

ABOUT THE CONTRIBUTORS



A team of professionals, representing postsecondary institutions from twenty states throughout the United States, gathered in collaborative meetings and online and telephone conferences to help develop and test the professional development content and strategies included in these materials. Their continuous involvement in the *AccessCollege* project assured that project products have applicability nationwide. *AccessCollege* is funded by the U.S. Department of Education (grant #P333A050064), through DO-IT (Disabilities, Opportunities, Internetworking, and Technology) at the University of Washington.



AccessCollege staff and team members:

- develop and deliver professional development and technical assistance using multiple delivery systems.
- validate campus accessibility indicators and use pre-post checklists to document institutional changes in policies, procedures, and practices that lend to campuses that are more inclusive of students with disabilities.
- prepare content to be published in a book on universal design in postsecondary education, as well as distribute training videos, publications, and web resources to train faculty and staff on applications of universal design.
- improve the accessibility of activities and products of professional organizations.

Project methods will result in postsecondary institutions and professional organizations that are more inclusive of people with disabilities. Ultimately, *AccessCollege* will increase the success of individuals with disabilities in postsecondary education and careers.



AccessCollege Staff

DO-IT staff members who work on the *AccessCollege* project include:

Sheryl Burgstahler, Director
Michael Richardson, Manager
Rebecca C. Cory, Evaluation/Research Coordinator
Marvin Crippen, Technology Specialist
Elizabeth Moore, External Evaluator
Rebekah Peterson, Publications Coordinator
Lisa Stewart, Project Coordinator
Linda Tofle, Editor

AccessCollege Team

AccessCollege team members are listed below.

Alice Anderson
Technology Access Program Coordinator
Division of Information Technology
University of Wisconsin–Madison
Madison, WI
Partner: Madison Area Technical College,
Madison, WI

Beatrice Awoniyi
Assistant Dean of Students
Director of Student Disability Resource
Center
Florida State University
Tallahassee, FL
Partner: Tallahassee Community College
and Florida A&M University, Tallahassee,
FL

Meryl Berstein
Director, The Center for Academic Support
Johnson and Wales University
Providence, RI
Partner: Community College of Rhode
Island, Warwick, RI

Sharon Bittner
Director, Academic Support Services
Des Moines Area Community College
Ankeny, IA
Partner: Iowa State University, Ames, IA

Barbara Brown
Academic Counselor
Kodiak College
Kodiak, AK
Partner: University of Alaska, Anchorage

Deborah Casey-Powell
Assistant Dean of Student Services
Green River Community College
Auburn, WA

Adele Darr
Director, Disability Resource Center
Arizona State University
Tempe, AZ
Partner: South Mountain Community
College, Phoenix, AZ

Tim Dailey
Director of Disability Services for Students
Southwestern Oregon Community College
Coos Bay, OR
Partner: University of Oregon, Eugene, OR

Jim Gorske
Assistant Dean of Students/Director of
Disability Resource Center
University of Florida
Gainesville, FL
Partner: Greenville Technical College,
Greenville, SC

Pam Griffin
General Disability Services Coordinator,
Disability Services & Resources
University of Minnesota—Duluth
Duluth, MN
Partner: Fond Du Lac Tribal and
Community College, Cloquet, MN



Grace T. Hanson
Director of Disabled Student Services
Mt. San Antonio College
Walnut, CA
Partner: California State University—Long
Beach, Long Beach, CA

Dyane Haynes
Director of Disability Resources for Students
University of Washington
Seattle, WA
Partner: Seattle University, Seattle, WA

Elaine High
Learning Disabilities Specialist
Virginia Walker
Cognitive Disabilities and Brain Injury /
Student-Athlete Liaison
Resource Center for Persons with
Disabilities
Michigan State University
East Lansing, MI
Partner: Kalamazoo Valley Community
College, Kalamazoo, MI

