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### **Executive Summary**

The AccessAbility Resource Centre at UTM provides academic accommodations and services to students with disabilities. The Coordinator of the Centre also has membership on a number of committees to ensure that inclusion and access for students with disabilities is addressed. The Coordinator of the Centre is also a member of the Equity Issues Advisory Group.

The Coordinator of the Centre reports directly to the Dean of Student Affairs at UTM.

Services provided to students and the UTM community include disability management advising, academic accommodations and services, consulting with faculty and staff, access to psychoeducational and assistive technology assessments, disability awareness initiatives for students, staff and faculty, referrals to the university and outside community resources and provision of adaptive equipment.

Objectives set in 2001-02 were either met or are still in progress. A request for an additional staff person and a designated test centre were made and are under review.

Key issues for the Centre over the past year:

- Identifying an appropriate space and establishing a test centre
- Ensuring students are provided with appropriate accommodations in a timely manner
- Providing appropriate assistive technology for students during tests/examinations and in the public computer labs

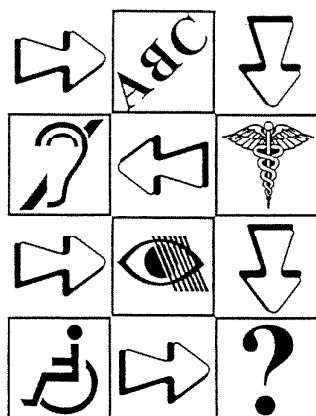
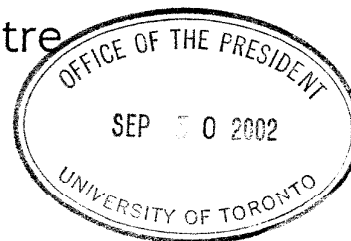
The Centre will continue to concentrate on those areas outlined in key issues as well as addressing barriers on campus (physical, architectural, informational, communicational, attitudinal, technological and policy/practice).

The Centre will continue to promote inclusive practices at UTM through representation on key committees, partnerships with other departments on campus and consultation with faculty, staff and students.

University of Toronto at Mississauga

AccessAbility Resource Centre

**ANNUAL REPORT  
2001-2002**



Prepared by Liz Martin - Coordinator

For

The Ministry of Training, Colleges and Universities

To obtain this document in alternate formats  
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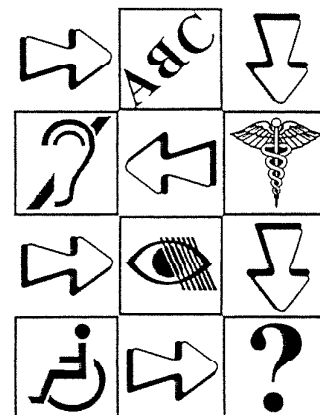
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## REVIEW OF ACHIEVEMENTS

In 2001 - 2002 the Centre continued to provide academic accommodations and volunteer services to students who have a disability and consulted with students, staff and faculty on the UTM campus about disability related issues.

The number of students registered with the Centre stayed in the same range as the previous year (Appendix A) and the students received the following services:

- Disability management and advising
- Access to bursaries and scholarships
- Orientation to the Centre and UTM
- Access to assistive technology
- Test and examination arrangements
- Onsite psycho-educational assessments
- Liaison with faculty, staff and community
- Scribes
- Notetaking services
- Library assistants
- Personal assistants
- Liaison with Laidlaw for access on intercampus bus
- Sign language interpreting, computerized notetaking, attendant care
- Diagnostic screening for learning disabilities
- Mobility training for orientation to campus
- Readers
- Access to materials in alternate formats
- Assistance with access issues
- Referrals to on and off campus resources

### **Disability Management/Advising**

Centre staff continued to encourage students to manage their academic supports by understanding their disability, how it affects them and how to effectively disclose that information to their instructors. Students who previously experienced difficulties were able to communicate successfully with their professors about their accommodations, strengths and challenges.

All students, new and returning, were required to meet with the Coordinator of the Centre to review their accommodations and update their file (e.g. contact information, changes in medication, changes in specialists, future hospitalizations). A student's accommodations were not activated until this meeting occurred.

