occurring Depression offered by the Centre for Addiction and Mental Health
- Students At Risk one-day conference on the St. George campus

Learning Strategist/Assistive Technologist (LS/AT) participated in the following professional development activities:

- Destination Success 2003 Conference sponsored by LOTF.
- Destination Success 2003 two-day symposium on Universal Instructional Design sponsored by the Learning Opportunities Task Force (LOTF) and Georgian College
- Inter- University Disability Issues Association
  - Fall professional development day on "Limits of Accommodation"
  - Winter professional development day "Disability Accommodation and Professionalism: Legal, Policy and Administrative Issues"
- Joint Meeting of IDIA and CCDI regarding the LOTF
- Students At Risk one-day conference on the St. George campus

Accommodations Assistant participated in the following professional development activities:

- Destination Success 2003 two-day symposium about Universal Instructional Design (UID) offered through Georgian College in cooperation with the Learning Opportunities Task Force
- Workshop on Dealing with Difficult Behaviour offered through the University of Toronto's Network for Effective Student Support (NESSIE).
- Community Information Forum: Anxiety and Co-occurring Depression offered by the Centre for Addiction and Mental Health
- People in Motion Show
- Access Level II: Designing Tables and Forms Computer Course offered by Human Resource Services
- Rehabilitation Certificate – Completed course on Physical Disabilities; Interviewing and Counselling course in progress.

The Examination Officer participated in the following professional development activities:

- Destination Success 2003 two-day symposium about Universal Instructional Design (UID) offered through Georgian College in cooperation with the Learning Opportunities Task Force
- Office Smarts: Ergonomics for VDT Users offered by Human Resource Service
- Dreamweaver Introduction and Intermediate training sessions
- Workshop on Dealing with Difficult Behaviour offered through the University of Toronto's Network for Effective Student Support (NESSIE).

## **Accessibility**

- The Accessibility Committee continued to meet every three months to review access on campus.
- The Manager met with architects and project managers on various capital projects at UTSC to discuss access issues identified by students in the new buildings.
- Physical and Recreation Services:
  - Secured funding from CSS to purchase accessible equipment in the Athletics Centre. The proposal was initiated by Physical and Recreation Services and was supported by AccessAbility Services.
  - Renovated the Women's accessible showers to ensure access to this area.
  - Initiated and delivered a low impact aerobics class. The program was developed to ensure persons using mobility devices could participate in the class. AccessAbility Services facilitated marketing of the program.
  - Initiated Personal Training Program for students with disabilities.
- In partnership with the Student Administrative Council-Wheelchair Accessibility Committee (SAC-WAC), AFD and UTSC the following projects were funded and completed:
  - Installation of automatic door openers in high traffic areas (washrooms, entrances, computer centre).
  - Installation of handrail on exterior stairs.

## **CHALLENGES**

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Funding and space allocation continue to be the key challenges to meeting the needs of students with disabilities.

### **Space**

- During the construction of the AccessAbility Services administrative offices the provision of supports and services continued. This presented challenges due to noise and access issues. Despite these challenges, students responded very positively to the expansion and no concerns were expressed during this phase. While the increase in space significantly improved service delivery the service still lacks adequate space to run all required activities (i.e., psycho-educational assessments, support groups, visiting professional work space). As a result, the service must continue to source appropriate space on campus for these activities.
- The current exam space is inadequate, especially as the number of students using assistive technology as part of their exam accommodation grows. UTSC has allocated new exam space for 2004-05.
- When exams are not in progress, the exam room is used as a study space equipped with assistive technology. The increased volume of exams has resulted in limited access to the assistive technology for coursework.

### **Funding**

- Currently, due to space constraints, exams are booked in multiple rooms requiring multiple invigilators. As a result, a significant portion of the budget is spent on invigilation, thereby depleting the funds designated to enhance other supports and services.

### **Workforce**

- Staff workload continues to be an issue, especially with the increase in registered students and the impact of trimestering at UTSC. With the increase in personnel for 2004-05, it is anticipated that duties will be redistributed in order to better balance staff workload.