Melissa Locher
Coordinator for Disability Services
Missouri Southern State University
Joplin, MO
Partner: Crowder Community College,
Neosho, MO

Rodney Pennamon
Director of Disability Services
The Margaret A. Staton Office of Disability
Services
Georgia State University
Atlanta, GA
Partner: Georgia Perimeter College,
Clarkston, GA

Patricia Richter
Coordinator, Services for Americans with
Disabilities
Office of Human Diversity
Kutztown University
Kutztown, PA
Partner: Lehigh Carbon Community College,
Schnecksville, PA

Sharon Robertson
Assistant Director of Student Success Center
University of Tennessee at Martin
Martin, TN
Partner: Middle Tennessee State University,
Murfreesboro, TN

Rosezelia Roy
Coordinator, Students with Disabilities
Program
Virginia State University
Petersburg, VA
Partner: J. Sargeant Reynolds Community
College, Richmond, VA

Audrey Annette Smelser
Counselor/Disability Specialist
Student Support Services
National Park Community College
Hot Springs, AR
Partner: Henderson State University,
Arkadelphia, AR

Al Souma
Counselor, Disability Support Services
Seattle Central Community College
Seattle, WA
Partner: Seattle University, Seattle, WA

Suzanne Tucker
Coordinator, Disability Resource Office
Southern Connecticut State University
New Haven, CT
Partner: Gateway Community College,
New Haven, CT



Linda Walter
Director, Disability Support Services
Seton Hall University
South Orange, NJ
Partner: Raritan Valley Community College,
Somerville, NJ

ACKNOWLEDGMENTS



DO-IT (Disabilities, Opportunities, Internetworking, and Technology) at the University of Washington has, since 1992, worked to increase the successful participation of individuals with disabilities in postsecondary education and employment. It sponsors projects that promote the use of assistive technology and the development of accessible facilities, computer labs, electronic resources in libraries, web pages, educational multimedia, and distance learning programs. DO-IT is a collaboration of Computing & Communications and the Colleges of Engineering and Education at the University of Washington. Primary funding for DO-IT is provided by the National Science Foundation, the State of Washington, and the U.S. Department of Education. More information about DO-IT initiatives and projects, including *AccessCollege*, can be found at <http://www.washington.edu/doit/>.

In 1999, the U.S. Department of Education Office of Postsecondary Education (OPE) funded *DO-IT Prof* (grant #P333A990042) to create professional development materials and train faculty and academic administrators nationwide to more fully include students with disabilities in their courses. In 2002, OPE funded *DO-IT Admin* (grant #P333A020044), which expanded *DO-IT Prof* efforts to train student service administrators and also staff. Project team members further identified the critical need to systematically change policies, procedures, and practices in order for both universal design and reasonable accommodations to be embraced at an institutional level.

AccessCollege (grant #P333A050064) continues to offer and refine the successful professional development and resources for faculty and administrators of earlier projects. It complements them with the identification, validation, and application of campus accessibility indicators (DO-IT, 2007) to document institutional change toward more accessible courses and programs. *AccessCollege* also supports *The Center for Universal Design in Education* at <http://www.washington.edu/doit/CUDE/>.

Much of the content for this publication is duplicated in other publications, training materials, and web pages published by DO-IT (e.g., Burgstahler, 2002, 2005, 2007 & DO-IT, 2007). Most can be found at the comprehensive website <http://www.washington.edu/doit/>. Permission is granted to copy these materials for educational, noncommercial purposes provided the source is acknowledged. Although the materials were developed with funding from the U.S. Department of Education, the contents express the opinions of the authors and do not necessarily represent those of the Department of Education, and you should not assume their endorsement.

AccessCollege is a Model Demonstration Project of the Office of Postsecondary Education in the U.S. Department of Education. The purpose of these projects is to develop innovative, effective, and efficient teaching methods to enhance the skills and abilities of postsecondary faculty and administrators working with students who have disabilities. Links to all of the Model Demonstration Projects are at <http://www.ed.gov/programs/disabilities/awards.html>.

