

Ontario Disabilities Act Accessibility Plan for York University

2006-07 Progress Report on Goals and Objectives for 2007-2008

No	Goals and Objectives	Timelines	Progress to date
1	<p>Revise the language to the Senate Policy on Students with Special Needs and update references to procedural, technological and organizational arrangements in the Guidelines</p> <p>Accountability/Ownership: The Vice-President Students will work with Access York to bring the revision to the appropriate Senate Committee(s).</p>	Achieved in 2004/2005	<p>Achieved. The language in the Senate Policy on Students with Special Needs has been revised and approved by the Senate Committee on Teaching and Learning and by Senate in February 2005. The revised policy can be found on the university's web site at: www.yorku.ca/secretariat/legislation/senate/spcneeds.html.</p>
2	<p>Refine and strengthen the existing procedures and protocols for arranging appropriate accommodations for students with disabilities at the course level.</p> <p>Accountability/Ownership: The Vice-President Students will work with Access York and in consultation with the Vice-President Academic to review and implement an improved process</p>	Multi-year goal, commencing in 2004/2005	<p>There has been ongoing discussion between Access York and the Office of the VP Academic to ensure that the needs of persons with disabilities in courses is suitably met – in particular how students may request suitable accommodation to Chairs of departments where they feel a course director has not met their needs. To this end, the Chair of Access, the University Ombudsperson and the Disability Services Offices continue to give workshops to Department Chairs, Program Directors and Associate Deans. We continue to investigate best practices for face-to-face and on-line support for faculty working with students with disabilities.</p> <p>A Faculty Resource & Awareness Guide on Teaching Students with Disabilities was developed and linked to the Faculty & Staff internal website at the end of December 2005: http://www.yorku.ca/dshub/resources.htm. This Guide was revised most recently in April, 2007 and is available both on-line and in hard copy.</p>
3	<p>Centralize the coordination of services and information provided to both students with disabilities and to the faculty members involved in the provision of academic accommodations.</p> <p>Accountability/Ownership: The Vice-President Students will provide the impetus and oversight for achievement of this goal</p>	Multi-year goal, commencing in 2003/2004	<p>The management of Alternate Examinations processes has been fully transitioned to the Registrar's office. The University has continued to focus on expanding its alternate space accommodations -- twenty additional alternate exam rooms were opened in the Fall of 2006. These important steps are consonant with the University's plan of creating a centralized facility for conducting alternate exams for students with disabilities as resources and space become available. In addition to the creation of a</p>

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			Faculty Resource & Awareness Guide on Teaching Students with Disabilities, a central coordinating group involving the Office of the University Ombudsperson, the Centre for the Support of Teaching and Access York has been created to ensure current publications, web applications and faculty resources are accessible and consistent.
4	<p>Lobby the provincial government to amend OSAP criteria as related to students with disabilities' need for flexible timeliness to complete courses and their degrees.</p> <p>Accountability/Ownership: The President will provide the leadership for the achievement of this goal.</p>	Multi-year goal, commencing in 2004/2005	<p>The goal of lobbying the provincial and federal government on behalf of students with disabilities is an ongoing effort. One of York's founding goals was to reduce barriers for groups such as those with special needs or disabilities.</p> <p>While the Minister and Deputies have been made aware of our concerns on a regular basis, no changes have been made. The matter of advocacy in this area is ongoing and pursued in various venues and with various persons, and will continue.</p> <p>Further development and leadership of this multi-year goal will be carried over into 2007/2008.</p>
5	<p>Provide a comprehensive orientation to new faculty members regarding students with disabilities including practical pedagogical techniques and means of accommodating special needs within the classroom.</p> <p>Accountability/Ownership: The Vice-President Students will provide the impetus and oversight for achievement of this goal, with the cooperation and support of the Vice-President Academic, and the Centre for Support of Teaching.</p>	Multi-year goal, commencing in 2004/2005	<p>The University continues to focus on all opportunities available to sensitize, educate and train new faculty and current faculty around the needs of students with disabilities. A number of forums have been offered including:</p> <ul style="list-style-type: none"> ▪ New Faculty Day Event ▪ Ombudsperson's Educational Workshop on Accommodations, specifically aimed at faculty ▪ In collaboration with the Centre for Supportive of Teaching and Counselling and Disability Services, Access York continues to work on coordinating campus-wide educational initiatives aimed at supporting faculty in their work with students with disabilities.
6	<p>Increase the range of courses in which all essential elements of a course can be met by students with disabilities</p> <p>Accountability/Ownership: The Vice-President Academic will provide the impetus for achievement of this goal, working in</p>	Multi-year goal, commencing in 2004/2005	Following a two-year review by SCOTL and Senate Executive, the Senate Policy Regarding Academic Accommodation for Students with Disabilities was significantly revised particularly in regard to specific inclusion of learning disabilities and clarification of responsibilities of (2) students with disabilities and (2) University offices providing services to these students. It also includes an Accommodations