### **Policy**

- Systemic barriers exist at UTSC. While these barriers are often eliminated quickly they do continue to arise. Policies regarding program courseload requirements have, at times, been perceived as a barrier for students with disabilities. In consultation with the coordinator of individual programs, barriers to participation are often resolved through the implementation of a reduced courseload. The service has found that the program coordinators are very cooperative when systemic barriers need to be addressed.

## **Accommodations and Services**

### ***Test/Exam Issues***

- As mentioned previously, limited space availability presents challenges for the coordination of test and exam accommodations. It is becoming increasingly difficult to

accommodate for students who require adaptive equipment or specialized software due to the limited number of computers available in the current test site.

- Students have noted concerns regarding instructors not visiting the test site to answer questions. Instructors are sometimes unable to leave the class test site, as they are invigilating although Instructors are willing to visit the AccessAbility Services test site when possible. The service has addressed this issue through increased e-mail contact with instructors specifically requesting a visit to the test facility.
- Timely requests for test/exam accommodations continue to be a concern, despite setting clear deadlines for students. The service is reviewing alternative ways to have students and instructors communicate test/exam requests and information to the service.

### ***Notetaking Service***

- Volunteer recruitment strategies were improved through the use of the existing notetaker database, however alternate recruitment strategies must be explored in order to ensure timely setup of accommodations. The current process is dependent upon timely delivery of the notetaking package by the student and appropriate recruitment by the instructor. Direct recruitment via a class e-mail list will be explored.
- Timestering had a significant impact on the number of notetaking requests. The service received 516 requests compared to 265 the previous year. This directly impacted staff time and resources, as follow up was required for almost twice the number of courses.

### **Outreach**

- Attitudinal barriers continue to exist for persons with disabilities. This is especially evident when a disability is not visible or well understood. While students with disabilities report a very welcoming environment at UTSC the service occasionally hears reports from students about negative experiences. Despite the minimal rate of complaints about attitudes at UTSC the service must continue to ensure disability issues are better understood. There was limited time available to focus on outreach initiatives due the high volume of existing work. It is anticipated that additional personnel will increase opportunities to develop outreach activities.

### **Provision of Equipment/Technology**

- The service continues to find it difficult to keep up with the assistive technology. New versions are often released, leaving staff to re-train on the updated version. Budget constraints also impact the service's ability to upgrade existing technology.

### **Accessibility**

- The two barriers to improving access are cost and community awareness. For example, the unnecessary use of an automatic door by those who do not require assistance causes strain on the mechanism. The community is often unaware of the significant cost of the opener or repair. The service attempted to address this issue with the creation of a flyer that included a "Did you know..." section which highlighted this problem. The flyer was distributed to students living in residence and to new students who attended the "Get Started" session offered through the Academic Advising and Career Centre. The flyer was also posted outside the Student Affairs office. We will continue to look at new ways to address this issue.

### **Workforce**

- As reported earlier, the UTSC Administration has approved funding for additional personnel. The service will recruit an *AccessAbility* Services Assistant to coordinate the notetaking program and to provide administrative support. It is anticipated that the addition of this staff person will significantly improve staff workload and improve service delivery.
- The Learning Opportunities Task Force has renewed its commitment to fund the Learning Strategist/Assistive Technologist position for the 2004/2005 fiscal year. This position has significantly improved service delivery for students with learning disabilities and has helped to distribute the staff caseload. The demand for services offered through this position has doubled since last year.

### **Policy Development**

- The service is committed to identifying and removing barriers across UTSC. The service will continue to monitor the activities of the ODA group and the Manager will participate on the ODA Policy sub-committee.
- The Manager will meet with the newly appointed Associate Dean to discuss expanded content for the Academic Handbook.

### **Accommodations and Services**

- The array of services offered through *AccessAbility* Services and the method of service delivery will be expanded and enhanced. This will result, primarily, from the increase in space available to provide service and the increase in staff available to develop and implement the services.
- The LS/AT will revise the Service Delivery Survey in order to simplify the process for students and to ensure accurate and meaningful data is collected.
- The Manager submitted a proposal to the Council on Student Services for the *AccessAbility* Enhancement Fund. This fund represents unique leadership in the area of equity by students at UTSC. The fund is intended to enhance supports to students with disabilities, not to replace the basic legal obligations of the University to provide services. UTSC students have recognized that supporting students with disabilities is everyone's responsibility. The fund was approved and will be available this year to enhance the service in the following ways:
  - Student Life Activities such as a social night for students registered with the service.
  - ADHD Student Support Group led by an ADHD Coach to address specialized skills training.
  - Purchase of assessment tools and resources for the office. The resources will also be used to assist with the training of student leaders.
  - Disability Awareness initiatives.
  - Promotion of student volunteerism with students with disabilities.