CONTENTS



ABOUT THE CONTRIBUTORS	i
ACKNOWLEDGMENTS	v
INTRODUCTION TO CAPACITY BUILDING	1
What are the motivations, objectives, and processes for systemic change?	1
On what research can our professional development rest?	2
How can universal design help us focus on systemic change efforts?.....	3
What is a <i>Community of Practice</i> ?	4
What is a <i>Capacity-Building Institute</i> ?	4
CONDUCTING A CBI	5
What is the purpose of <i>CBIs</i> conducted by <i>AccessCollege</i> ?	5
What steps do we take to conduct a <i>CBI</i> ?	5
What are some tips for delivering presentations?.....	6
What presentation and handout materials can we use for our <i>CBI</i> ?.....	7
What should we include in the invitation to a <i>CBI</i> ?	10
What is an example of an agenda for a half-day <i>CBI</i> ?.....	12
What are examples of agendas for full-day <i>CBIs</i> ?	15
What is an example of a multiple-day <i>CBI</i> ?.....	22
How can we evaluate our <i>CBI</i> ?	28
What can we do after the <i>CBI</i> to maximize its impact?.....	33
Where can we get more presentation ideas and materials?.....	33
RESOURCES	35
REFERENCES	37
Publications.....	37
DO-IT Comprehensive Training Materials.....	38
DO-IT Websites.....	38



OVERHEAD VISUALS 41

VIDEOS AND PUBLICATIONS 91

Videos 91

Publications..... 93



Federal legislation mandates that no otherwise qualified individuals with disabilities shall, solely by reason of their disabilities, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in public programs and services in the United States, unless it would pose an undue burden to do so. This means that postsecondary courses, programs, and services must be accessible to qualified individuals.

Specifically, Section 504 of the Rehabilitation Act of 1973 mandates such access within institutions that receive federal funds. The Americans with Disabilities Act (ADA) of 1990 reinforces and extends access requirements to covered entities, regardless of their funding sources. However, individuals with disabilities are underrepresented in the group of individuals who participate in postsecondary education, earn degrees, and transition to successful careers (Blackorby & Wagner, 1996; National Council on

Disability of Social Security Administration, 2000; National Organization on Disability, 2004; Wagner, Newman, Cameo, & Levine, 2005).

Efforts toward making a postsecondary institution more welcoming and accessible to people with disabilities can be made by faculty, administrators of student service organizations, and other staff (DO-IT, 2007). But change for any institution can be difficult.

What are the motivations, objectives, and processes for systemic change?

Change can be viewed from three perspectives: the *reason* for change, the *content* of change, and the *process* of change (Levy & Merry, 1986).

Reason for Change

Individuals as well as entire institutions may experience both internal and external pressure for change (Levin, 1998). Internal factors that might promote positive change include placing a high value on diversity and educational equity (Oliver & Barnes, 1998) and seeing individuals with disabilities as a minority group with civil rights instead of a needy population deserving charity. These factors can motivate faculty and staff to increase the accessibility of their courses and services once they become aware of accessibility barriers and accessible design strategies. Although these individuals may be motivated to learn new skills and gain knowledge that will enhance student access, a competing motivation may be the comfort and efficiency of maintaining existing standards and procedures.





Knowledge of disability-related legislation will provide external motivation for change only if the individual makes the connection between this legislation and his/her practices and responsibilities. Another promoter of change for an individual is the existence of institutional policies relative to the accessibility of courses and services. An individual with a disability who requests accommodations may motivate a faculty or staff member to help this person, but may not provide the motivation to change future practices.

Lack of time and funding are common reasons for not making programs and courses more accessible. These factors often have as their root a lack of information about how to go about making a change or looking at accessibility as a huge project rather than an ongoing effort accomplished in incremental steps.

