Executive Summary

The overall purpose of Access*Ability* Services at UTSC is to ensure policies, practices, procedures and programs at UTSC are inclusive to ensure equal access to students with a disability. The service cannot work in isolation. All services and academic programs at UTSC must share the responsibility of accommodating students with disabilities. The service works as a coordinating and advising body to assist with inclusion, rather than the sole accommodation provider.

The Coordinator of Access*Ability* Services at the University of Toronto at Scarborough reports directly to the Associate Principal, Students, Office of Student Affairs and Services at UTSC. As a member of the Equity Issues Advisory Group, the Coordinator assists the University in realizing its commitment to human rights.   This is accomplished through information and communication to academic and non-academic units & provision of guidance on specific equity issues as they arise.

The service operates within the framework outlined by the Ontario Human Rights Commission (OHRC). The OHRC has outlined the statutory obligations of the University of Toronto in the document "*Policy and Guidelines on Disability and the Duty to Accommodate (2001)*". Access*Ability* Services at UTSC has the responsibility to provide the leadership to ensure these responsibilities are met. This is done by taking the OHRC's required pro-active approach that the standards of inclusion-by-design to the development of programs, setting up of new policies and procedures, purchase of equipment, and launching of web sites is communicated to the units at UTSC.

The University of Toronto's *Statement of Institutional Purpose (1992), Statement on Human Rights (1992), Statement on Prohibited Discrimination and Discriminatory Harassment (1994)* and *Services to Disabled Persons Policy (1987)* also govern the service in terms of ensuring that the service aspires to meet the universities commitment to the principles of equal opportunity, equity and justice for all members of the diverse population at the university.

The service ensures a best practices approach is taken in all activities. The achievements of the office over the past year demonstrated these efforts as the service modified practices as it endeavored to provide accommodations in a timely manner. As well, collaborative efforts among services at UTSC contributed to the success of the program by improving service delivery and assisted the service in realizing efforts that would have otherwise been impossible for such a small office. The key projects for this year included a collaborative effort with the Health and Wellness Centre when a Cognitive-Behavioural Group Therapy program was developed for students with Anxiety and Panic Disorder. As well, collaborative efforts between Teaching and Learning Services, the Advising, Career and Student Success Centre and Access*Ability* Services created an environment in which an idea developed into a conference on "Teaching and Learning for Diversity." This conference was held in January 2002 with over 100 faculty and service providers attending from across Canada. Disability Related Topics included: Classroom Dynamics and Disability; Student Speaker on Classroom Dynamics; Teaching Methods and Assessment; and Learning Styles and Disability.

In terms of challenges the service faced over the past year the key issue involved funding and workforce. The Accessibility Funding envelope for students with disabilities is provided by the MTCU with the university supplementing the budget. Participation rates of students with disabilities in post-secondary education have risen over the past ten years, as has the population of students with disabilities attending UTSC. The service supported 175 students in 2001-02 compared to 158 in 2000-2001. The current funding for AccessAbility Services did not meet the needs of the office this past year, consequently the office ran into a deficit by January 2002.   Some objectives set out by the office in 2000-2001 were not realized due to the lack of staff in comparison to the growing student base. This made it difficult to carry out projects which included a seminar on Career and Disability: From University to Work and other education related activities.

In order to meet the legal obligations borne by the university and to realize the universities objectives for education in terms of equity and justice, the service will require an increase in funding. This is especially apparent with the anticipated enrollment increase at UTSC. The increase in the student population will only further strain the ability of the service to provide for the increasing student base at present funding levels.

UTSC has recognized the need to increase funding levels and approved an additional staff member who commenced work April 2002. In the very short time that this position has existed the strain on the staff caused by workload has been reduced and service delivery has improved. At the same time, the staffing levels of AccessAbility Services must continue to be reviewed as the student base increases.

Over the next fiscal year the service will continue to actively seek to identify and remove systemic barriers and will suggest University policy change or development on issues of disability. The top priority in terms of recommending a policy revision is the University Statement on *Services to Disabled Persons Policy*. The statement was written in 1987 and with the most recent revisions of the OHRC guide to accommodating persons with a disability, the university obligations and vision would best be reflected in a revised policy. As well, there will be an effort to increase educational activities among all members of UTSC.

