



Advancements in technology and increased job specialization have resulted in career opportunities in fields that were once considered unattainable for individuals who have disabilities. Many of these careers require knowledge and skills obtained through postsecondary education. Although the number of individuals with disabilities seeking postsecondary education continues to increase, these students experience lower success rates than their non-disabled peers. Individuals with disabilities continue to be underrepresented in many challenging academic and career fields.

Federal legislation mandates that academic accommodations be made to ensure that qualified postsecondary students with disabilities have educational opportunities that are equivalent to others. Studies show that faculty and staff members who have had interactions with students who have disabilities generally have more positive attitudes about working with these students. Further, those who are familiar with accommodation strategies are better prepared to make arrangements that will ensure that students with disabilities have equal opportunities to participate in their programs.

Since 1992, DO-IT (Disabilities, Opportunities, Internetworking, and Technology) at the University of Washington has promoted the success of individuals with disabilities in postsecondary education and employment through direct work with students who have disabilities, and through professional development for educators, service providers, and employers. DO-IT has been recognized for its efforts through 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 excellence in education; the 2001 exemplary program award from the Association for Higher Education and Disability (AHEAD); and a 2001 Bright Ideas Award from the Professional and Organizational Development Network.

The *DO-IT Prof* Model Demonstration Project applied lessons learned by DO-IT and other researchers and practitioners nationwide to create a comprehensive professional development program for college faculty and administrators. It was funded by a three-year grant from the Office of Postsecondary Education of the U.S. Department of Education (grant #P33A990042). *Prof* was selected as part of the project name to represent two project characteristics: *professional*, the quality of project materials and strategies, and *professor*, its primary target audience.

*DO-IT Prof* serves to increase the knowledge and skills of postsecondary faculty and administrators to ensure that students with disabilities have equal access to academic programs. Responding to the diverse content and scheduling needs of faculty and administrators, the *DO-IT Prof* project team created six models of professional development.

**Model 1: A 20-30 minute overview** to introduce participants to basic legal issues, accommodation strategies, and resources specific to their campus.

**Model 2: A 1-2 hour presentation** with special focus on providing accommodations to students with a variety of disabilities and introducing campus participants to legal issues and resources.



**Model 3: Tailored workshops** for in-depth training on specific topics.

**Model 4: A televised instruction option** using a series of videotapes for delivery on public television.

**Model 5: A distance learning “anytime-anywhere” course** that provides lessons and discussions delivered via electronic mail.

**Model 6: Self-paced, Web-based instruction** with expanded content of other models (<http://www.washington.edu/doi/Faculty/>).

The *DO-IT Prof* project team included faculty, disabled student services staff, and administrators at institutions of higher education in twenty-three states. The nationwide recruitment process was highly competitive, attracting more than one hundred applications. Project team members chose institutional partners in their states. Team members from four-year institutions chose community or technical colleges as partners; team members from community or technical colleges chose four-year schools. Participants represent schools with a wide range of demographics (e.g., racial/ethnic diversity, size, location). Project partners also include representatives from AHEAD, the National Center for the Study of Postsecondary Educational Supports (NCSPES), and the Washington Association on Postsecondary Education and Disability (WAPED).

Project team members participated in two three-day collaborative meetings in Seattle. As part of a needs assessment, they conducted focus groups with students who have disabilities, teaching assistants, faculty, and administrators on their campuses. Representatives from team and partner schools delivered professional development programs, disseminated materials, and

explored strategies for providing technical assistance to faculty and administrators. Ongoing discussion and coordination of *DO-IT Prof* activities took place on an interactive Internet discussion list and during telephone conferences.

All project materials are offered in formats that are readily accessible to individuals with disabilities. Permission to copy and further distribute project products for educational nonprofit purposes is granted as long as the source is acknowledged.

*DO-IT Prof* activities help faculty and administrators fully include students with disabilities on their campuses and contribute to systemic change within postsecondary institutions across the nation. Ultimately, implementation of this and similar projects can lead to increased educational and career opportunities for individuals with disabilities.

I hope that you find these materials useful in your efforts to ensure that all students on your campus have equal opportunities to learn, explore interests, and express ideas.

A handwritten signature in cursive script 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 to help faculty and administrators in postsecondary institutions become more aware of:

- the rights, responsibilities, potential contributions, and needs of students with disabilities;
- the rights and responsibilities of postsecondary institutions;
- reasonable accommodations and instructional strategies for working with students who have disabilities; and
- campus resources that help provide equitable educational opportunities for all students.

These materials are for use in departmental and campus-wide presentations to stimulate discussion and action. Each presentation option can be tailored for meetings of administrators, departmental chairs, advisors, faculty, teaching assistants, and support staff. The presentations are intended for use in public and private, and large and small two-year, four-year, and technical postsecondary institutions. Presentation lengths vary from 20 minutes to several days. The materials were tested nationwide and refined based on faculty and staff evaluations.