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	concert with the appropriate University Senate Committee(s).		Agreement that provides a mediative process for disputes that may arise concerning accommodation arrangements.
7	<p>Continue to examine the ways and means of delivering course materials in alternate formats with a view to improving wait times for students</p> <p>Accountability/Ownership: The Vice-President Students will provide the impetus and oversight for achievement of this goal, working with the Vice-President Academic and Access York</p>	Multi-year goal, commencing in 2003/2004	<p>Over the past four years, significant progress has been made.</p> <ul style="list-style-type: none"> • The Centre for the Support of Teaching proactively provides advice to faculty members on alternate formats in the delivery of course materials. • The Libraries have increased staff and equipment resources to improve timelines and streamline service associated with the provision of alternate format materials. A Library Accessibility Services unit of four full-time staff has been created, led by a Manager of Library Disability Services. • Education about the transcription process and the need for advance notification of required readings is in place and continues to be reinforced with faculty, staff and campus services such as the Bookstore and Printing Services. • The Libraries have acquired high speed scanning equipment to scans materials (in-house) for Library Disability Services and work closely with Printing Services to reproduce these, thereby reducing reliance on production of materials supplied by the province. • Printing Services (which provides course kits services and has similar high speed scanning capabilities) provides electronic course kits for print disabled students, thereby eliminating the need for outside production of that format in many cases. In situations where the kit is required in Daisy format by the student, the electronic format that Printing Services provides reduces the wait time for the copy required by outside producers. • Printing Services has recently acquired significant electronic data archiving capabilities which allows for the storage of previously produced materials – this has reduced even further the reliance external manufacture by provincially assigned producers of alternate format which often take several weeks, given their limited resources, increased demand for service and need for stringent production schedules. <p>In most cases, the University can now produce electronic and alternate format materials for students in days rather than in weeks.</p>

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8	<p>Every offer of admissions to York University should provide information about services to students with disabilities</p> <p>Accountability/Ownership: The Vice-President Students will provide the leadership for achievement of this goal.</p>	Achievable in 2003/2004	<p>Achieved. Information about services for students with disabilities accompanies every Offer of Admission letter sent out by York.</p> <p>The Office of Admissions has taken a multi-faceted approach to achieving this goal in 2005. Continuing from 2004, both the Undergraduate and Graduate Admissions handbooks (used for recruitment purposes) provide information for future applicants on the services available to students with disabilities, advises them to self identify when applying for admission to York and directs them to the Future Students Web site for further information. Once students have applied to York, the same information is provided in a letter of acknowledgement, which confirms that York has received their application and advises students of their next steps. Additionally, every offer of admission letter includes information about services for students with disabilities and directs them to the Future Students Web site for more information.</p> <p>The Future Students Web site offers detailed information about services available to students with disabilities and outlines the process by which they may identify themselves. Similar information is also addressed in recruitment presentations and through events like Fall Campus Day and the March Break Gala hosted by the University for potential applicants each year. New for 2006, York's RED Zone, an event that helps to ease the transition to university, also provides new York students with information about services for students with disabilities.</p> <p>Information about modified admission for students with disabilities, and deadlines for related applications, is provided to domestic and international guidance counselors through newsletters from York. Additionally, sessions on modified admission and finding support for students with disabilities were highlighted during the 2005 Guidance Counsellor Day held at York.</p> <p>The Chair of the Access York Committee and the AVP Enrolment Management have suggested that Faculty Advising Offices include information on services available to students with disabilities in enrolment publications and that students be asked during advising appointments if they require assistance from the Office of Persons with</p>