There is much work to be carried out to continue to develop the service in order to best realize the vision the university and OHRC has set forth to ensure equity for students with disabilities in all programs and services, academic and non-academic.

UTSC

UNIVERSITY OF TORONTO AT SCARBOROUGH

ANNUAL REPORT
ACCESS*ABILITY* SERVICES
2001-2002

Prepared for:

The Ministry of Training, Colleges and Universities

Prepared by:

Tina Doyle, Coordinator

July 2002

Available in alternate formats.

For more information please contact Access*Ability* Services at 416-287-7560

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Service Overview

The overall purpose of the service is to ensure policies, practices, procedures and programs at UTSC are inclusive to ensure equal access to UTSC students with a disability. The service cannot work in isolation. All services and academic programs at UTSC must share the responsibility of accommodating students with disabilities. The service works as a coordinating and advising body to assist with inclusion.

The Ontario Human Rights Commission (OHRC) has outlined the statutory obligations of the University of Toronto regarding the provision of accommodations for students with a disability. AccessAbility Services at UTSC has the responsibility to provide the leadership to ensure the responsibilities are met.

The following are some of the responsibilities of the service:
- o Determines reasonable accommodations for all students by applying the Ontario Human Rights Commission's "Guidelines on Accommodating Persons with a Disability"
- o Takes an active role in ensuring that alternative approaches and possible accommodation solutions are investigated, and canvass' various forms of possible accommodation and alternative solutions, as part of the duty to accommodate;
- o Applies the OHRC view that the essence of accommodation is individualization;
- o Ensures that the necessary documentation to support the requested accommodations is on file

Proposed Initiatives

The strategy is to provide a coordinated, supportive and efficient academic, social and physical environment for students with a disability. In order for the strategy to be successful it must achieve specific goals. The following outlines the goals that the service means to achieve:

WORKFORCE GOAL

Planning needs to continue to take place in the area of human resources.

- One of the biggest gaps in service is support for students with Learning Disabilities. In cooperation with the UTM and St. George offices for students with a disability, a proposal for funding was submitted to the Learning Opportunities Task Force (LOTF), which is funded by the MTCU, for a Learning Strategist/Assistive Technologist. For the purpose of planning, this report will assume the additional staff and plan for services.
  - ➢ A Work-Study student will be recruited to assist the Learning Strategist/Assistive Technologist with educational activities for varied audiences (i.e., students with learning disabilities and the university community).

- There is a need to review the staff complement in the summer, especially with tri-mestering at UTSC (currently the Coordinator and Examination Officer are 40% June and July; the Accommodations Assistant is 100%).

- Hold a Retreat Planning Day: purpose is to review the past year and make future recommendations to improve service delivery and to minimize the strain on staff.

- Work-study students will be recruited to assist the Coordinator and Accommodations Assistant with Outreach Projects and supports to students.

TRAINING AND PROFESSIONAL DEVELOPMENT GOAL

Training and Professional Development is an important factor in the success of the service. The staff must keep up to date with changes in the field of disabilities and service delivery, especially with a diverse student body.

All staff will participate in the Learning Opportunities Task Force – Pilot Project Online Courses through Cambrian College:
- Understanding Learning Disabilities
- Learning Disabilities in the Post-Secondary Environment
- Learning Disabilities and Assistive Technology

All staff, including Invigilators will attend:
- Training session on Assistive Technology provided by the Learning Strategist/Assistive Technologist.

- The Coordinator will attend:
    - Inter-University Disability Issues Association (IDIA) Annual General Meeting
    - IDIA meetings every three months which include PD sessions

- The Examination Officer will attend:
    - Computer Courses offered by the University of Toronto Human Resource Department (Excel, Access) to upgrade current skills
    - Web Developers courses
    - Office Smarts: Ergonomics for VDT Users offered by Human Resource Services

- The Accommodations Assistant will:
    - Attend Computer Courses offered by the University of Toronto Human Resource Department (Access, Publisher) to upgrade current skills.
    - Explore continued education in the field of disability.
    - Office Smarts: Ergonomics for VDT Users offered by Human Resource Services

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

    - One-to-one sessions with the AT Specialist – ATRC as needed to discuss current trends, new technology, vendors, etc.