- The service will continue to work collaboratively with the Financial Aid Counsellor, Career Counselling and Health and Wellness to develop a transition program for students with disabilities in preparation for graduation to assist these students in moving into further education and/or a career.

### ***Communication with Students with Temporary Disabilities***

- A modified service manual for students whose disability is temporary in nature will be developed.

### ***Exam Accommodations***

The Examination Officer will:

- Review efficiency of current database and continue to explore options to streamline processes.
- Further develop the test/exam procedures (i.e. late test/exam request forms for accommodations; requests for deferred exams).
- Continue to develop a system to post final exam schedules on the Intranet, on the service website, and inside the office with details of exams written with *AccessAbility* Services (i.e. time, location). Confidentiality will remain a priority. The goal of this change is to increase the student's access to their personal exam information while reducing traffic in the office.
- Develop presentations designed to inform appropriate staff and faculty about the test/exam process (i.e. Divisional Chairs, Faculty, Divisional Secretaries)
- Review training manual for invigilators ensuring all University policies and procedures are reflected.
- The Manager and Examination Officer will explore opportunities to discuss current test/exam procedures and use of the Intranet with instructors.

### ***Notetaking and Volunteer Services***

- The service will change practices in order to allow volunteer notetakers to have photocopying privileges. Prior to this year this process was not possible as the service shared a photocopier.
- The service will explore recruitment of volunteer notetakers via the university Intranet. This may increase the speed with which students receive their notes at the beginning of each term.
- The service plans to increase volunteer involvement through the creation of outreach and education initiatives and through increased volunteer involvement in the notetaking and participation assistant programs.

### ***Alternate Format Material***

- The current Ontario-wide process for acquiring texts in alternate format is not timely. Students often find themselves weeks into a session before their materials are available. Some materials are also ineligible for transcription to alternate format (i.e., short term loan readings). A formal in-service process will be developed to improve access to alternate format materials during this wait time. This issue will also be addressed with the UTSC Library.



## ***Enhanced Services for Students with Specific Learning Disabilities***

### ***First Year Student Support***

- The Learning Strategist/Assistive Technologist will continue to offer a Transition Program in the summer for incoming students who have identified themselves as having a learning disability.

### ***Tutoring Services***

- The LS/AT will continue to expand our contact list of tutors with emphasis on such disciplines as statistics, physics, linguistics, and psychology.

## **Equipment/Technology Services**

The service will:

- Work with Computing and Networking Services on:
  - Re-establishing the accessible workstations in the Library and Computer Centre [construction delayed the set up of the workstations with assistive technology].
  - Identifying areas throughout UTSC that can house computers with assistive technology for student use.
  - Designing the new *AccessAbility* Services test site.
- Offer training to students using specialized software for course work and test/exams
  - Specialized software programs will be installed on the new training computer housed within the administrative unit.
- Develop print materials designed to assist students using specialized software.
- The LS/AT will revise the Assistive Technology Workbook to include new software programs as well as incorporating new OSAP Bursary for Students with Disabilities policies.

## **Outreach**

### ***Collaborations and Partnerships***

- In partnership with Teaching and Learning Services the Manager will raise the awareness of Universal Instructional Design Principles through seminars and the Universal Instructional Book for faculty.
- The LS/AT will provide training regarding learning disabilities for the TA's and Writing Centre staff.
- In collaboration with the Academic Advising and Career Centre, Financial Aid, and the Health and Wellness Centre the service will expand the Transition Program for Graduating Students.
- In collaboration with the Academic Advising and Career Centre the service will deliver a workshop on Career and Disability: From University to Work and provide training to learning skills peer counselors on learning disability issues.

