

ABOUT THE EDITOR



Dr. Sheryl Burgstahler directs DO-IT (Disabilities, Opportunities, Internetworking, and Technology) at the University of Washington. DO-IT promotes the success of students with disabilities in postsecondary programs and careers. It sponsors projects that increase the use of assistive technology and promote the universal design of curriculum and instruction, facilities, computer labs, libraries, other student services, web pages, multimedia, and Internet-based distance learning programs. She directed *DO-IT Prof*, which created *Building the*

Team: Faculty, Staff, and Students Working Together and *DO-IT Admin*, the project that created these materials. Both projects were funded by the U.S. Department of Education (grant #P333A990042 and #P333A020044, respectively). She also directs *AccessCollege*, which continues and expands the efforts of *DO-IT Prof* and *DO-IT Admin* to implement systemic change on postsecondary campuses (grant #P333A050064).

Dr. Burgstahler is also the director of the Alliance on Access to Science, Technology, Engineering, and Mathematics (*AccessSTEM*), which is funded by the National Science Foundation (cooperative agreement #HRD0227995) to increase the participation of people with disabilities in science, technology, engineering, and mathematics (STEM) careers. She codirects the National Center on Accessible Information Technology in Education (*AccessIT*), funded by the National Institute on Rehabilitation Research of the U.S. Department of Education (grant #H133D010306), to coordinate a nationwide effort to promote the use of accessible information technology. She also codirects *AccessComputing* to increase the representation of people with disabilities in computing fields; this alliance is funded by the National Science Foundation.

Dr. Burgstahler has published dozens of articles and delivered presentations at national and international conferences that focus on the full inclusion of individuals with disabilities in postsecondary education, distance learning, work-based learning, and electronic communities. She is the author or coauthor of six books on using the Internet with precollege students. Dr. Burgstahler has extensive experience teaching at the precollege, community college, and university levels. She is the Director of Accessible Technology Services and Outreach within Computing & Communications and an Affiliate Associate Professor in the College of Education at the University of Washington. A sample of Dr. Burgstahler's publications can be found at <http://staff.washington.edu/sherylb/>.



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Many challenging careers require knowledge and skills obtained through higher education. Although the number of individuals with disabilities seeking postsecondary degrees continues to increase, these students are less successful than their peers without disabilities.

Federal legislation mandates that reasonable accommodations be made to ensure that qualified postsecondary students with disabilities have access to educational opportunities available to others. Administrators, faculty, and staff who are familiar with universal design and accommodation strategies are better prepared to provide services and resources that are accessible to students who have disabilities.

DO-IT (Disabilities, Opportunities, Internetworking, and Technology) at the University of Washington promotes the success of individuals with disabilities in college and careers through direct work with students who have disabilities and through professional development for educators, service providers, and employers. DO-IT has been recognized with many awards, including the 1995 National Information Infrastructure Award in Education; the 1997 Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring; the 1999 Golden Apple Award for education; the 2001 exemplary program award from the Association for Higher Education and Disability (AHEAD); a 2001 Bright Ideas Award from the Professional and Organizational Development Network (POD); 2004 Sloan Consortium recognition for an "Effective Practice" in making distance learning courses accessible to students with disabilities; and the 2005 Promising Practice award from the National Collaborative on Workforce and Disability for Youth.

The *DO-IT Admin* Model Demonstration Project applies lessons learned by researchers and practitioners in its professional development for postsecondary student service administrators and support staff. It helps them make their student services accessible to everyone. Funded by the Office of Postsecondary Education of the U.S. Department of Education (grant #P333A020044), *DO-IT Admin* continues the work of the *DO-IT Prof* project (grant #P333A990042), whose primary audience was postsecondary faculty. Consult *The Student Services Conference Room* or *The Faculty Room* at <http://www.washington.edu/doit/Resources/postsec.html> for more information about *DO-IT Admin* and *DO-IT Prof*.