MEMBERSHIPS

- The Coordinator will continue to play an active role on relevant committee's at UTSC and the wider university community.
    - Will continue to participate fully as a member of the Student Affairs Advisory Group in order to promote a developmentally supportive and inclusive student life on campus.
    - Will continue to participate as a member of the Department Heads Group.
    - As a member of the Equity Issues Advisory Group continue to advise the President & senior members of the University administration on how the university can best realize its commitment to human rights & provide guidance on specific equity issues as they arise.
- The service will maintain membership with the Inter-University Disabilities Issues Association (IDIA), CACUSS/CADSPPE, National Educational Association of Disabled Students (NEADS), Association on Higher Education and Disability (AHEAD)
    - Continue as member of the IDIA Working Group on Essential Criteria

POLICY DEVELOPMENT

The service will continue to actively seek to identify and remove systemic barriers and will suggest University policy change or development on issues of disability.

Review:
- University Statement on Services For Students with a Disability

Further Develop:
- Conflict resolution policy
- Exam policies (i.e., revise procedure for processing late request forms for test/exam accommodations)
- Note taking agreement
- Accommodation agreement contract
- Confidentiality statement
- Policy on supporting students with disabilities registered at another campus

SERVICE PROVISION GOAL

In its efforts to provide services based on best practices the office has outlined a number of goals in the area of direct service provision:

Service Delivery:

- The Service must continue to improve monitoring and the evaluation of activities of the office.
- All staff will maintain case notes on contacts with students to enhance the communication within the office and the Coordinator's ability to monitor and follow-up on student's progress.

Intake Process:

- Orientation package will continue to be supplied to all newly registered students.
- Create transition planner for students which will include a list of activities to follow-up on after the intake such as referral contact information.

Communication with Registered Students:

Enhance communication with students by:
- Strongly encouraging students to use email.
- Developing a bi-annual newsletter for students.
- Holding Group Orientation Sessions for Returning Students to discuss what's new in the office and on the website; meet the new staff; review of responsibilities, etc.
  - o Goal of session will also be to increase awareness of support services and programs at the University by distributing informational materials

Temporary Students:

- In order to streamline services to students with temporary disabilities (i.e., broken dominant arm), the office will develop individual information sheets oriented around issues temporary students face such as specific office procedural issues and petition process.

Services for Students with a Learning Disability:

In the event of the addition of a Learning Strategist/Assistive Technologist (LS/AT) the following services will be developed:

- The LS/AT will assist the students with understanding their Learning Disability (LD) and disability management by:
    - Reviewing their psycho-educational assessment (interpret and explain to student); clarifying terms in assessment; discussing the student's understanding of LD; discussing the student's understanding of his/her strengths, challenges, and emotional response to having an LD).
    - Creating an awareness package which may include useful links, definition of Learning Disability, resource list and glossary of terms.
    - Developing a learning profile and learning plan with the student.
        - Based on individual learning profiles and learning plans the LS/AT will identify specific skills instruction and compensatory strategies including Assistive Technology and self-advocacy training.
- LS/AT will perform technology assessments to determine Assistive Technology that would benefit the students as a compensatory strategy; will suggest AT purchase advice and provide training and coaching for AT competence.
- Attend Case Meetings with Psychologist to discuss individual students supports.

Exams:

- Review efficiency of current database; continue to explore options to streamline processes.
- Post final exam schedule in Access*Ability* Resource Lab, on the service website, and outside the office with details of exams written with Access*Ability* Services (i.e., time, location, etc.), keeping in mind issues of confidentiality. The goal of this change is to increase the access to this information for students and to reduce traffic in the office.
- Develop presentations to various constituencies at UTSC to inform appropriate staff and faculty about the test/exam process (i.e., Divisional Secretaries and Faculty).

Note taking:

- Review recruitment methods.
- Evaluate how the service can best accommodate notetakers who prefer to write directly on their printout from online notes provided by Instructors rather than use the carbon paper provided by the office.
- Develop presentations to various constituencies at UTSC to inform appropriate staff and faculty about the note taking process (i.e., Divisional Secretaries and Faculty).