- In collaboration with the Financial Aid Counsellor, the service will:
  - Provide seminars to help students better understand the OSAP and BSWD programs and re-payment issues.
  - Help students improve their money management skills to ensure appropriate use and accountability of their various bursaries.

### ***Education and Communication***

- The service will review ways to increase awareness about barriers to persons with disabilities and ways in which all members of the university can assist in removing these barriers.

### ***Publications***

The service will:

- Review and update information pieces which are distributed to faculty and TA's.
- Review admissions publications.
- Redesign all AccessAbility Services brochures.
- Create an information piece to be included in the orientation package for peer mentors.

### ***Web Based Activities***

- The Examination Officer will:
  - Review navigation of the website
  - Create Quick Links on the website
  - Ensure that all forms are available online
- The service will identify UTSC websites that may house disability-related information/services (i.e., Services in the Library, Computer Centre accessible workstations).

### ***Disability Awareness/Education***

- The service is committed to incorporating awareness of disability issues into UTSC's Orientation Leader Training. This commitment has been indicated in the University of Toronto ODA Accessibility Plan 2004-05.
- The service plans to arrange the following presentations/displays in 2004/2005:
  - Orientation Leader Training
  - RA Training
  - Student Re-registration Session
  - Financial Aid Session
  - Wellness Fair
  - Principal's Welcome
  - UTSC Recruitment Events

### **Space**

- In consultation with Facilities Management and Computing and Networking Services the service will develop a design of the new test site.

## **Training and Professional Development**

The Manager will:

- Continue membership with the Inter-University Disability Issues Association (IDIA)
  - Attend Fall and Winter professional development days and the Annual General Meeting
- Attend Canadian Association of Colleges and Universities Student Services (CACUSS)
- Monitor Community Information Forums offered by the Centre for Addiction and Mental Health for relevant seminars to attend
- Attend the University of Toronto Staff Development Courses
  - CUPE 3902 Collective Agreement Training
- Standard First Aid and CPR Training offered by Human Resources Services

The Learning Strategist/Assistive Technologist (LS/AT) will:

- Attend the IDIA/CCDI/OCC Meetings
- Attend IDIA spring professional development day

Accommodations Assistant will:

- Complete Rehabilitation Certificate courses on:
  - Interviewing and Counselling
  - Rehabilitation Practices
- Arrange for a Job Shadowing opportunity with an Audiologist.
- Pursue continuing education in the field of disabilities.
- Pursue professional development opportunities in the area of Assistive Technology to review current trends in technology and vendors.
- Attend the following courses offered through Human Resource Services:
  - Standard First Aid and CPR Training
  - Access Level III: Useful Queries and Reports Computer Course

The Examination Officer will:

- Attend computer courses offered by the University of Toronto Human Resource Department; specifically, Intranet programs
- Enroll in the Learning Disability Specialist and Assistive Technology (LSLD/ATLD) Continuing Education program.
- Attend CUPE 3902 training course.
- Pursue professional development opportunities in the area of Assistive Technology to review current trends in technology and vendors.
- Attend Standard First Aid and CPR Training offered by Human Resources Services.

## **Memberships**

- The Manager will maintain her existing committee and professional memberships.
- The Learning Strategist/Assistive Technologist will maintain her existing committee and association memberships. In addition to this the LS/AT will now participate on the Academic Committee for a two-year term.
- The Accommodations Assistant will maintain existing UTSC Committee memberships and will now participate on the University of Toronto's Advisory Group for the Ontarians with Disability Act representing UTSC on the Attitudes and Physical Facilities sub-committees.

## **Accessibility**

The service will:

- Maintain a list of accessible classrooms and meeting spaces at UTSC.
- Monitor the impact of construction on campus accessibility.
- Work with Wheeltrans, Parking, and the Associate Dean – Campus Development, to identify locations for Wheeltrans stops at the new building sites.
- Work with Police and Parking Services to review parking policies and procedures at UTSC.
- Provide information and guidance to UTSC departments and student groups regarding planning accessible events.
  
- The Accessibility Committee has identified the following renovation projects for 2004-05:
  - Improvements to Physical Education and Athletics
  - Installation of automatic door openers
  - Modification of classroom door handles to lever handles in older buildings.