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9	<p>Every course syllabus should include a list of and/or web-reference to the University's resources for students with disabilities including contact information</p> <p>Accountability/Ownership: The Vice-President Academic, will provide the impetus to achieve this goal, working with the appropriate Senate Committee(s).</p>	<p>Multi-year goal, commencing in 2003/2004</p>	<p>Disabilities.</p> <p>Achieved. The template for course outlines developed by the Senate Committee on Curriculum and Academic Standards (CCAS) was approved during 2006/2007 following consultations with Faculties. One of the elements of the course description template is the inclusion of a section about Access/Disability:</p> <p>IMPORTANT COURSE INFORMATION FOR STUDENTS</p> <p>Access/Disability</p> <p>York provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials.</p> <p>It is the student's responsibility to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Failure to make these arrangements may jeopardize your opportunity to receive academic accommodations.</p> <p>Additional information is available at www.yorku.ca/disabilityservices or from disability service providers:</p> <ul style="list-style-type: none"> • Office for Persons with Disabilities: N108 Ross, 416-736-5140, www.yorku.ca/opd • Learning and Psychiatric Disabilities Programs - Counselling & Development Centre: 130 BSB, 416-736-5297, www.yorku.ca/cdc • Atkinson students - Atkinson Counselling & Supervision Centre: 114 Atkinson, 416-736- 5225, www.yorku.ca/atkcsc • Glendon students - Glendon Counselling & Career Centre: Glendon Hall 111, 416-487- 6709, www.glendon.yorku.ca/counselling <p>The Senate CCAS Basic Course Outline Model and the Student Information Sheet are updated by CCAS in March of each year and then updated on the web site. It is mandatory that every electronic course listing be linked to the Student Information</p>

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			Sheet and every hardcopy of a course syllabus be accompanied by a copy of the Student Information Sheet.
10	<p>The University will initiate additional measures to improve disability awareness among faculty and staff to reduce stigma and promote a positive work and study environment</p> <p>Accountability/Ownership: The Vice-President Students and Access York will work with the Vice-President Academic and the appropriate Senate Committees in pursuit of this goal. The Vice-President Finance and Administration will provide the leadership for achieving this goal as it relates to non-academic employees</p>	Multi-year goal, commencing in 2004/2005	<p>Considerable progress has been made in sensitizing faculty and teaching assistants about accommodation issues through professional development workshops, seminars and through the New Faculty Day Event. During 2006-2007, the Office of the Vice-President Academic organized with Access York, the Counselling & Development Centre, the Office for Persons with Disabilities and the Office of the Ombudsperson, through the School for Academic Administrators, an education session for Chairs and program directors to promote disability awareness among faculty and staff to enhance a positive working environment for students.</p> <p>A new position of Employment Equity Officer was established in the Department of Human Resources & Employee Relations in October 2006. The Employment Equity Officer is an active member of ACCESS York who will provide educational programs to non-academic hiring managers supporting persons with disabilities through recruitment and accommodation best practices. These programs have been developed and will be delivered under the upcoming training and development strategy. HR/ER website content has been enhanced to improve disability awareness and to promote a supportive working environment.</p>
11	<p>Faculty members who teach courses that focus, in whole or in part, on inclusivity and diversity, will be encouraged to include issues of disability where sex, gender, race and class are also included in the pedagogy.</p> <p>Accountability/Ownership: This recommendation will be advanced by Access York to the appropriate Senate Committee(s).</p>	Multi-year goal, commencing in 2004/2005	<p>The ACCESS York Committee has had this issue on its agenda since 2005. The Senate Committee on Equity and the Senate Committee on Teaching and Learning have made this recommendation to the York Senate.</p> <p>Most recently, a number of students with disabilities, with the support of Access York, attended the York University Senate Academic Planning Forum in the Spring of 2007 where they brought these and other issues of concern to the attention of faculty and administrators who will continue to explore solutions.</p>
12	Establish a protocol where one Associate Dean in each of the University's ten Faculties will be the official liaison between his/her Faculty and the various disability service providers.	Multi-year goal, commencing in 2004/2005	Achieved. An Associate Dean/Associate Principal/Associate Librarian has been identified as having prime responsibility for this area. (See Appendix A – attached)