All students, especially those entering first year, were reminded to use AccessAbility as a campus referral/information centre. Staff were able to provide students with the appropriate department or service contact information allowing them to quickly address their questions or concerns.

### **Administrative Processes**

The Coordinator completely revamped the Centre's web page so that students would have updated information around accessibility on campus and the services available. Links were created for:

- General Information (Academic Accommodation Policy and Human Rights Links)
- Information for New Students
- Information for Registered Students
- UTM Services
- Access @ UTM
- Information for Faculty and Staff
- Online Forms
- Volunteering at AccessAbility
- Construction Notices
- Related Links

The Centre updated its forms and handbooks/manuals to reflect changes in procedures around tests/exams and volunteer services. To ensure access, regularly used forms were placed on the Centre's webpage for students to download and print.

The Coordinator continued to search for a database program that would meet the needs of the Centre. Disability Services at other universities were contacted and their database programs were reviewed.

Two computers were purchased for Centre staff as the systems they were using were outdated and in constant need of service.

Due to limited staffing, the Centre continued to attempt to streamline services as much as possible.

## **Outreach to Students**

An information package (brochure, flyer, Coordinator's business cards) was sent to guidance counsellors and special education departments at the secondary schools in the surrounding areas (Halton, Peel). The materials described the services available at the Centre and explained documentation requirements for students requiring accommodations at university.

The mailing to the high schools resulted in requests for more information from special education teachers, as well as potential students and those who had accepted their offer of admission.

A student in the work study program was hired to develop and organize two bulletin boards the Centre acquired. The boards were located in key areas of the South Building and lowered so that students using wheelchairs and scooters would have access to the information (e.g. no glare, ability to read postings at the top of the board). Students were kept updated with registration deadline dates, articles pertaining to access and disabilities, web site information and upcoming events on campus and in the community.

The Coordinator presented the Diversity at UTM workshop to first year students at the academic orientation held in September 2001. Information about the Centre and volunteering on campus was conveyed to the students. Students who had been at the orientation later approached the Centre for accommodations and volunteer opportunities.

The Coordinator also participated in two student information days to promote the Centre and accessibility on campus. These events were also used as volunteer recruitment opportunities.

Student drop in hours were also revised this year. In 2000 - 2001 the Centre tested evening hours on Wednesday and closed on Friday afternoons. Very few students took advantage of the evening hours and students, staff, faculty and volunteers continued to request service on Friday afternoons. In 2001 - 2002 the Centre therefore discontinued evening hours and opened all day on Fridays.

## **Accommodations to Students**

Test and examination accommodations and volunteer services were provided to all registered students. Although there continued to be a shortage of staffing support and available space, the Coordinator and Test and Examinations Officer attempted to ensure that all students received their accommodations in timely and efficient manner.

There was a significant increase in the number of students who have a mental health disability. This placed a considerable strain on staff time due to an increase in individual appointments, meetings with faculty to discuss accommodations and follow up with the students.

### **Learning Disability Program**

Students diagnosed with a learning disability continued to be one of the larger groups receiving accommodations, services and supports through the Centre.

A registered psychologist continued to perform psycho-educational assessments on campus including a formal report and feedback sessions. The turn around time for assessments was two weeks and the psychologist was also available to students after their feedback if they had questions about their assessment and diagnosis.

Students continued to be referred to the Academic Skills Centre for academic support.

In February 2002, a tri-campus proposal was submitted to the Learning Opportunities Task Force (MTCU) for a Learning Strategist/Assistive Technologist staff position. This position would work with students who have a specific learning disability. The task force will make their decision in May 2002.

### **Volunteer Services**

The Centre recruited, trained and supervised over 100 volunteers in 2001-2002. Services were provided to all registered students requiring assistance. The roles of the volunteers included:

- notetaking in lectures
- personal assistance for activities in and outside of the classroom
- library assistant - assisting students who have a physical or sensory disability obtaining information/books
- special events assistant - promoting the Centre at special events and recruiting volunteers

As in 2000 - 2001, the number of students requiring volunteer services increased especially in the area of personal assistance however decreased in the number of notetakers required. This decrease was mainly due to faculty posting notes on the internet and students finding their own volunteers.