Volunteer Services:

- Strengthen marketing and outreach in conjunction with strengthening volunteer base by providing opportunities for volunteers to be responsible for regular displays on campus and presentations to classes for recruiting volunteers.
- Develop an orientation information team for Access*Ability* Services which will be responsible for informing orientation staff, dons, etc. about the service and doing presentations/running events for new students during orientation week and first year programming.

Note: The service believes the key to getting and keeping volunteers will be based on providing opportunities for volunteers to do something that they feel is worthwhile and that they can take an active part in; the volunteers need to feel a certain amount of ownership over projects and like they're accomplishing something tangible.

Petitions:

- Develop an information sheet advising students about the type of information that is required in a petition. The sheet will be provided to the Associate Dean for approval. The goal of this sheet will be to assist students whose disability impacts written output or who are hospitalized and unable to meet with the Coordinator to review the information and documentation required for the petition.

EQUIPMENT/TECHNOLOGY SERVICES GOAL

Student Technology:

The following technology will need to be updated to keep up with the needs of the students:
- Purchase a new computer with specialized software for use by students with Learning Disabilities
- Update Inspiration
- Purchase Kurzweil 3000

Staff Technology:

- Purchase leased computers for the Examination Officer and Learning Strategist/Assistive Technologist (computer lease expiring in another department).
- Upgrade memory on the Accommodations Assistant computer.

The Learning Strategist/Assistive Technologist Activities:

- Improve service in the Access*Ability* Resource Lab by:
  - Evaluating equipment
  - Planning, organizing and testing procedures for use of equipment
  - Maintaining functioning of hardware and software systems by performing minor repairs; providing on-site troubleshooting for equipment or software failures to

determine need for repair or maintenance; dealing with computer viruses and devices preventive methods and procedures (may be in collaboration with computing services); Communicating with suppliers and manufacturers regarding parts for servicing, schematics, etc. and maintains relevant inventories

COLLABORATIONS AND PARTNERSHIPS

- Continue to run Anxiety Disorder Groups in the fall and spring terms with Health and Wellness Centre.

- In partnership with the Career Centre and the non-profit Ability Edge program, arrange to provide a seminar on "Career and Disability: From University to Work."

- The Coordinator will pursue opportunities for tri-campus meetings with the services for students with disabilities at UTM and St. George.
  Issues to be addressed include:
  o Streamlining services for students taking courses at other campuses
  o Policy development: confidentiality and late requests for test/exam accommodation
  o University of Toronto Accessibility Guidelines

- Build partnerships with community agencies that provide Attendant Care (i.e., Ontario March of Dimes).

Learning Strategist/Assistive Technologist Activities

- Collaborate with Teaching and Learning Services to develop opportunities to educate Faculty and T.A.'s on issues related to students with Learning Disabilities:
  o What is an LD; impact on education, work and social skills
- Potential Students: In collaboration with Admissions, provide education to incoming students and guidance counsellors on the importance of transition planning and technology for students with a learning disability.

EDUCATION AND COMMUNICATION

The service will continue to pursue opportunities to inform the university community about the service and the benefits of having students with disabilities in the university environment.

Publications

- Create brochure on Transition Tips for Students with a Disability.
- Create a Frequently Asked Questions Information Sheet to distribute at admissions events.
- Review current logo.

Planned Projects:
- Complete installation of the Auto-openers in the Meeting Place out to the H-Wing Patio (funded by SAC-WAC).
- Complete improvements to the staircase at pick-up/drop-off zone (handrail and contrasting nosing).
- Review feasibility for chair lift to be used in the UTSC Pavilion and Meeting Place stage.
- Student Housing and Residence Life:
  - Install automatic door openers on main entrance of the Student Village Centre
  - Enhance communication with students with disabilities (i.e., online floor layout for access units; Access Needs in Housing Questionnaire).
- Athletics:
  - Complete access to showers in the Key (funded by Recreation Centre).

Learning Strategist/Assistive Technologist Activities
- Encourage universal access by reviewing the need and feasibility of installing specific LD software on computer stations throughout UTSC.