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	<p>Accountability/Ownership: The Vice-President Academic will provide the leadership for achievement of this goal.</p>		
13	<p>ACCESS YORK should host a high profile speaker each year to increase awareness of disability related issues within the York community</p> <p>Accountability/Ownership: The Vice-President Students will provide the leadership for achievement of this goal.</p>	Multi-year goal, commencing in 2004/2005	<p>York's ACCESS York Committee, the Office for Persons with Disabilities, Office of Occupational Health and Safety, the Centre for the Support of Teaching and the Faculty Support Centre (Computing & Network Services) have collaborated on two symposia on student disability issues over the past three years.</p> <p>Commencing with the Third Symposium during the 2007-08 academic year, a high profile speaker will be invited to keynote the event.</p>
14	<p>Research will be conducted to compare the academic performance and retention rates of students with disabilities in the general student body</p> <p>Accountability/Ownership: The Vice-President Students will provide the leadership for achievement of this goal.</p>	Multi-year goal, commencing in 2004/2005	In 2005/2006, the Vice-President Students and senior admissions staff initiated a process to develop a review model of performance and retention rates. During 2006/2007, Access York initiated a discussion with York's Office of Institutional Research and Analysis to explore possible parameters around gathering information on these topics. Discussions continue.
15	<p>Expand relationships with community organizations which represent job candidates with disabilities</p> <p>Accountability/Ownership: The Vice-President Finance and Administration will provide the leadership for achievement of this goal.</p>	Achievable in 2004/2005 Commenced in 2003/2004	Achieved: The Department of Human Resources & Employee Relations continues to place external job postings with a large number of outreach organizations that support designated groups, including persons with disabilities. The University's new Employment Equity Officer participates in career fairs supporting persons with disabilities, and meets regularly with community partners to discuss York's Employment Equity Program and recruitment process. Some delays have been experienced in developing "e-Recruit" tools but this remains a near-term goal. The Employment Equity Officer has been manually tracking the candidate sources for external postings.
16	<p>Increase the resources dedicated to external professional assessment of individual disabilities and accommodation strategies</p> <p>Accountability/Ownership: The Vice-President Finance and</p>	Achievable in 2004/2005	Achieved: Given the continuing environment of institutional fiscal restraint, the University opted to develop in-house resources in its Employee Well-being Office (EWO) in the Department of Human Resources & Employee Relations in order to manage these assessments effectively.