## APPENDICES

### **Appendix A: Service Statistics**

#### **I. Demographics**

The following charts identify those students receiving services at the University of Toronto at Scarborough due to a disability(ies) as defined by the Ontario Human Rights Commission's *Policy and Guidelines on Disability and the Duty to Accommodate* (2000), which are permanent or temporary in nature. It includes only those students who have contacted AccessAbility Services between May 2003 and April 2004 and does not include additional students with disabilities who are attending the university but not requesting service.

250

**Table 1:**  
Total number of students registered with  
the service

200

150

100

50

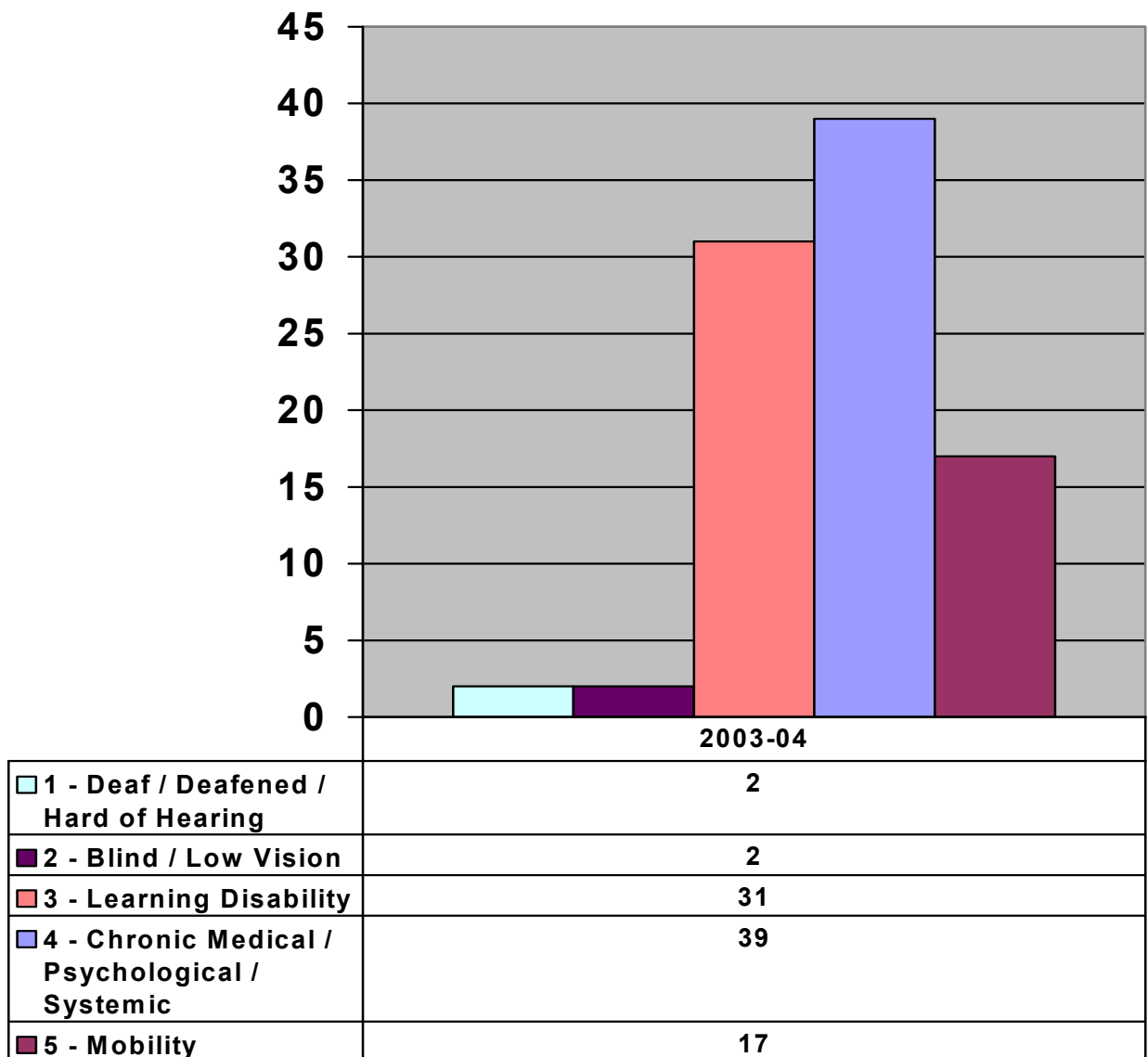
0

2003-  
042002-  
032001-  
022000-  
011999-  
001998-  
991997-  
981996-  
97

■ TOTAL Number of Students Registered with Service	207	196	175	158	111	95	85	75
