

# McGill Students with Disabilities 2006-7

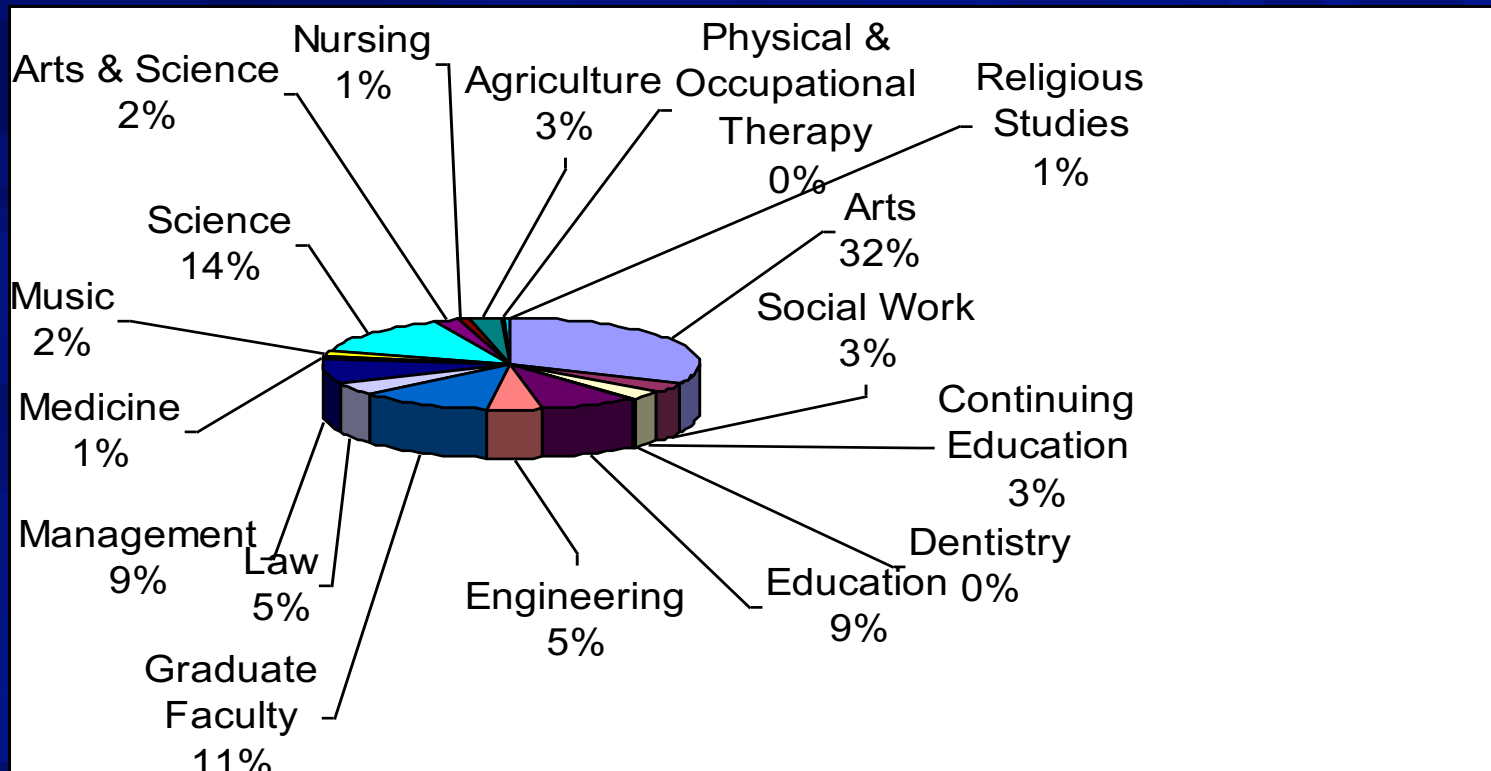
# Students registered with OSD 2006-7

## ■ TOTAL NUMBER OF STUDENTS 677

### NUMBER OF STUDENTS BY CATEGORY

- Students with a permanent disability 533
- Students with a temporary disability 86
- Prospective (awaiting diagnosis/documentation) 58

# 2006-7 Faculty Distribution



# Graduate Students

- 50 Master 's
- 21 Doctoral
- 71 Total

# Graduate Departments

- Anthropology; Biology; Bio-resource Engineering;
- Business Administration; Computer Science; Civil Law;
- Counselling Psychology; Dental Science
- Integrated Studies in Education; Engineering;
- Epidemiology & Biostatistics;
- Experimental Medicine; Geography; History;
- Human Communication Sciences; Human Nutrition;
- Library & Information Studies;
- Mining and Materials Engineering; Music; Nursing;
- Physical Education; Physics; Psychology;
- Public Accounting; Rehabilitation Science;
- Religious Studies; Second Language Education;
- Social Work