### **Bursary Assistance**

The Coordinator of the Centre continued to manage and approve student requests for funding through the OSAP Bursary for Students with Disabilities. Students also applied for and received the UTM college bursary. The funds assisted students in obtaining items and services required for their participation at university including:

- Psycho-educational assessments
- Tutors
- Computers and assistive technology
- Hearing aids and FM Systems (portion not covered by Assistive Devices Program)
- Transportation costs
- Repairs to mobility aids
- Visual aids such as Closed Circuit Televisions, telescopes (portion not covered by Assistive Devices Program)

The OSAP BSWD or the UTM bursary again paid for all psycho-educational assessments.

Students who had questions about financial aid and scholarships were referred to Registrarial Services to speak with the Awards Officer.

### **Assistive Technology and Equipment**

The Centre continued to provide access to assistive technology and equipment (see Appendix D) located in the Adaptive Technology Room (ATR). A work station/equipment booking procedure remained in place as at times more than one student required use of the same technology.

Due to the demand for certain technology, specifically the Smartview CCTV and 21" monitor, a second Smartview CCTV and monitor were purchased and placed in the reference area of the library. This equipment was available to students for studying purposes when the ATR was being used for tests and examinations.

A new TTY was purchased as the device the Centre had would no longer work and due to its age was not worth repairing.

### **Outreach and Disability Awareness at UTM**

The Centre continued to promote the inclusion of individuals who have a disability in all aspects of campus life both inside and outside of the classroom. To promote inclusion the Coordinator participated in key committees and events dealing with access in orientations, policy development, technology (in public labs), information (web), designs (new buildings, renovations) and diversity (individual focus).

The Coordinator also consulted with faculty on individual student cases and accommodating students within the classroom (e.g. writing tests with the class, arrangement of furniture to provide optimum access, use of technology in the classroom).



The bulletin boards were also used as outreach tools promoting services and events for students, staff and faculty who have a disability. Items displayed included articles on current issues affecting people who have a disability and information about the University of Toronto's Human Resource Services Disability Accommodation Unit.

In November 2001, the Centre's new webpage was published on the campus website. Students, staff and faculty were often referred to it to obtain information and download forms. The address of the webpage was promoted thoroughly throughout the campus and has resulted in increased contacts from students, university staff and faculty and the community.

## **Partnerships**

### *At the University of Toronto at Mississauga*

The Coordinator continued membership on the following committees:

- Phase 7 Residence Implementation Committee
- CCIT Users' Committee (assessor)
- Positive Space at UTM
- Student Centre Management Board (assessor)
- Principal's Advisory Committee on Access for Individuals who have a Disability (Chair)
- Quality Service to Students (QSS) Committee
- Student Services Posse
- Volunteerism Committee
- Joint Health and Safety Committee
- Personal Safety Committee

The Centre also participated in partnerships with the following services/ departments:

#### UTM Library

- The Centre continued to provide volunteer library assistants to assist students who have a disability in obtaining material from the library (e.g. searching the stacks, searching the online catalogue)

#### Academic Skills Centre

- Students registered with the Centre were referred to the Academic Skills Centre for learning disability screenings and academic skills development.

#### Psychology Department

- The Coordinator presented "Accommodating Students at the Post-Secondary Level" to the PSY442F course again this year.

#### Campus Police

- The Coordinator and Manager of Campus Police continued to implement the evacuation procedures for individuals who have a disability.
- Invigilators who work after hours were given a police radio to contact the officers on duty in the case of an emergency.
- The Coordinator was a member of the hiring committee for new campus police officers.

#### Career Centre

- The Coordinator gave a presentation to the Career Assistants on the Centre's services and role on campus.

#### Centre for Physical Education

- The Coordinator consulted with the Director of the Centre for Physical Education on access projects.
- A student who has a disability and the Coordinator met with the Director to discuss accessibility ideas for the future athletic facility to be built on campus.