DO-IT Admin helps postsecondary student service providers serve students with disabilities on their campuses. Student service areas addressed include

- recruiting and admissions,
- registration,
- financial aid,
- advising,
- housing and residential life,
- tutoring and learning centers,
- distance learning programs,
- career services,
- libraries, and
- computer labs.

Responding to the diverse content and scheduling needs of student service staff members, the *DO-IT Admin* team created six models of professional development to share legal issues, universal design, accommodation strategies, and resources specific to their campus.



Model 1: A 20–30-minute introduction to legal issues, universal design, accommodation strategies, campus resources, and including distribution of a systemic change checklist.

Model 2: A 1–2-hour presentation on legal issues, universal design and accommodations, a systemic change checklist, and campus resources.

Model 3: Tailored workshops on legal issues, universal design, accommodations, checklists, and resources for specific student service units (e.g., career services, tutoring center).

Model 4: Televised instruction through a series of videos shown online, on site, and on public television.

Model 5: A distance learning course delivered via email and available at http://www.washington.edu/doit/Conf/dl_index.html.

Model 6: Self-paced, web-based instruction with interactive components and downloadable video presentations on the websites described below.

The Student Services Conference Room is for administrators and support staff.

The Board Room provides information needed by college and university presidents, deans, and other high-level administrators. These websites complement *The Faculty Room* for postsecondary faculty and academic administrators and *The Student Lounge* for students with disabilities pursuing postsecondary education.

All of these specialized websites can be accessed from <http://www.washington.edu/doit/Resources/postsec.html>. Campuses are encour-

Project Team



A team of professionals, representing postsecondary institutions from twenty-three states in the United States, met in three collaborative meetings, communicated year-round, delivered professional development to faculty and staff, and helped develop and test the professional development content and strategies included in these train-the-trainer materials. Their continuous involvement assures that project products have applicability nationwide.



The *DO-IT Admin* project team includes disabled student services staff, faculty, and administrators at institutions of higher education in twenty-three states. The nationwide recruitment process was highly competitive. Applicants for project team membership were rated by DO-IT's Academic Advisory Board. The Board based its ratings on past efforts in this area, team diversity, and the potential to contribute to project efforts.

DO-IT Admin team members are listed below. Each member chose an institutional partner in the team member's state. A team member from a four-year institution partnered with one from a community or technical college, and a team member from a community or technical college partnered

with one from a four-year institution. Each partner school has demographics (e.g., racial/ethnic diversity, size, location) that are different from those of the project team institution.

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DO-IT Admin project team members conducted focus groups with student service staff and administrators and students with disabilities on their campuses to explore strategies for increasing access for students with disabilities. At collaborative meetings in Seattle, team members discussed professional development and technical support issues and strategies and created professional development materials.



At team member and partner campuses, professional development programs were delivered, materials were disseminated, strategies for providing technical assistance to student service administrators and staff were explored, and successful practices were implemented. Discussion and coordination of *DO-IT Admin* activities took place year-round on an interactive Internet discussion list.



All *DO-IT Admin* project materials, including online resources, video presentations, and printed materials, are available in *The Conference Room* at <http://www.washington.edu/doit/Conf> and are offered in formats that are readily accessible by individuals with disabilities. Permission to copy and further distribute project products is granted provided the source is acknowledged.

Ultimately, *DO-IT Admin* and *DO-IT Prof* materials and activities will result in greater postsecondary education and career opportunities for individuals with disabilities. I hope you will find these materials useful in your efforts to ensure that all students on your campus have equal opportunities to learn, explore interests, access services, and express ideas.

A handwritten signature in black ink that reads "Sheryl Burgstahler".