■ 1 - Deaf/Deafened/ Hard of Hearing	8	8	8	6	2	4	2	3
■ 2 - Blind/Low Vision	9	6	3	2	1	2	2	3
■ 3 – LD/ Acquired Brain Injury which impacts learning	56	29	26	48	30	26	26	27
■ 4 - Chronic Medical/Psychological/ Systemic	55	72	65	65	39	37	36	22
■ 5 - Mobility	28	25	17	9	11	15	9	13
■ 6 – Multiple (accommodated for more than one disability)	51	56	57	28	28	11	10	7

**Table 2: Breakdown of Students Presenting with Multiple Disabilities**

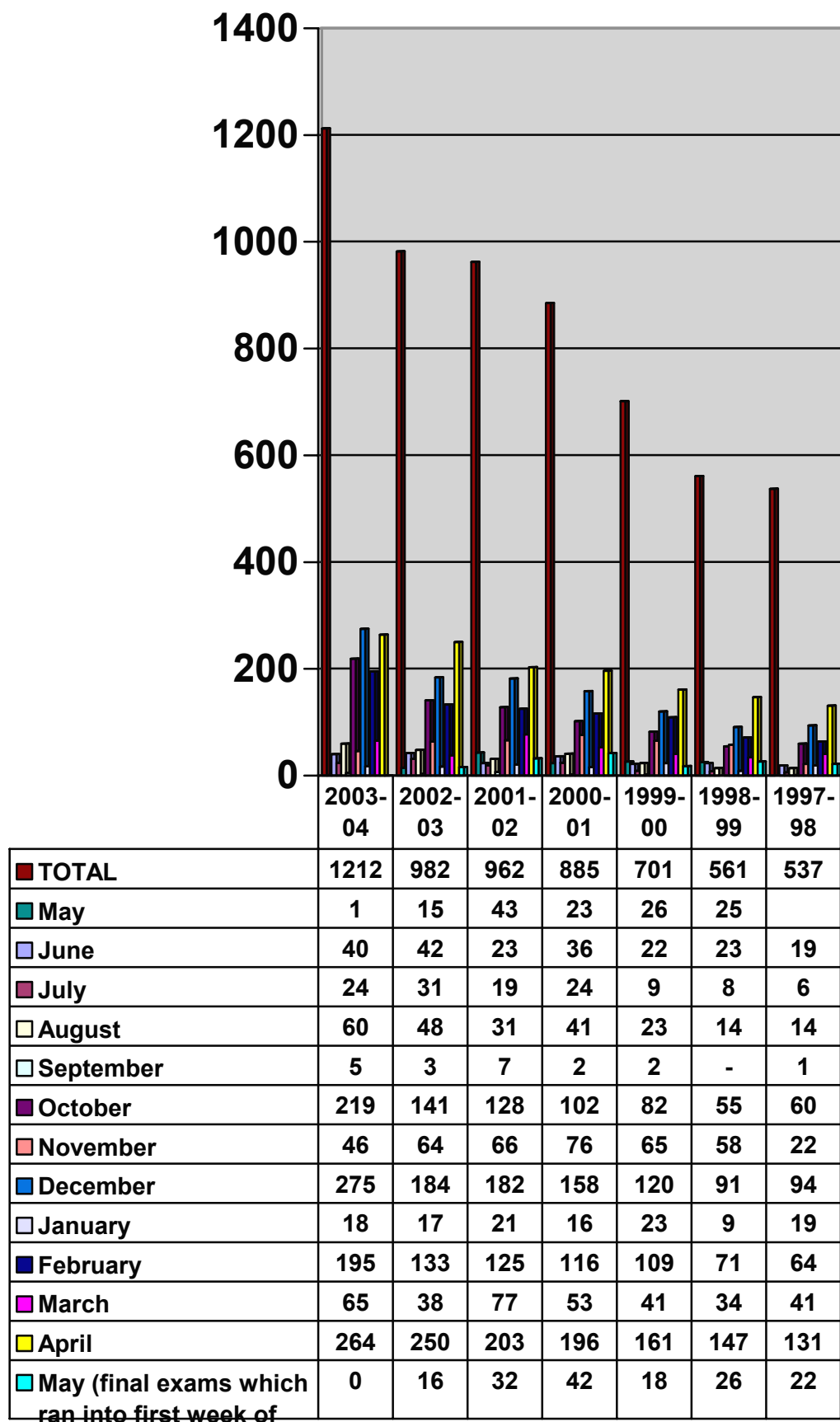
As indicated in Table 1, 51 students registered with the office presented with multiple disabilities. The multiple category includes students who require accommodations for more than one diagnosed disability. For example, a student listed within the multiple category may require accommodations due to the impact of a Learning Disability, Attention Deficit Disorder and a Psychiatric Disability. Table 2 provides a breakdown of the multiple category.