Content of Change

Many faculty and staff are unaware of the need for accessible design and, after becoming aware, perceive that they do not have the expertise or time to deal with accessibility issues. The two negative motivational factors of lack of prerequisite knowledge and time to implement accessibility measures might be addressed by providing specific, readily-achievable suggestions that apply principles of universal design to improve accessibility and resources specifically designed for faculty and staff. They should include introductory training materials as well as searchable, detailed content (Burgstahler, 2002, 2005).

Process of Change

Members of the *AccessCollege* team and those of earlier DO-IT projects determined

that effective outreach efforts include on-site training as part of regularly scheduled and stand-alone meetings, video presentations, short informational handouts, and comprehensive web resources and searchable knowledge bases. To promote systemic change toward a more accessible campus, the *AccessCollege* team developed *Communities of Practice (CoPs)* and *Capacity-Building Institutes (CBIs)*.

On what research can our professional development rest?

DO-IT has created literature reviews that can help guide professional development of faculty (see <http://www.washington.edu/doiit/TeamN/synth.html>) and student services personnel (see <http://www.washington.edu/doiit/AdminN/synth.html>). Research syntheses support training strategies and materials and include the topics of adult learning, learning styles, types of learning, universal design, and systemic change. These materials were created in earlier projects as part of the following publications:

- *Building the Team: Faculty, Staff, and Students Working Together* — PRESENTATION AND RESOURCE MATERIALS
- *Students with Disabilities and Campus Services: Building the Team* — PRESENTATION AND RESOURCE MATERIALS

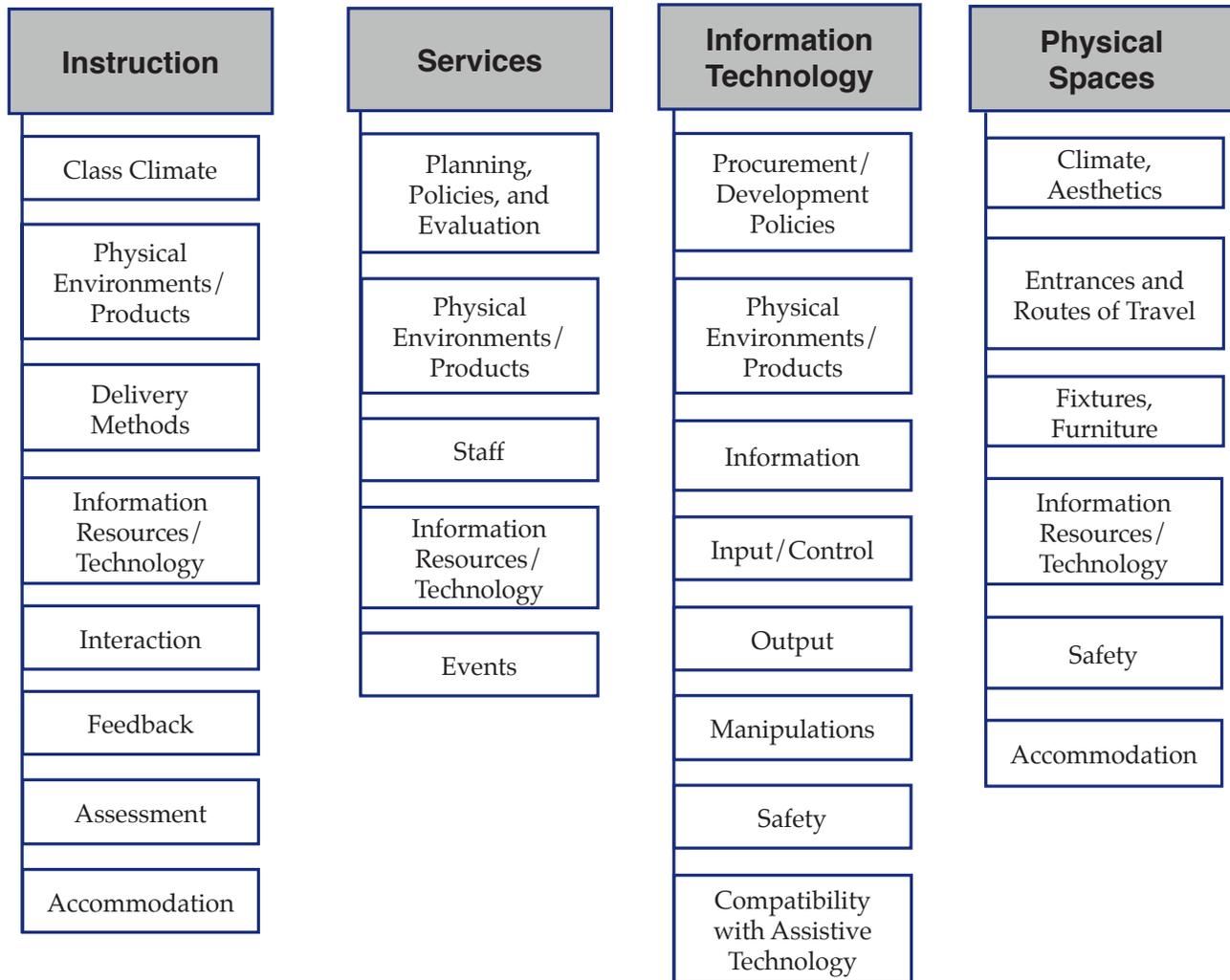
The content and methods for professional development include *Communities of Practice* and *Capacity-Building Institutes*. These platforms for growth are discussed in the following paragraphs, can be used to further your agenda for creating a campus that is more welcoming and accessible to people with disabilities.