#### Facility Resources

- The Coordinator continued to provide input around accessibility into new buildings designs and renovations on campus.

#### Registrarial Services

- Students were referred to the Awards Officer for college bursary and scholarship information. The Awards Officer referred students to the Centre for information about the OSAP Bursary.
- The Coordinator consulted with the Petitions Officer on individual student cases.
- The Coordinator participated in two student information days.
- The Coordinator referred students to the Academic Counsellors for information pertaining to their academic record.

#### Student Affairs

- The Coordinator participated in organizing the Volunteer Fair and Student Awards of Excellence Event in which volunteers, Principal's Involvement Award recipients and Cressy Award recipients were recognized by UTM.

#### Erindale College Student Union

- The Coordinator consulted with executive members on accessibility for students during the orientation events (e.g. transportation, accessible venue)
- The Centre participated in "Diversity Week" held at the Student Centre.

### Business Services

- The Coordinator continued to assist the Business Services department by registering all students using a mobility aid (scooter, wheelchair, walker, etc) with the bus company who provide the service between UTM and St. George.

### Health Services

- The Coordinator made a number of referrals this year to Health Services especially for psychiatric assessments.

### Microelectronics and Computing Services

- Technicians continued to service the Centre's computer systems and specialized software located in the Adaptive Technology Room.

### *At the University of Toronto:*

The Coordinator began meeting with the Vice-President of Human Resources. Discussion included staff and faculty access to the Disability Accommodation Unit, recruitment of individuals who have a disability and promoting access and equity for people who have a disability at the university.

The Coordinator continued membership on the Equity Issues Advisory Committee and as a member of this committee met throughout the year with the President of the University to discuss issues on equity and the university climate.

Tri-campus meetings were held monthly between the Coordinators at UTM, UTSC and St. George to discuss changes to services provided, updates to policies and procedures, tri-campus projects (proposal submitted to the Learning Opportunities Task Force) and other relevant information.

### *In the Community:*

The Coordinator continued to be the University of Toronto representative on the Community on Campus Advisory Committee. Community Living Mississauga has coordinated the program on the UTM campus since 1996.

The Coordinator continued to consult with community case managers (for students who have an acquired brain injury) and psychiatrists about specific student cases when required.

## Workforce

The Centre's staff complement in 2001-2002 was:

- Coordinator (1.0 FTE)
- Test and Examinations Officer (.9 FTE)

The Centre continued to hire and train invigilators to supervise tests and exams coordinated by the Centre. The invigilator manual was updated to reflect changes in policies from Registrarial Services (e.g. late policy) and new materials were introduced into the training sessions (e.g. information about different medical conditions, how to use different assistive technology).

A student from the work study program was hired to update the Centre's print resources (brochures and information from community organizations), web page links and bulletin boards.

## Resource Centre

The Centre continued to house resource files containing information about different medical conditions/disabilities, community organizations and issues affecting individuals who have a disability. The Centre staff used this information for referral purposes and students from the Exceptionality in Human Learning Program requested access to the files for use in their research.

## Professional Development/Memberships

### *Professional Development*

The Coordinator attended the Annual CACUSS Conference held in Montreal, Quebec.

### *Professional Memberships*

IDIA	Inter-University Disability Issues Association (ONTARIO)
CADSPPE	Canadian Association of Disability Providers in Post-Secondary Education (CANADA)
AHEAD	Association on Higher Education and Disability (U.S.A.)
NEADS	National Educational Association of Disabled Students (CANADA)
CACUSS	Canadian Association of College and University Student Services (CANADA)

### *Listserv Memberships*

IDIA	Inter-University Disability Issues Association (ONTARIO)
DSSHE	Disabled Student Services in Higher Education (U.S.A.)
DAWN	Disabled Women's Network (CANADA)
CSNNET	Canadian Special Needs Network (CANADA)

### **Accessibility at UTM**

Accessibility continued to be an important focus on the UTM campus. The *Principal's Advisory Committee on Access Issues for Individuals who have a Disability* continued to meet and review access on campus.