Achievements

In its efforts to ensure a best practices approach to services for students with a disability the following activities were conducted during the past year. It should be noted that the activities assisted with empowering the students to be self-sufficient and encouraged inclusion and integration of students into all aspects of university life.

WORKFORCE

- The most significant achievement was the creation of a new position - an Accommodations Assistant at 100% who started the first week of April.

- Three Work Study students were hired to assist with the "Teaching and Learning for Diversity Conference." The students provided excellent assistance for coordinating various activities for the event, including volunteers.

- One Work Study student was hired to assist with publications and educational activities. The student was able to keep the bulletin boards up-to-date and updated the service brochures.

- Two Work-Study students were hired for clerical support for all office activities, but support was provided primarily to the Examination Officer for tests/exams and note taking services.

TRAINING AND PROFESSIONAL DEVELOPMENT

The Coordinator:
- Attended the Inter-University Disability Issues Association professional development days (sessions included Essential Criteria when determining accommodations)
- CACUSS
- Attended Diversity Conference in Halifax
  o As a result of the participation at the conference the Teaching and Learning for Diversity concept was developed
- Attended training about the U of T Positive Space Campaign
- Attended Web Developers training

The Examination Officer:
- Attended Web Developers training
- Attended training about the U of T Positive Space Campaign
- Attended the "Teaching and Learning for Diversity" Conference at UTSC

The Accommodations Assistant:
- Attended training about the U of T Positive Space Campaign

MEMBERSHIPS

Committee Memberships

- The Coordinator continued to provide representation on a number of relevant committees:
  - Advisory Committee on Accessibility to Persons with a Disability
  - Equity Issues Advisory Group (EIAG)
  - Fire Safety
  - Prudential Awards Committee and Branko Vojnovic AccessAbility Award
  - Safety and Security
  - Site Planning

Association Memberships

- The Coordinator maintained memberships on Inter-University Disability Association (Ontario) and CACUSS/CADSPPE (Canadian Disability Service Providers), NEADS, AHEAD
  - Member of Working Group for IDIA for devising guidelines for Determining Essential Criteria

SERVICE PROVISION

Service Delivery:

- A Student Satisfaction Survey was conducted with the client base. The response about the service was very positive. However, the survey did identify the gaps in service that the service was aware of, specifically for students with a Learning Disability.

- Orientation Sessions for Returning Students: These sessions held for the first time in the fall 2001 proved to be very helpful to communicate with the students and increase the Coordinator's availability for appointments.

Tests/Exams:

- The new Examination Officer created a database for test/exam data.

Note taking:
- The note taking paper was put in a pad format instead of being handed to note takers as individual sheets. This change resulted in the following benefits:
  - Staff Interruptions: the office saw a decrease in interruptions, as the note takers did not need to come to the office as frequently to ask for paper.
  - Budget: note takers returned the unused pads of paper whereas the unused individual sheets were often not returned for reuse.

PROVISION OF EQUIPMENT/TECHNOLOGY

- The Clinical Specialist from ATRC reviewed current systems and recommended upgrades and new software programs.
  - As a result, the following Assistive Technology was purchased:
    - Dragon Naturally Speaking Preferred
    - Wordsmith
- A leased computer from another department was purchased for the Accommodations Assistant (lease had expired).
- New software packages for the service activities were purchased including Publisher and Access.

COLLABORATIONS AND PARTNERSHIPS

- In a cooperative effort between Teaching and Learning Services, Advising, Career and Student Success Centre and Access*Ability* Services a conference on "Teaching and Learning for Diversity" was held. This was a tremendous success with over 100 faculty and service providers attending from across Canada.
  - Disability Related Topics included:
    - Classroom Dynamics
    - Student Speaker on Classroom Dynamics, Teaching Methods and Assessment
    - Learning Styles and Disability
- Two Anxiety Disorder Groups ran in the fall with Health and Wellness Centre. The Coordinator contributed to the design of the group and gathered materials to distribute. The Coordinator recognized a noticeable post-group improvement in anxiety levels for most of the students who attended the sessions.
- In cooperation with Teaching and Learning Services a syllabus statement was developed and placed on the Teaching and Learning Services website encouraging students with disabilities to approach the Instructor or Access*Ability* Services if they needed academic accommodations.