How can universal design help us focus on our systemic change efforts?

Universal design strategies can help you create products and environments that

are welcoming and accessible to all students, staff, faculty, and visitors on your campus. Universal design (UD) can be applied to instruction, services, information technology, and physical spaces, as noted in the figure below.



Universal Design in Education (UDE):

- puts high values on both diversity and inclusion.
- rests on the definition and principles developed at the Center for Universal Design, <http://www.design.ncsu.edu/cud/>.
- makes products and environments welcoming, accessible, and usable by everyone.
- is a process as well as a set of guidelines and strategies for specific applications.
- can be implemented in incremental steps. (Burgstahler, 2007a-e)

For more information about UDE, consult *The Center for Universal Design in Education* at <http://www.washington.edu/doit/CUDE/>.



What is a *Community of Practice*?

CoPs are groups of people who share a common concern in their practice and interact regularly to improve their practice. *CoPs* identify problems, goals, and resources; assess change; and monitor and adjust plans and activities.

Team members in the *AccessCollege* project created *CoPs* on their own campuses and encouraged partner schools to do the same. Some meet in person; some meet online or by telephone; others meet in multiple ways. As with any *CoP*, each has chosen:

1. *a domain of interest* that is related to the goals of *AccessCollege* (e.g., professional development of faculty, information technology policies and procedures, campus-wide efforts to promote universal design of courses and services);
2. *a group of people*, including practitioners interested in furthering accessibility policy and practice within the *CoP* domain, sharing perspectives and expertise, identifying promoters and inhibitors of change, setting goals, and identifying projects; and



3. *practices* undertaken to further goals identified by *CoP* members (Wenger, 1998).

CoPs host *Capacity-Building Institutes* (see next paragraph), which draw in other members of on- and off-campus stakeholder groups to identify barriers for people with disabilities and strategies for promoting the universal design of courses and services on campus. Synthesis of input from *CBIs* further informs *CoPs* as members work toward campus improvements.

What is a *Capacity-Building Institute*?