Access projects that were identified and prioritized during the previous year were addressed.

There were many access projects completed including:

- Lowering of service desks in the Career Centre, Health Services, Fitstop, Registrarial Services, Phase 6 Residence, and the Student Centre pub and information desk
- Door openers were installed in the South Building, North Building and Kaneff Centre
- A path was constructed from the Five Minute Walk to the basketball courts
- Curb cuts were renovated throughout the campus
- An entrance on Level 1 of the South Building was graded and a door opener installed for evacuation purposes
- A 21" computer monitor was purchased and installed at the computer kiosk in the Student Centre
- Stair nosings in the lecture halls and Student Centre were painted a contrasting colour
- A height adjustable desk was purchased and installed in a lecture hall

The Coordinator continued to participate on committees/teams responsible for the designing of new buildings and renovations of space on campus. As a consultant, the Coordinator promoted inclusive design that included individuals who have a disability, made sure the barrier-free accessibility standards for the university were used in the design and was available to answer questions the architect/project manager had around accessibility.

## REVIEW OF THE CHALLENGES

Many of the Centre's challenges are a direct result of the limited funding received.

In 2001-2002 the Centre finished the year in a deficit of (\$28,041). UTM and the University assisted by providing one-time-only funds as seen in Appendix B.

Although the number of students registered with the Centre remained in the same range as the previous year there was an increase in students with more complex accommodations, additional requests for volunteer services and more tests were coordinated.

The Centre continued to struggle to provide accommodations and services to students due to a lack of funding, an inadequate staff complement and limited resources especially in the areas of a testing centre and assistive technology.

Invigilator wages continued to use a large portion of the budget as they are paid between \$24.55 and \$ 30.81 in accordance with the CUPE 3902 Collective Agreement. The Centre also does not have a designated test site resulting in multiple invigilators being hired for a shift that one invigilator could have done if in the appropriate environment.

### **Workforce**

The Centre continued to struggle with an inadequate staff complement consisting of a Coordinator and Test and Examination Officer. Due to limited funding, a staff position was discontinued in 1999-2000. The loss of this position has significantly impacted the work load of the remaining two staff who have assumed the positions duties which consisted of coordination of volunteer services, follow up with students, follow up with faculty around volunteer announcements and packages, updating of Centre resources and manuals, referring students to the appropriate service/department, receptionist and general clerical duties.

The Centre's volunteer program continued to grow and while this assisted the Centre in providing services to students, recruiting, training and follow up required a time commitment that the Test and Examinations Officer had difficulty fulfilling without requesting overtime.

Even though the number of students registered with the Centre remained in the same range as in the previous year, students accommodations were much more complex and required more staff resources. Staff attempted to ensure services and accommodations were delivered in an efficient and timely manner however, there were instances when students had to wait a longer period of time for volunteer services and accommodations. Students also found the Centre to be closed during dedicated drop-in hours as staff had to fill in for volunteers and deal with situations in test rooms. The Coordinator also had to attend meetings outside of the Centre and at times off campus leaving only one staff in the office.

## **Accommodating Tests and Examinations**

The Centre did not have a dedicated test centre, which significantly impacted its ability to appropriately accommodate students. Often the rooms booked were unsuitable for a testing situation and/or a student's disability (e.g. not near an accessible washroom, located in a high traffic area, no direct daylight for students who have a visual disability).

Access to assistive technology for tests and examinations was problematic. More students registered this year with computer use for tests and exams as one of their accommodations. The Centre was unable to accommodate all students with the computers located in the Adaptive Technology Room and at times the staff had to give up their work stations for up to six hours.

During final examinations, the Centre used the CCIT computer lab located on level 1 of the South Building. This greatly assisted in ensuring that students were accommodated properly.

The Dean of Students and the Coordinator of the Centre reviewed the space on campus a number of times however, were unable to acquire an appropriate space for a test site.

## **Provision of Assistive Technology and Equipment**

The Adaptive Technology Resource Centre (ATRC) consultant to the Centre reviewed the technology and equipment in the Adaptive Technology Room. The versions of software and most of the computer stations are outdated. In order to use the software students would have to go back a few versions and would not have access to many of the features they need. The ATRC consultant recommended that all technology and software in the Adaptive Technology Room be updated.