EDUCATION AND COMMUNICATION

Publications

- All newly admitted students received an email about the service via Admissions.
- The Work Study student updated the brochure for Volunteer Services and General Service Brochure.
- The service provided the Advising, Career and Student Success Centre with information to be printed in the new brochure for students on probation.

Web Based

- The service continued to review the site.
- The following pages were added or enhanced:
    o Adaptive Technology at UTSC
    o Alternate Format Materials
    o Career and Disability: From University to Work
    o Emergency Evacuation Procedures

Disability Awareness/Education

- The Coordinator participated in the following activities which provided educational opportunities about the service and issues students with disabilities face at university:
    o Don Training
    o Teaching and Learning Services Faculty Orientation
    o Reception for New Faculty held by the President. The President introduced members of the Equity Issues Advisory Group to the new faculty and highlighted the importance of the Equity Offices at the University of Toronto.
    o Presented at a "Learning Disability Information Night" at a High School in Pickering
    o Presented to Teaching Assistants in the Writing Centre – topic "Working one-to-one with Students with Disabilities" and referring students to support services.
- The service set up an information booth at the following events:
    o Jump Start Days held by Admissions for students interested in attending UTSC.
    o Principal's Welcome
    o Wellness Fair
- The Coordinator met with the Admissions staff to discuss what services are available.

ACCESSIBILITY

- The service continued to approach design and services from a Universal Design perspective; that is, the service tried to ensure that services and physical spaces were accessible for all people no matter size or abilities.
- The Coordinator was provided with opportunities to consult with the Architects for:
    o Residence Phase IV
    o Academic Resource Centre (ARC)
    o UTSC Bookstore

UTSC sets aside $20,000 per year for projects to improve access. As well, other areas are approached to fund improvements. The following projects were completed as a result of these funds:
- Lecture Hall:
    o Auto-openers installed on the temporary structure housing a lecture hall
- Parking for persons with a disability:

- o Accessible parking bay was created at the front main entrance in drop-off/pick-up zone and the accessible path to the metered parking machine was completed
- Recreation Centre
  - o Auto-openers were installed on change rooms and into the Key (funded by Council on Student Services and Recreation Centre)
- Coordinator met with Coca-Cola® Representatives to discuss the display of items in fridges to ensure items are in reach range for persons of varying sizes and abilities.

Challenges

When a service is charged with the responsibility of ensuring that the legal obligations bourne by the university are met, the resources to carry out the tasks must be available. The key challenge to meeting the needs of students continues to revolve around funding. By January the office was in a deficit which created a huge pressure on the office to perform tasks without the knowledge of how much funding would be available. Despite the deficit, supports for students for disabilities still had to be implemented such as computerized note taking and supplies needed to be purchased (i.e., note taking paper).

It is also extremely difficult to predict how many students will be registered and what accommodations will be required. The service is projecting a deficit the next fiscal year based on current student needs. However, the deficit may escalate should the number of students continue to rise as history has demonstrated. As a result, the budget for the office cannot truly be predicted until the incoming students are registered and the accommodations have been determined.

WORKFORCE

- The Examination Officer resigned in October and a new staff member was recruited. The transition was relatively smooth as the current Examination Officer was familiar with the office but the Coordinator did find making time to train challenging.
- The staff felt a significant strain this year as more students registered. The lack of resources limited the services ability to implement best practices. The Accommodations Assistant did commence work April 2, 2002, which did assist significantly.

SERVICE PROVISION

Test/Exam:

- Students reported concern with Professors who are unable to visit the test site to answer questions, although it should be noted that UTSC has a high rate of visits from instructors.
- Timely delivery of tests/exams by Professors to our office continues to be a concern especially with the increase in volume of test/exams requiring accommodations.
- Timely request for test/exam accommodations continues to be a concern, despite setting clear deadlines for students.

Note taking Services:

- Recruitment of volunteer note takers was difficult in some courses, especially those with small enrollment.
- Timely delivery of notes to the office by note takers was an issue in some instances.

EDUCATION AND COMMUNICATION

- There were plans to hold a Career and Disability: From University to Work seminar this year but time and lack of staff did not allow for this plan to be implemented.