Sheryl Burgstahler, Ph.D.
Director, DO-IT



University of Washington
College of Engineering
Computing & Communications
College of Education



The enclosed videotapes, written materials, and handout templates were developed for those providing professional development for administrators and staff in postsecondary student service units. Through their use, learners can become more aware of

- the rights, responsibilities, potential contributions, and access challenges of students with disabilities;
- the rights and responsibilities of postsecondary institutions;
- universal design and reasonable accommodations for students who have disabilities; and
- campus resources that help programs provide equitable opportunities for all students.

These materials are for use in departmental and campus wide presentations to stimulate discussion and action. Presentations can be tailored for meetings of administrators and support staff in specific student service units. Presentations are intended for use in public, private, large, small, two-year, four-year, and technical postsecondary institutions. Some topics are also appropriate for presentations to high school staff. Presentation materials were tested nationwide and refined according to presenter and participant evaluations.

Besides the presentation guidelines, a synthesis of research, implementation and institutionalization strategies, frequently asked questions, and resources are included in these materials. The following paragraphs describe the content of this train-the-trainer book.

Synthesis of Research

The presentation suggestions included in this notebook are based on research in a number of relevant areas. These include

reported experiences of students with disabilities, postsecondary administrator and support staff training needs, adult learning, universal design, and systematic change. Read this section to understand the theories and research that support the practices suggested in these materials.

Institutionalization Strategies

Setting up one training session for a campus service unit is not difficult; however, developing strategies to institutionalize training requires more thought and planning. This section provides examples and suggestions that can result in long-term improvements to help assure that students with disabilities have equal access to all campus services.

Presentation Tips

This section provides suggestions for making presentations to administrators and support staff engaging and informative.

Presentations

Two presentation options for student service administrators and support staff are outlined in this section. Sample scripts are included to minimize the work that might otherwise be required to prepare a presentation. Presenters can modify content to customize presentations for specific audiences. Overhead projection templates are provided for easy duplication and use. Two evaluation instruments are provided for use with participants.

Case studies that can be used in presentations are included in a reproducible format. They complement the videos and presentation handout templates found in the Appendices.



A sample of frequently asked questions (FAQs) and their answers are provided as useful references for presenters. Reviewed before delivering a presentation, the FAQs can help the speaker prepare responses to questions commonly asked by staff and administrators.

| Universal Design | Accommodation Strategies | Rights and Responsibilities | Resources for Student Services Staff | Resources for Trainers and Administrators |
|--|--|---|---|---|
| Did You Know? Visual learning systems like WebCasts are beneficial to students with hearing impairments. | The Student Services Conference Room The Student Services Conference Room is a space for staff and administrators to pose questions to learn how to make facilities services, and programs more accessible to students with disabilities. It is a place for staff and administrators to learn how to make facilities services, and programs more accessible to students with disabilities. | Universal Design Strategies for making learning materials and services accessible to students with a wide range of abilities and disabilities. | Accommodation Strategies Strategies for making accommodations and student services as accessible to students with a wide range of abilities and disabilities. | Search Knowledge Base The rights and responsibilities of student services staff and students with a wide range of abilities and disabilities. |
| Knowledge Base Accessibility Topic | Resources for Student Services Staff Resources to help staff help students with disabilities in their student services. | Resources for Trainers and Administrators Resources for staff and administrators who provide professional development and support campus services and in making their programs, services, and resources accessible to students with disabilities. | About The Conference Room | Describe Knowledge Base A glossary of disability-related terms and a list of resources are included in this section. |
| Enter Faculty Room, Board Room, or Student Lounge | | | | |
| Give Us This a Go | | | | |

A self-paced electronic instructional option is also available for staff and administrators. (See “Resources for Trainers and Administrators” in *The Conference Room* at http://www.washington.edu/doi/Conf/dl_index.html.)

Resources

A glossary of disability-related terms and a list of resources are included in this section.

Index

An index makes it easy to locate specific content in these materials.

Appendices

Videos and handout templates are provided for use in presentations and for campus distribution. The handouts and videos included in this notebook can also be viewed

online (See the *Resources* sections of *The Conference Room* at <http://www.washington.edu/doi/Conf/>.)