As mentioned previously, the Centre experiences difficulty providing computers as an accommodation for the writing of tests due to the limited number of systems the Centre has housed in the Adaptive Technology Room.

## **Accessibility**

UTM continued to renovate existing buildings to ensure access for individuals who have a disability.

New *Barrier Free Accessibility Standards for the University of Toronto* were implemented and provided to the architects and facility resources staff for use when designing new buildings and renovating spaces on campus. The standards do offer direction however, they do not address areas such as technology stations, do not provide graphics or sufficient detail (e.g. signage). This has resulted in questions and requests for more detail from architects and staff at the campus.

## PROPOSED INITIATIVES FOR 2002-2003

### **Workforce**

The Coordinator will request the addition of a new position to the staff complement of the Centre. The position will be that of a Disability Generalist (.9 FTE). The duties of this position will include coordination of volunteer services, coordinates sign language interpreters and computerized note taking services, participation on committees, intake and accommodation responsibilities and outreach to the campus and community.

The Coordinator will also request a student staff (.5 FTE) to assist with receptionist and general clerical responsibilities, provide assistance to students when volunteers are unable to work with a student and assist the test and examination officer in picking up tests and exams from departments.

If approved by the Learning Opportunities Task Force, the Centre will develop a job description, advertise and hire a Learning Strategist/Assistive Technologist (LS/AT) to work with students who have a learning disability. The duties of the LS/AT will include the development and delivery of specific skills instruction and compensatory strategies, training and coaching of students on assistive technology and community education about learning disabilities.

The current Test and Examinations Officer's contract will be extended as the staff person who holds that position will continue her maternity leave and union leave with the Steelworkers Union Local 1998.

The Centre will request work study positions to provide supports to students, promote the Centre and provide support to the Learning Strategist/Assistive Technologist in developing resources for students.

### **Administrative Processes**

The Coordinator will continue to review database packages and a new database will be implemented.

The Centre will continue to streamline its forms, manuals and provide more information on its webpage for prospective students, registered students, staff and faculty. The webpage will be revamped to have a UTM presence (colour scheme, graphics, etc).

### **Test Centre**

The Centre will continue to request appropriate space for a test centre and updated technology for test situations.



## **Assistive Technology**

The Centre will request that technology and software currently housed in the Adaptive Technology Room be updated so that it is functional for students registered with the Centre who require it for studying and test taking.

## **Partnerships**

The Coordinator will continue to be a member of the following committees:

- Phase 7 Residence Implementation Committee
- CCIT Users' Committee (assessor)
- Student Centre Management Board (assessor)
- Principal's Advisory Committee on Access for Individuals who have a Disability (Chair)
- Quality Service to Students (QSS) Committee
- Student Services Posse
- Volunteerism Committee
- Joint Health and Safety Committee
- Personal Safety Committee
- Standing Committee on Barrier Free Accessibility

The Centre will continue to participate in partnerships with:

### *At the University of Toronto at Mississauga*

- Academic Skills Centre
- Career Centre
- Campus Police
- Psychology Program
- Centre for Physical Education
- UTM Library
- Facility Resources
- Registrarial Services
- Student Affairs
- Student Societies and Clubs
- Health Services
- Microelectronics and Computing Services

### *At the University of Toronto*

- Equity Issues Advisory Group
- Tri-Campus Coordinators Meetings
- Equity Conference Committee

*In the Community*

- Community on Campus Advisory Committee
- Case Managers and Medical Professionals

The Centre will develop partnerships with:

- UTM Residence
- UTM Academic Department Heads

## **Professional Development/Memberships**

*Professional Development*

The Coordinator will attend the Inter-University Disability Issues Association (IDIA) Annual General Meeting to be held in May 2002 in St. Catherines, ON.