PROVISION OF EQUIPMENT/TECHNOLOGY

- The computers in the Access*Ability* Resource Lab were problematic due to students downloading unauthorized software, accidentally deleting icons and files and spreading viruses.

SPACE

- The service is outgrowing the current office space. Fortunately, the service will be moving to the Academic Resource Centre (ARC) which is currently under construction. The move is anticipated late summer 2003 and will provide the service with an extra office and reception area.
- The service is outgrowing the Access*Ability* Resource Lab. A larger space would decrease invigilation costs and enhance services.

ACCESSIBILITY

- The Ontario Building Code is significantly behind in accessibility standards. Despite time constraints, the Coordinator must keep-up-to-date on universal standards to ensure the approach taken by Facilities Management when constructing new buildings or undertaking renovations be implemented under the OHRC guidelines for up front barrier free design.

I. Demographics
Students Registered between May 2001 – April 2002

MTCU Disability Code	UTSC 2001-2002	UTSC 2000-2001	UTSC 1999-2000	UTSC 1998-1999	UTSC 1997-1998	UTSC 1996-1997
1- Chronic Medical/ Psychological/ Systemic	65	65	39	37	36	22
2 - Mobility	17	9	11	15	9	13
3 - Blind/Low Vision	3	2	1	2	2	3
4 - Deaf/ Deafened/ Hard of Hearing	8	6	2	4	2	3
5 – LD/ AD/HD/ Acquired Brain Injury which impacts learning	26	48	30	26	26	27
6 – Multiple (accommodated for more than one disability)	57	28	28	11	10	7
TOTAL	175	158	111	95	85	75

Note:
* There is a drop in category number 5 and 6 due to changes in the way numbers were calculated. Students with an LD and ADHD were put in Category number 6, whereas in the past they were put in Category number 5.
**In reference to Category Number 6- Multiple
This category includes for example, students with Attention Deficit Disorder and Learning Disability, Hard of Hearing and Chronic Medical, etc. Therefore, while Category #5 indicates there are 24 students with a Learning Disability (and 2 with Acquired Brain Injuries) this does not include the 24 students with a Learning Disability who are counted in Category #6. Consequently, the actual total of students receiving supports for a Learning Disability is 48. This is similar for all of the other categories.

II. Service Statistics - Note taking Services

VOLUNTEER NOTE TAKERS

NOTE TAKERS	UTSC 2001-2002	UTSC 2000-2001	UTSC 1999 – 2000	UTSC 1998-1999	UTSC 1997-1998
# OF STUDENTS	97	56	52	29	34
# OF NOTE TAKERS	82	102	89	51	43
# OF COURSES	230	141	97	59	61

N.B.   # OF STUDENTS = # OF STUDENTS WHO REQUESTED NOTETAKING
         # OF NOTE TAKERS - # OF VOLUNTEER NOTE TAKERS RECRUITED
OF COURSES = # OF COURSES FOR WHICH NOTES WERE REQUESTED

Note:
- There were a number of note takers who took notes for more than one course.
- Note takers often take notes in a course for more than one student registered with Access*Ability* Services.
- The decrease in the number of note takers is also due to the difficulty recruiting volunteers to become note takers. If a volunteer was not recruited students did receive copies of the lecture notes from colleagues/friends in class who did not register as note takers with Access*Ability* Services.

COMPUTERIZED NOTE TAKING

Computerized Note taking	UTSC 2001-2002	UTSC 2000-2001
# of Students	1	1
# of Courses	5	7

III. Service Statistics - Test/Exam Data

Note: Since 1997 the number of tests and exams written through the office has risen 79%

1. Number of Tests and Exams Written with Office					
MONTH	UTSC 2001-2002	UTSC 2000-2001	UTSC 1999-2000	UTSC 1998-1999	UTSC 1997-1998
May '01	43	23	26	25	44
June	23	36	22	23	19
July	19	24	9	8	6
August	31	41	23	14	14
Sept.	7	2	2	-	1
October	128	102	82	55	60
November	66	76	65	58	22
December	182	158	120	91	94
January '02	21	16	23	9	19
February	125	116	109	71	64
March	77	53	41	34	41
April	203	196	161	147	131
May (until the end of the April exam period)	32	42	18	26	22
TOTAL	962	885	701	561	537