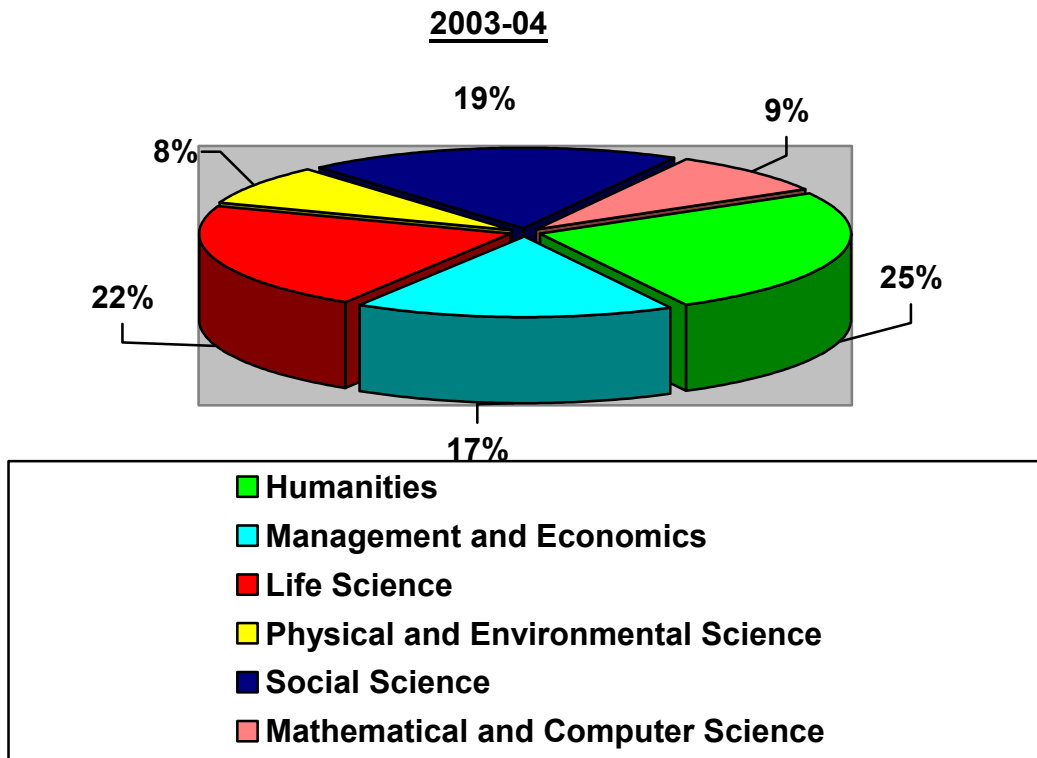




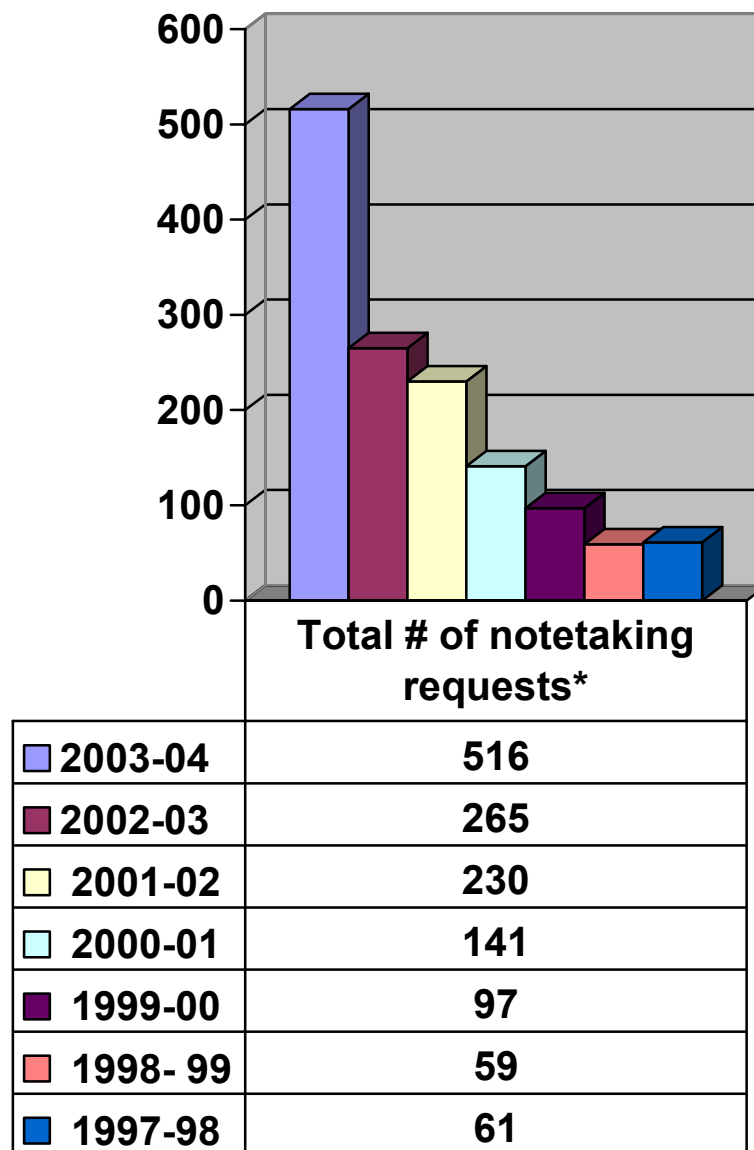
## II. Tests/Exams Arranged by AccessAbility Services



## Breakdown of Exams by Division/Department



## II. Notetaking Program



## Notetaking Service Delivery (requests & follow up)

	<b>2003-2004</b>	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>Total # of notetaking requests*</b>	<b>516</b>	265	230	141	97	59	61
<b># of requests met via volunteer notetaking (see volunteer notetaking chart)</b>	<b>352</b>	204					
<b># of requests met via alternate form of notetaking delivery**</b>	<b>41</b>						
<b># of requests cancelled due to change in academic timetable</b>	<b>45</b>						
<b># of requests not pursued ***</b>	<b>78</b>						

\* One student requesting notetaking services for 5 courses = 5 requests

\*\* Students reported that notetaking needs were met via:

- Computerized notetaking
- Online notes
- Friends provided notes directly
- Instructors provided notes directly

\*\*\* Students did not pursue notetaking accommodations because :

- Their own notes met their needs due to the Instructor's course delivery style and/or course format.
- They did not follow up with their notetaking request.

### Volunteer Notetaking Program

	<b>2003-2004</b>	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>Total # of Volunteer Notetakers</b>	<b>153</b>	124	82	102	89	51	43
<b># of Notetakers who provided notes for more than one course</b>	35	12					
<b># of Notetakers who provided notes to more than one student</b>	75	36					

### Computerized Notetaking Program

	<b>2003-2004</b>	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b># of Students Who Received Computerized Notes</b>	1	0	1	1			
<b># of Courses Covered</b>	7	0	5	7			