*Professional Memberships will be continued with:*

IDIA	Inter-University Disability Issues Association (ONTARIO)
CADSPPE	Canadian Association of Disability Providers in Post-Secondary Education (CANADA)
AHEAD	Association on Higher Education and Disability (U.S.A.)
NEADS	National Educational Association of Disabled Students (CANADA)
CACUSS	Canadian Association of College and University Student Services (CANADA)

*Listserv membership will be continued with:*

IDIA	Inter-University Disability Issues Association (ONTARIO)
DSSHE	Disabled Student Services in Higher Education (U.S.A.)
DAWN	Disabled Women's Network (CANADA)
CSNNET	Canadian Special Needs Network (CANADA)

## Accessibility at UTM

The Centre will continue to promote inclusive designs for new buildings and renovations of space on campus.

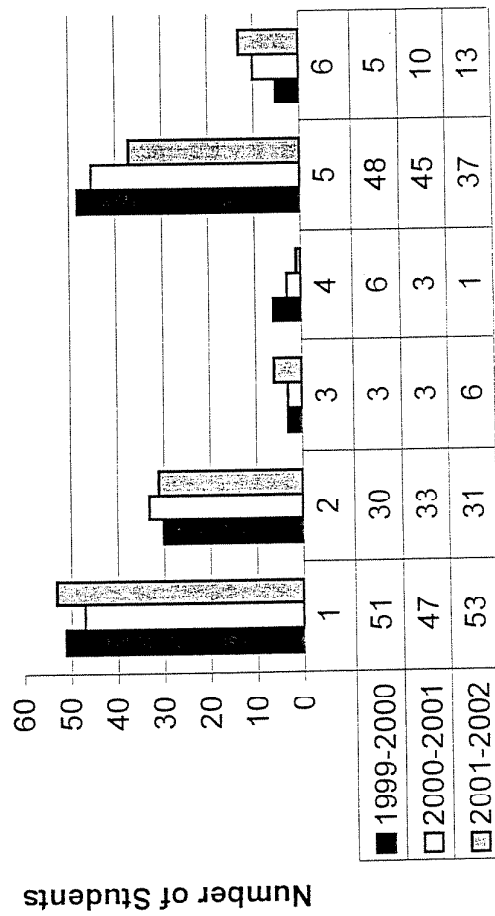
As the campus begins construction of new buildings, access issues will be identified immediately and brought to the attention of members of the Principal's Advisory Committee on Access for Individuals who have a Disability.

In consultation with students, staff and faculty who have a disability, funding proposals for access projects will be submitted to SACWAC and the University of Toronto.

The Coordinator will recommend that assistive technology and software continue to be implemented in public computer labs on campus.

The *Barrier Free Accessibility Standards for the University of Toronto* will be reviewed and modified to address accessibility standards already present at UTM (e.g. size of washroom stalls at UTM are 72"x72" so that scooters can be accommodated).

## Students by Disability Classification Three Year Comparison



**Legend**  
 1 - Chronic Medical/Psychological/Systemic Disabilities  
 2 - Mobility  
 3 - Blind/Low Vision  
 4 - Deaf/Hard of Hearing  
 5 - Learning Disability  
 6 - Multiple Disabilities

1999-2000	2000-2001	2001-2002
Total Number of Students - 143	Total Number of Students - 141	Total Number of Students - 141

Test and Examination Statistics  
2001 - 2002

Month	Number of Tests/ Exams Written	Number of Students Who Wrote Tests/Exams
May 2001	9	9
June	27	21
July	7	6
August	23	16
September	1	1
October	130	56
November	67	46
December	143	94
January 2002	20	18
February	111	55
March	58	38
April	155	106
May (until end of exam period)	68	52
<b>TOTALS</b>	<b>819</b> <small>↑from 2000-01</small>	<b>518</b> <small>↑from 2000-01</small>