2. Number of Students who wrote Tests and Exams					
	UTSC 2001-2002	UTSC 2000-2001	UTSC 1999-2000	UTSC 1998-1999	UTSC 1997-1998
	34	21	22	22	26
	14	23	12	13	11
	15	18	8	8	5
	23	22	18	14	11
	7	2	2	-	1
	55	49	38	29	26
	45	48	40	35	15
	70	73	52	43	44
	19	15	22	7	15
	65	66	45	36	32
	46	32	27	24	23
	85	77	64	54	63
	26	33	16	22	22
TOTAL	509	479	366	307	294

3. Exams by Division for 2001-2002 Winter Session Final Examination Periods			
DIVISION	DECEMBER 2001	APRIL 2002	TOTAL
Humanities	30	63	93
Management	46	63	109
Life Science	32	36	68
Physical Science	27	31	58
Social Science	19	32	51

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                    │ Associate Principal,     │
                    │ Student Affairs          │
                    └─────────────────────────┘
                                 ▲
                    ┌─────────────────────────┐
          ┌────────▶│       Coordinator        │◀────────┐
          │         └─────────────────────────┘         │
          │                      ▲                        │
          ▼                      │                        ▼
┌──────────────────────┐        │           ┌──────────────────────┐
│ Accommodations       │        │           │ Examination Officer   │
│ Assistant            │        │           │                       │
└──────────────────────┘        │           └──────────────────────┘
                    ┌───────────┴───────────┐
                    ▼                       ▼
          ┌──────────────────┐   ┌──────────────────────────┐
          │ Invigilators (15)│   │ Casual Staff (Work-Study)│
          │                  │   │ (Up to 5)                │
          └──────────────────┘   └──────────────────────────┘
```
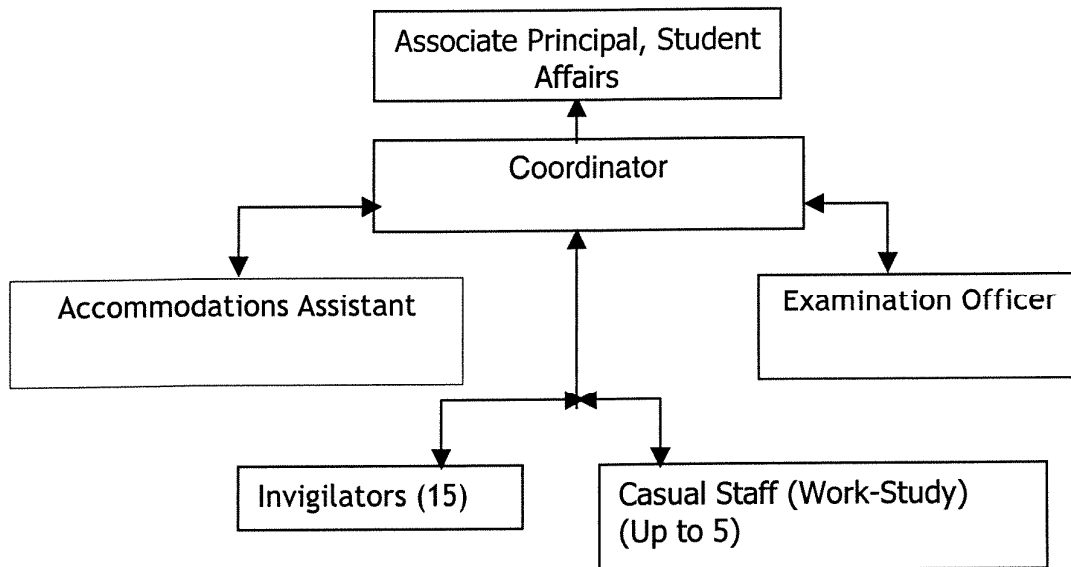
Clinical Specialist (Adaptive Equipment/OT) (Services contracted- as needed)	Registered Psychologist (Learning Disabilities; AD/HD) (Services contracted - as needed)