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	Administration will provide the leadership for achievement of this goal.		The EWO maintains an up-to-date list of firms that provide Independent Medical Examinations (IMEs) and/or Functional Abilities Exams (FAEs). The EWO has put into practice the ability for IMEs and FAEs to occur on a more frequent basis. The EWO in HR/ER facilitates IMEs and FAEs in cases to assess functional limitations and identify accommodation strategies.
17	<p>Redesign the return to work process for ill/injured employees to reduce lost work time and provide more comprehensive support for both the ill/injured employees and their co-workers</p> <p>Accountability/Ownership: The Vice-President Finance and Administration will provide the leadership for achievement of this goal</p>	Achievable in 2004/2005. Commenced in 2003/2004	<p>Achieved. York University provides an Employee Well-being Office, with three full-time staff and a mandate to communicate with, service and support employees throughout the return-to-work and accommodation processes.</p> <p>Our return to work process has been streamlined and is being used to facilitate the accommodated return to work of employees. Over the past two years, education sessions have been held with managers and administrators to provide training around timely communication between departments, co-operation in accommodation, and a better understanding of the roles and responsibilities of employees and employer. Presentations were made by representatives from SunLife Insurance Company, York's Long Term Disability (LTD) plan carrier, and the Workplace Safety and Insurance Board (WSIB).</p>
18	<p>Through the University's Employee Well-being Office, enhance communication with faculty members relative to work accommodation to ensure a more consistent approach</p> <p>Accountability/Ownership: The Vice-President Finance and Administration, in consultation with the Vice-President Academic, will provide the leadership for achievement of this goal.</p>	Achievable in 2004/2005	<p>An "Employment Accommodation Process" document for academic employees was completed and provided to the York University Faculty Association (YUFA) through the normal labour-management process and was implemented May 1, 2006.</p> <p>An "Employment Accommodation Process" for non-academic employees has been presented to administrators and managers for review and input. The "Employment Accommodation Process" will be presented to the non-academic unions for consultation with a view to implementing the process July 1, 2007.</p>
19	Install voice indicators and accessible emergency telephone devices in all elevators on campus	Ongoing, multi-year goal, Commencing	York continues to move forward on plans to install voice indicators and accessible emergency telephones in elevators in new buildings as well as those in existing buildings being upgraded. Upgrades to hands-free phone sets will continue to be

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	<p>Accountability/Ownership: The Vice-President Finance and Administration will provide the leadership for achievement of this goal.</p>	2003/2004	<p>included in the future, whenever elevator upgrades are performed. In addition to the new installations and upgrades reported in previous ODA Accessibility Plan Updates, voice indicators have been installed in a retrofit of the elevator in the Petrie Science and Engineering Building. At the Glendon Campus, a new barrier free washroom is being constructed this summer. A new passenger elevator with voice indicators and emergency telephone is being built in 2007 in the Joan & Martin Goldfarb Centre for Fine Arts. Currently only a freight elevator is available for the disabled.</p>
20	<p>Develop a University policy and supporting procedural guidelines that would set out expectations and requirements for accessibility for University web sites and similar electronic communications. The policy would be established to be in support of and consistent with University principles around accessibility. The guidelines would provide support to the policy by detailing measures and processes necessary to achieve an acceptable level of access.</p> <p>Accountability/Ownership: The President and Chief Information Officer will provide the leadership for achievement of this goal.</p>	Multi-year goal, commencing in 2004/2005	<p>In conjunction with University representatives on accessibility, draft guidelines for web site accessibility have been completed. The guidelines are expected to be approved by June 2007 and will be incorporated into the overall University standards for web page development and referenced in the University's guidelines for web-site content.</p>
21	<p>Increase the staffing levels in the Disability Services offices to adequately address the increase in the numbers of students with disabilities attending York University.</p> <p>Accountability/Ownership: The Vice-President Students will provide the leadership for achievement of this goal.</p>	Multi-year goal, commencing in 2004/2005	<p>Achieved. Since 2005, staffing has increased across counselling and disability service areas by approximately 5 full-time positions and 8 additional peer mentors.</p>
22	<p>Increase the space and resources available to facilitate and streamline the provision of alternate exams for students with disabilities.</p>	Multi-year goal, commencing in 2003/2004	<p>In January, 2006, the Office of the Registrar launched a pilot program to improve services to students with disabilities with respect to the scheduling and management of examinations that require special accommodation. This program has continued to develop, with the current demand for service to schedule and organize over 6,000 accommodated examinations. In order to support these activities, an alternate examination section was created within the Office of the Registrar led by a manager,</p>