Statistics for Notetaking  
2001-2002

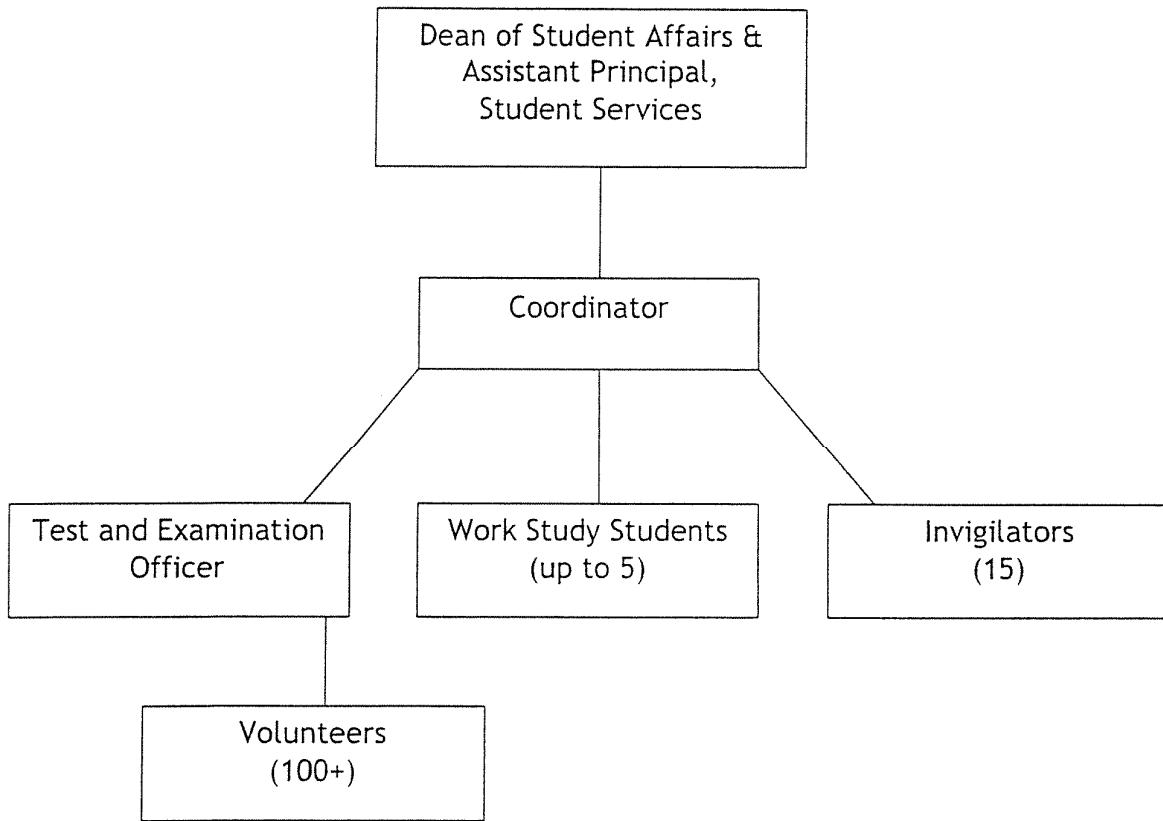
<b>VOLUNTEER NOTETAKERS</b>	
Number of Students	46
Number of Notetakers	85
Number of Courses Where Notetakers Were Requested	122

## Statistics for Interpreters, Intervenors, Real-time Captioning and Computerized Notetaking

During the 2001-2002 academic year, there were no students requiring and interpreter, intervenor, real-time captioning or computerized notetaking.

AccessAbility Resource Centre  
University of Toronto at Mississauga

**ORGANIZATIONAL CHART**



AccessAbility Resource Centre  
University of Toronto at Mississauga

**TECHNOLOGY/EQUIPMENT LIST**

HARDWARE

- Desk top computers
- 21" computer monitors
- printer
- lap top computer
- flatbed scanner

SOFTWARE

- JAWS for Windows
- Dragon Dictate
- Zoomtext Extra
- Open Book

ERGONOMIC EQUIPMENT

- Adjustable desks (manual and motorized)
- Obus Forme chairs
- Footrests
- Tasklights

OTHER

- Smartview CCTV (2 units)
- CCTV
- Alphasmart Pro - word processor for notetaking
- Artic Transport screen reader/voice synthesizer
- Accutek screen reader/voice synthesizer
- Portable magnifier
- TTY