Besides the presentations themselves, a synthesis of research, implementation and institutionalization strategies, presentation tips, frequently asked questions, and resources are included. The following paragraphs describe the content of this handbook.

## **Synthesis of Research**

The content and presentation suggestions included in this notebook are based on research in a number of relevant areas. These include experiences of students with disabilities, reported postsecondary faculty training needs, adult learning, learning styles, types of learning, universal design of instruction, and systematic change. Read this section to understand the underlying theory and research that supports the practices suggested in these materials.

## **Institutionalization Strategies**

Setting up one training session for a department is not difficult; however, developing strategies to institutionalize faculty and administrator training requires more thought and planning. This section provides suggestions that can result in long-term improvements on your campus. Implementing institutionalization strategies will help assure that students with disabilities have equal access to your academic programs and resources.

## **Presentation Tips**

This section provides suggestions for making presentations to faculty, administrators, and staff engaging and informative. You will also find case studies to use in your presentations.

## **Presentations**

Several presentation options are outlined in these materials:

- a 20-30 minute overview to introduce participants to basic legal issues, accommodation strategies, and resources specific to their campus;



- a 1-2 hour presentation with special focus on providing accommodations to students with a variety of disabilities and introducing participants to legal issues and campus resources; and
- ten tailored workshops for in-depth training on topics of special interest to faculty and administrators.

For each presentation option, a sample script is included to minimize the work that might otherwise be required to prepare a presentation. The presenter may use a script verbatim or extract ideas to customize a presentation.

The videotapes included in this notebook can be used in specific presentations or broadcast on public television. Handout and overhead projection templates are provided in the *Presentation Tools* section of this notebook for easy duplication and use.

A Web-based instructional option is also available for faculty and administrators. To access Web-based instruction, visit *The Faculty Room* at <http://www.washington.edu/doi/Faculty/>. A distance learning course that can be delivered via electronic mail to faculty and administrators on your campus can be found in *The Faculty Room* at <http://www.washington.edu/doi/Faculty/Presentations/Distance/Lessons/index.html>.

## FAQs

Frequently asked questions (FAQs) and their answers provide a useful reference for presenters. Reviewed before delivering a presentation, the FAQs can help the speaker prepare responses to questions commonly asked by faculty and administrators.

## Resources

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

## Presentation Tools

The presenter will find ready-to-use presentation tools included in this section.

### ■ Handout Templates

Reproducible, camera-ready handout templates for the presentations are inserted in the back pocket of the binder.

### ■ Overhead Projection Templates

Black and white templates that can be developed into transparencies are included for use in the presentations. There are many templates included to optimize custom presentations. In addition, PowerPoint™ transparency templates are provided on *The Faculty Room* Web site at <http://www.washington.edu/doi/Faculty/>.

### ■ Final Evaluation Tools

One of two evaluations can be selected for use with participants at the end of the session. They are found in the *Presentations* section of the binder.

### ■ Videotapes

Several videotaped presentations are collected on two videotapes. Their titles are:

- *Working Together: Faculty and Students with Disabilities*. Faculty members share their concerns about and strategies for working with students who have disabilities, and successful students tell about accommodations that contributed to their success.



Emphasis is on the importance of the faculty-student relationship (9 minutes).

- *Building the Team: Faculty, Staff, and Students Working Together.* This presentation emphasizes the importance of positive working relationships between students with disabilities, faculty, and the campus office that supports students with disabilities, and provides an overview of typical academic accommodations and procedures (16 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).
- *Computer Access: In Our Own Words.* Students with disabilities show and discuss, in their own words, the use of assistive technology and computer applications (10 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).
- *Working Together: People with Disabilities and Computer Technology.* People with disabilities provide an overview of assistive technology and computer applications (14 minutes).
- *Equal Access: Computer Labs.* This presentation shows how to make computer labs accessible to students with disabilities (11 minutes).
- *Working Together: Science Teachers and Students with Disabilities.* Students and teachers suggest ways science activities can be made accessible to students with disabilities (13 minutes).
- *Working Together: Computers and People with Learning Disabilities.* Students with learning disabilities demonstrate computer-based tools and techniques that can assist learning (10 minutes).
- *Working Together: Computers and People with Sensory Impairments.* People with visual and hearing impairments demonstrate computer technology useful for school and work (11 minutes).
- *Working Together: Computers and People with Mobility Impairments.* People with mobility impairments demonstrate computer access technology (14 minutes).
- *Opening Doors: Mentoring on the Internet.* Demonstration of students developing supportive relationships with adult mentors on the Internet (15 minutes).

Permission is granted to reproduce any of these materials for noncommercial, educational purposes as long as proper credit is given to the source. The most current text of these materials can be obtained in electronic format at <http://www.washington.edu/doit/Faculty/Trainers/>.