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	<p>Accountability/Ownership: The Vice-President Students will provide the impetus to achieve this goal, working with the Vice-President Finance and Administration</p>		<p>with 3 full-time staff. In addition, part-time resources have been allocated to support a document processing position and a team of 16 to 25 alternate examination invigilators (the upper number for peak periods). This unit represents a new budgetary investment of approximately \$500,000 per year. This centralized arrangement has improved service to students and simplifies the process for faculty.</p> <p>Two years ago, the University took its first step in its long-term goal of consolidating alternate exam rooms in one location. The Office of Persons with Disabilities (OPD) was relocated to larger quarters on the ground level of the Ross Building in the central campus core, and 9 new alternate exam rooms and an additional washroom were created adjacent to the OPD to accommodate the increase in the number of students requiring alternate exams. Adaptive software was added to approximately 20 workstations in a small computer teaching lab in the new Accolade West Building (a new classroom building within the central campus core) to increase the University's capacity for alternate examinations.</p> <p>In 2006-2007, 18 new alternate exam rooms were built adjacent to OPD and the existing exam rooms (bringing the total in this location to 27). In summer 2007, two alternate exam rooms will be built in York Hall at York University's Glendon campus.</p> <p>Between private exam rooms, semi-private rooms and teaching labs, York presently has 90 stations for alternate exams on its Keele campus and, by September 2007, will have 6 stations on its Glendon campus.</p>
23	<p>Update the 1989 Ergonomic Standards for Computer Workstations</p> <p>Accountability/Ownership: The Vice-President Finance and Administration will provide the leadership for achievement of this goal.</p>	<p>Multi-year goal, commencing in 2003/2004</p>	<p>In 2003, a Joint Ergonomic Committee was formed, consisting of management members and members of the union representing the administrative support staff. The ergonomist in the University's Department of Occupational Health and Safety (DOHS), who is also a member of Access York, is an ex-officio member. The Committee reviewed the University's existing guidelines, which describe standards relating to computer workstation furniture, layout and lighting. The two priorities identified by the Committee during that time have since been achieved: (1) In 2004-2005, an information pamphlet on injury prevention for computer users was developed</p>

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			<p>and distributed to all full-time academic and administrative/support employees; and (2) a York University Purchasing Guideline for Computer Workstation Chairs was developed and posted on the University website under the DOHS. http://www.yorku.ca/dohs/ergonomics/chairpurchasing.htm.</p> <p>A York University Purchasing Guideline for Computer Workstation Desks will next be developed by the DOHS ergonomist. Lighting was not raised as a concern because York's lighting standards are guided by Ministry of Labour guidelines.</p>
24	<p>Provide assistive technology in more locations on campus</p> <p>Accountability/Ownership: The Vice-President Students will provide the leadership for achievement of this goal.</p>	Multi-year goal, commencing in 2003/2004	<p>Review meetings to assess current capabilities and increasing needs will continue to take place with the Vice-President Students, his IT Director and the various disability service offices. Assistive technology is now available at 5 locations on the Keele campus: Four are on the ground level in the central core (Two in the Ross Building, one in Scott Library, one in the Accolade West Building) and one is at the lower level of Vanier College (in Complex I). Appendix B provides a summary of the University's current locations.</p> <p>In Fall 2006, an additional 18 alternate examination rooms were added by renovating a large vacated space located adjacent to the Office for Persons with Disabilities where 9 alternate exam rooms and washrooms were previously created in 2004. A long-term priority is to expand and enhance this alternate examination cluster or "centre" through the assignment of a large adjacent classroom that can be converted to a teaching/examination computer lab, outfitted with assistive technology workstations.</p>
25	<p>Improve the training and support provided to community members using assistive technology.</p> <p>Accountability/Ownership: The Vice-President Students will provide the impetus for achievement of this goal, working in concert with the Vice-President Finance and Administration, the Vice-President Academic and the appropriate University Senate Committee(s).</p>	Multi-year goal, commencing in 2004/2005	<p>The possibility of hiring a qualified technician to assist with training and support to community members using assistive technology continues to be explored. During 2007/2008, a process will be initiated to assess the needs of the units supporting students with disabilities. This will help determine how such a position, if deemed necessary, would be best structured and interfaced with the various service offices and University operations including the Division of the Vice-President Students, Computing & Network Services and Human Resources & Employee Relations.</p>