Capacity-Building Institutes bring people together to collaboratively identify solutions to specific problems. Participants may come from across disciplines, departments, and/or institutions. A *CBI* builds the capacity of each member of the group and their respective organizations to solve identified problem(s) and to explore ways that other individual or organizational stakeholders can contribute to solution(s).

The strength of a *CBI* is in the way people who may not typically work together converge to expand collective knowledge and develop strategies to address a common goal. Examples of goals that *CBI* participants can address are:

- improving the overall accessibility of a postsecondary institution to people with disabilities;
- applying universal design of instruction campus-wide; and
- assuring that information technology is accessible to all faculty, staff, and students.



This section shares suggestions for conducting a CBI on your campus.

What is the purpose of CBIs conducted by AccessCollege?

The overall goal of DO-IT's *AccessCollege* project is to ensure that students with disabilities receive a quality postsecondary education with the same opportunities for college and career success as those for students without disabilities. *AccessCollege* team members, representing a diverse set of twenty-two postsecondary schools, host CBIs on their campuses to identify, implement, and institutionalize policies, practices, and procedures that lead to more accessible courses and services.

AccessCollege and other DO-IT projects have hosted CBIs to solve problems related to accessibility and the application of universal design for many years. Topics of CBIs have included making

- websites at postsecondary institutions accessible to people with disabilities, <http://www.washington.edu/doit/cbi/webaccess/proceedings.html>;
- information technology accessible to precollege students, postsecondary students, and employees with disabilities, <http://www.washington.edu/accessit/>; and,
- science, technology, engineering, and mathematics programs welcoming and accessible to students with disabilities, <http://www.washington.edu/doit/Stem/>.

A characteristic of the CBI style is to honor participants as the *experts*. For example, in panel presentations the panelists are typically CBI participants. This way, they share their knowledge as *experts* on a topic and continue to participate in follow-

up activities as other participant *experts* share perspectives in other presentations. Typically, CBIs last from four hours to three days.

This guide outlines common ways to organize CBIs and shares sample agendas and visual aides that can help you shape a CBI on your campus. It also shares lessons learned from the *AccessCollege* team. It can be found online at <http://www.washington.edu/doit/cbiN/>. This publication and its associated videos and handouts complement the following comprehensive resources for making instruction and student services, respectively, accessible to all students.

- *Building the Team: Faculty, Staff, and Students Working Together—PRESENTATION AND RESOURCE MATERIALS.* <http://www.washington.edu/doit/TeamN/>
- *Students with Disabilities and Campus Services: Building the Team—PRESENTATION AND RESOURCE MATERIALS.* <http://www.washington.edu/doit/AdminN/>

What steps do we take to conduct a CBI?

It is expected that every campus will have a unique approach, but here are some steps to consider in planning a CBI:

1. Convene an existing *Community of Practice* or advisory group that focuses on disability issues or form a new group to plan the event. This type of group includes representation from key stakeholders and meets regularly to address campus accessibility issues.



2. Select a theme or topic area for your *CBI*. Possible topics include the following:
 - Assuring that information technology (e.g., websites, computer labs, distance learning courses) are accessible to students, faculty, and staff with disabilities.
 - Making student service units (e.g., career centers, student activities) accessible to students with disabilities.
 - Increasing the skills of faculty to teach students with disabilities by teaching and implementing universal design strategies.
 - Working with representatives from a wide variety of stakeholder groups on campus to create institutional change toward a more welcoming and accessible campus.
3. Identify handouts and videos to support the *CBI* (see the *Resources* section (p. 35) of these materials for examples to choose from).
4. Select speakers to present on specific topic areas related to access. Compile questions for small and large group discussions about issues, perspectives, and challenges related to the *CBI* topic.
5. Make logistical arrangements: schedule rooms, create assignments for small groups, and appoint note takers.
6. Invite members of key stakeholder groups to the event.
7. Conduct the *CBI*. Consult the publication *Equal Access: Universal Design of Conference Exhibits and Presentations*

at http://washington.edu/doit/Brochures/Programs/equal_conf.html and employ universal design principles in your presentation(s). Plan that by the end of the *CBI*, participants will have a strategic plan and/or task list to incorporate the content learned at the *CBI* into their specific areas of responsibility.