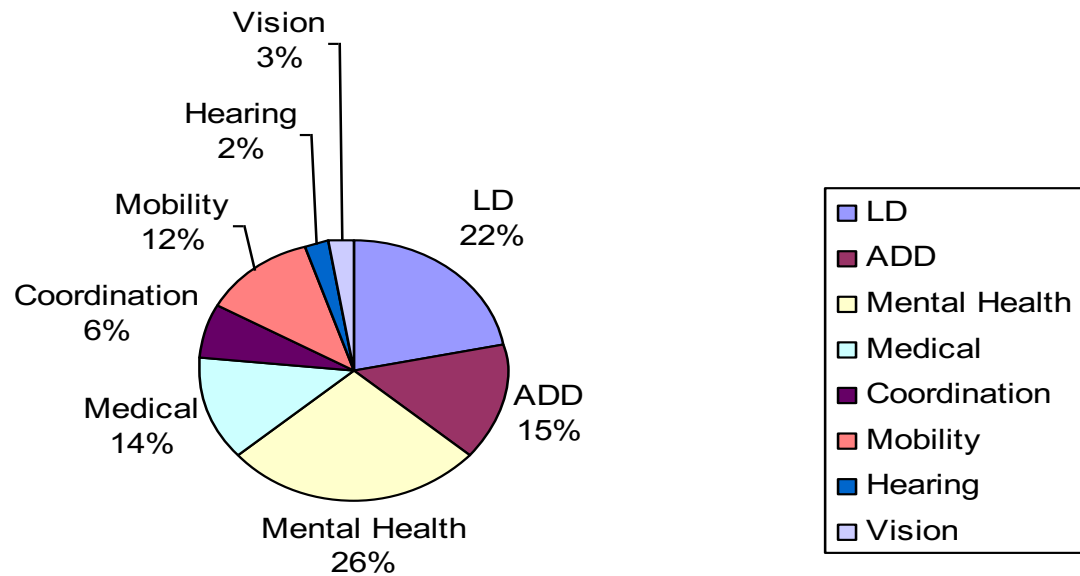
# OSD Students by Faculty: Average CGPA

- ARTS 3.01
- DENTISTRY 3.64
- EDUCATION 3.15
- ENGINEERING 2.76
- LAW 2.99
- MANAGEMENT 3.07
- MUSIC 3.34
- NURSING 2.59
- PHYSICAL AND OCCUPATIONAL THERAPY 3.15
- AGRICULTURAL SCIENCES 3.34
- SCIENCE 2.98
- RELIGIOUS STUDIES 3.12

# 2006-7

- 93 students graduated
- Dean's Honours List 4
- Great Distinction 8
- Distinction 8
- 1st class Honours 4
- Honours 1

# Distribution by Type of Disability





# Origins of All OSD Students

- Quebec 270
- Canada 249
- USA 72
- Other countries 27

# Universal Design

- Universal design as an architectural concept
- Remains a persuasive route to introduce the terminology
- McGill example : McGill Standards for a Barrier Free Campus and Universal Design

# Universal Design

- Examples of stair free entrances, and ramps useful to all sorts of people:
- AV equipment, people delivering equipment, parents with strollers etc
- Automatic doors good when carrying a pile of books or a computer
- Large single room washrooms good for people with bags and coats in winter
- Lever door handles

# Universal Instructional Design

- Focus on “what the student is learning, how the student is learning, the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning” ( Weimer, 2002). Weimer,M. (2002). *Learner-centered teaching: five keys to changes in practice*. San Francisco: JosseyBass

# Universal Instructional Design

- UID is not just about accessibility for persons with a disability – it's about truly universal thinking – maximizing learning for students of all backgrounds and learner preferences while minimizing the need for special accommodations.

(University of Guelph, Teaching Support Services)

# Principles of Universal Instructional Design

- 1. Create a welcoming classroom climate
- 2. Determine the essential components of the course
- 3. Provide clear expectations and feedback
- 4. Explore ways to incorporate natural supports for learning
- 5. Use varied instructional methods
- 6. Provide a variety of ways for students to demonstrate knowledge
- 7. Use technology to enhance learning opportunities
- 8. Encourage faculty-student contact

# Universal Instructional Design

## Classroom Design

- Crucial component of instructional universal design
- McGill committee: Teaching Services, Architects, Media Resources, OSD, Faculty members
- Designing flexible classrooms...moveable furniture, adjustable furniture, adaptable media resources
- UD lectern

# McGill Universal Design Lectern

- The lectern was designed at McGill and will gradually begin appearing in classrooms





# Universal instructional Design

- Universal design does not mean one size fits all. On the contrary:
- It does mean flexibility
- It does mean a focus on student learning
- It does mean that learning is a collaborative process for the whole university community

# Universal Instructional Design

- Check out: [www.tss.uquelph.ca/uid](http://www.tss.uquelph.ca/uid)
- CAST <http://www.cast.org/>
- [http://www.brown.edu/Administration/Sheridan\\_Center/pubs/teachingExchange/sept2000/universal\\_instr\\_design.shtml](http://www.brown.edu/Administration/Sheridan_Center/pubs/teachingExchange/sept2000/universal_instr_design.shtml)
- <http://apps.medialab.uwindsor.ca/cfl/reflexions/volume01/issue03/terry/leslie2.htm?template=none>