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26	<p>Lobby the provincial and federal governments to provide adequate funding so that York University can continue to meet its obligations to students with disabilities.</p> <p>Accountability/Ownership: The President will provide the leadership for achievement of this goal.</p>	Multi-year goal, commencing in 2004/2005	<p>The goal of lobbying the provincial and federal government on behalf of students with disabilities is an ongoing effort. One of York's founding goals was to reduce barriers for groups such as those with special needs or disabilities.</p> <p>Further development and leadership of this multi-year goal remains a priority which will be continued by the incoming president and addressed on an ongoing basis.</p>

Date: June 8, 2007

Appendix A

YORK UNIVERSITY

Faculty Liaison Designates with Disabilities Service Providers

Faculty of Arts	Marilyn Lambert-Drache, Associate Dean
Atkinson Faculty of Liberal & Professional Studies	Martha Rogers, Associate Dean
Faculty of Education	Alice Pitt, Associate Dean
Faculty of Environmental Studies	Anders Sandberg, Associate Dean
Faculty of Fine Arts	Belarie Zatzman, Associate Dean
Faculty of Health	Sue Vail, Associate Dean
Glendon College	Louise Lewin, Associate Principal
Faculty of Graduate Studies	Norma Sue Fisher-Stitt, Associate Dean
Osgoode Hall Law School	Robert Wai, Associate Dean
Faculty of Science and Engineering	Paula Wilson, Associate Dean
Schulich School of Business	David Dimick, Associate Dean
Libraries	Brent Roe, Associate University Librarian

APPENDIX B: ALTERNATE EXAM/TEST SPACE, UPDATED MAY, 2007

SPACE SUMMARY

Space	Primary Use By	Total # Seats	Indiv'l Room	Number of Computers with Assistive Technology	Phone	Monitor Room/ Monitor System	Alarm	Accessible Washroom
North Ross 109 Alternate Exam Rooms	Office for Persons with Disabilities	15	14 (1 with two seats)	16 / 16 with full assistive technology	x30158	yes/yes	yes	N103 unisex with Hoyer lift ¹
North Ross 148 Alternate Exam Rooms	Office for Persons with Disabilities	14	11 plus 3 cubicles	15 / 15 with full assistive technology	x20659	yes/yes	yes	N103 unisex with Hoyer lift ²
South Ross 176 Alternate Exam Rooms	CDC & Atkinson	14	12 (2 with two seats)	15 / 15 with full assistive technology	x22245	yes/yes	yes	No -other nearby N103,N117/121, Scott library
Scott Library 134 (own space)	-primary use for student research -used as overflow only	21	4	15 / 15 with assistive technology- 4 full assistive, 11 partial	x30525	intercom	yes main library alarm + strobe	134F/134G female/male with Hoyer lift + assistance alarm
028 Vanier College (LDP space)	Learning Disabilities Lab -used as overflow only	12	0	12 / 12 (LD assistive software only)	x70201 Tom Nienhuis	yes/yes	yes in suite	in hallway near lab 005-009 VC female/male
Accolade Classroom /Lab (RAC space) W204	All -student research and alternate exam/test writing	21 (21-seat classroom)	0	21 / 12 (12 with full assistive technology)	no	no/no	yes	292 directly across hall, unisex
Keele Campus Total		97	41	Computers: 97 Software: 62-full 23-partial 15-other				
Glendon Lab³	Glendon Counselling	4	0	4 / 2 with all software	487-6709	no/no	yes in Suite	near lab 111 GH
Glendon Alternate Exam Rooms C108, C109 York Hall to be completed Fall 2007	Glendon Student Affairs	2	2	2 / 2 with assistive technology	487-8179	no/no	no/no	barrier free washrooms being built in adjacent new 1 st level B Wing space

¹ Used for wheelchair transfer

² Used for wheelchair transfer

³ Potential for use of space on 2nd floor of library at Glendon as overflow