Several video presentations are collected on two videotapes in VHS format:

- *Access to the Future: Preparing College Students with Disabilities for Careers.* This presentation shows how to make career development services accessible to students with disabilities. (14 minutes).
- *Equal Access: Campus Libraries.* This presentation shows how libraries can assure access to their resources for students with disabilities (10 minutes).
- *Equal Access: Computer Labs.* This presentation shows how to make computer labs accessible to students with disabilities (11 minutes).
- *Equal Access: Universal Design of Instruction.* In this presentation, instructors, tutors, and students report how educational content can be delivered effectively to students with a wide range of characteristics, with respect to age, gender, race/ethnicity, and ability (14 minutes).
- *Equal Access: Student Services.* This presentation provides an overview of how any campus unit can make its services accessible to students with disabilities (14 minutes).
- *Moving On: The Two-Four Step.* This video presentation delivers tips to students with disabilities for making a successful transition from two- to four-year postsecondary institutions (11 minutes).



- *Real Connections: Making Distance Learning Accessible to Everyone.* This presentation provides strategies for making the materials and methods used in distance learning courses accessible to individuals with disabilities (12 minutes).
 - *Working Together: Computers and People with Learning Disabilities.* In this presentation, students and workers with learning disabilities demonstrate assistive technology and share strategies to enhance their use of computer technology to promote their academic and career success (12 minutes).
 - *Working Together: Computers and People with Mobility Impairments.* In this video presentation, people with mobility impairments demonstrate computer technology that allows individuals who cannot operate a standard keyboard and mouse to access all functions of computer hardware and software (14 minutes).
 - *Working Together: Computers and People with Sensory Impairments.* In this video people with visual and hearing impairments demonstrate computer technology for school and work and show the power of technology to promote learning and career success for people with sensory impairments (11 minutes).
 - *Working Together: People with Disabilities and Computer Technology.* In this video, people with disabilities provide an overview of assistive technology and computer applications with instructional content delivered by a narrator (14 minutes).
 - *World Wide Access: Accessible Web Design.* This presentation shows how to make web pages and other electronic resources accessible to people with disabilities (11 minutes).
- These videos can also be viewed online at http://www.washington.edu/doit/Conf/staff_resources.html. If you would like to have downloadable versions to play from your computer, send a request to doit@u.washington.edu.
- Reproducible handout templates are inserted in the back pocket of the binder. Handouts include
- *Access to the Future: Preparing College Students with Disabilities for Careers*
 - *Equal Access: Universal Design of Advising*
 - *Equal Access: Universal Design of Career Services*
 - *Equal Access: Universal Design of Computer Labs*
 - *Equal Access: Universal Design of Distance Learning*
 - *Equal Access: Universal Design of Financial Aid Offices*
 - *Equal Access: Universal Design of Housing and Residential Life*
 - *Equal Access: Universal Design of Instruction*
 - *Equal Access: Universal Design of Libraries*
 - *Equal Access: Universal Design of Recruitment and Undergraduate Admissions*
 - *Equal Access: Universal Design of Registration*
 - *Equal Access: Universal Design of Student Organizations*
 - *Equal Access: Universal Design of Student Services*
 - *Equal Access: Universal Design of Tutoring and Learning Centers*
 - *Real Connections: Making Distance Learning Courses Accessible to Everyone*



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The screenshot shows a web page titled "The Student Services Conference Room". The page has a blue header with the title and a navigation menu with four items: "Introduction", "Resources for Student Services Staff", "Resources for Faculty and Administrators", and "Resources for Student Services Staff". The main content area is titled "Resources for Student Services Staff" and contains a list of links and resources. A sidebar on the left contains a "Send Powerpoint Back" button and other navigation options.

The videos, the handout templates, and the most current text of this notebook can be accessed from *The Conference Room* at <http://www.washington.edu/doit/Conf/>. From there, select "Resources for Student Service's Staff."