8. Evaluate the *CBI*. Use an evaluation instrument on pages 29-31, modify it, or develop your own.
9. Disseminate information from your *CBI*. Publish proceedings and/or articles in journals or campus publications. Submit a press release to campus and local newspapers. This step will expand the impact of your work.

What are some tips for delivering presentations?

In the publications noted earlier in these materials, DO-IT has provided tips for presentation delivery. For faculty presentations, consult http://www.washington.edu/doit/TeamN/present_tips.html; for presentations to student services personnel, consult http://www.washington.edu/doit/AdminN/present_tips.html.





What presentation and handout materials can we use for our CBI?

Through *AccessCollege* and other projects, DO-IT has created a comprehensive collection of publications and videos that can be used in your CBI. They can be found online by selecting “publications and videos” from the DO-IT website at <http://www.washington.edu/doit/>. Any CBI might include the handouts listed below.

- *Applications of Universal Design in Education (UDE)*
- *AccessCollege: An Alliance to Promote the Success of People with Disabilities in Postsecondary Education*
- *AccessCollege: Systemic Change for Postsecondary Institutions*
- *Universal Design in Education: Principles and Applications*
- *Universal Design: Principles, Process, and Applications*
- *DO-IT Free Printed Publications*
- *DO-IT Videos, Books, and Training Materials*

Listed below are additional publications, videos, web resources, and overhead visuals for specific CBI topics.

Creating a More Accessible Institution

Consider using the following additional products for a CBI on this topic.

Video

- *Self-Examination: Is Your Campus Accessible?*

Handouts

- *Self-Examination: Is Your Campus Accessible?*

Websites

- *The Board Room*
<http://www.washington.edu/doit/Board/>

- *The Center for Universal Design in Education*
<http://www.washington.edu/doit/CUDE/>

Overhead Visuals

- *Templates pp. 43-89*

Making Instruction Welcoming and Accessible to All Students

Consider using the following additional products for a CBI on this topic.

Videos

- *Building the Team: Faculty, Staff, and Students Working Together*
- *Equal Access: Universal Design of Instruction*
- *Working Together: Faculty and Students with Disabilities*

Handouts

- *Academic Accommodations for Students with Learning Disabilities*
- *Academic Accommodations for Students with Psychiatric Disabilities*
- *Effective Communication: Faculty and Students with Disabilities*
- *Equal Access: Universal Design of Instruction*
- *Invisible Disabilities and Postsecondary Education*
- *Universal Design of Instruction: Definition, Principles, and Examples*
- *Working Together: Faculty and Students with Disabilities*
- *Working Together: Teaching Assistants and Students with Disabilities*

Websites

- *The Faculty Room*
<http://www.washington.edu/doit/Faculty/>

Overhead Visuals

- *Templates pp. 43-59, 64-67, 70, 74, 86, 89*



Making Online Learning Accessible to All Students and Instructors

Consider using the following additional products for a CBI on this topic.

Videos

- *Computer Access: In Our Own Words*
- *Real Connections: Making Distance Learning Accessible to Everyone*
- *World Wide Access: Accessible Web Design*

Handouts

- *Real Connections: Making Distance Learning Accessible to Everyone*
- *Web Accessibility: Guidelines for Administrators*
- *Working Together: People with Disabilities and Computer Technology*
- *Working Together: Computers and People with Sensory Impairments*
- *World Wide Access: Accessible Web Design*

Website

- *AccessDL*
<http://www.washington.edu/doi/Resources/accessdl.html>

Overhead Visuals

- Templates pp. 43-70, 86, 89

Making Student Services Welcoming and Accessible to All Students

Consider using the following additional products for a CBI on this topic.

Videos

- *Access to the Future: Preparing Students with Disabilities for Careers*
- *Equal Access: Campus Libraries*
- *Equal Access: Student Services*

Handouts

- *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 Financial Aid*
- *Equal Access: Universal Design of Housing and Residential Life*
- *Equal Access: Universal Design of Libraries*
- *Equal Access: Universal Design of Registration*
- *Equal Access: Universal Design of Student Services*
- *Equal Access: Universal Design of Tutoring and Learning Centers*
- *World Wide Access: Accessible Web Design*

Websites

- *The Center for Universal Design in Education*
<http://www.washington.edu/doi/CUDE/>
- *The Student Services Conference Room*
<http://www.washington.edu/doi/Conf/>

Overhead Visuals

- Templates pp. 43-59, 68-70, 87, 89

Assuring that Information Technology is Accessible to All Students

Consider using the following additional products for a CBI on this topic.

Videos

- *Access to Technology in the Workplace: In Our Own Words*
- *Computer Access: In Our Own Words*
- *Equal Access: Universal Design of Computer Labs*
- *Equal Access: Universal Design of Libraries*
- *Working Together: Computers and People with Learning Disabilities*
- *Working Together: Computers and People with Mobility Impairments*



- *Working Together: Computers and People with Sensory Impairments*
- *Working Together: Faculty and Students with Disabilities*
- *Working Together: People with Disabilities and Computer Technology*
- *World Wide Access: Accessible Web Design*

Handouts

- *Equal Access: Universal Design of Computer Labs*
- *Equal Access: Universal Design of Libraries*
- *Web Accessibility: Guidelines for Administrators*
- *Working Together: Computers and People with Learning Disabilities*
- *Working Together: Computers and People with Mobility Impairments*
- *Working Together: Computers and People with Sensory Impairments*
- *Working Together: People with Disabilities and Computer Technology*

Websites

- *AccessWeb*
<http://www.washington.edu/doit/Resources/accessweb.html>
- *The Center for Universal Design in Education*
<http://www.washington.edu/doit/CUDE/>
- *National Center on Accessible Information Technology in Education*
<http://www.washington.edu/accessit/>

Overhead Visuals

- Templates pp. 43-63, 69-70, 73, 89

Making Science, Technology, Engineering, and Mathematics Accessible to All Students

Consider using the following additional products for a CBI on this topic.

Videos

- *Equal Access: Science and Students with Sensory Impairments*
- *The Winning Equation: Access + Attitude = Success in Math and Science*
- *Working Together: Computers and People with Learning Disabilities*
- *Working Together: Computers and People with Mobility Impairments*
- *Working Together: Computers and People with Sensory Impairments*
- *Working Together: People with Disabilities and Computer Technology*
- *Working Together: Science Teachers and Students with Disabilities*

Handouts

- *Equal Access: Science and Students with Sensory Impairments*
- *Making Science Labs Accessible to Students with Disabilities*
- *The Winning Equation: Access + Attitude = Success in Math and Science*
- *Working Together: Computers and People with Learning Disabilities*
- *Working Together: Computers and People with Mobility Impairments*
- *Working Together: Computers and People with Sensory Impairments*
- *Working Together: People with Disabilities and Computer Technology*

Websites

- *The Alliance for Access to Science, Technology, Engineering, and Mathematics*
<http://www.washington.edu/doit/Stem/>
- *National Center on Accessible Information Technology in Education*
<http://www.washington.edu/accessit/>

Overhead Visuals

- Templates pp. 43-67, 69-70, 89



Assuring that Employment Opportunities and Services are Accessible to Students with Disabilities

Consider using the following additional products for a CBI on this topic.

Videos

- *Access to the Future: Preparing Students with Disabilities for Careers*
- *Access to Technology in the Workplace: In Our Own Words*
- *Finding Gold: Hiring the Best and the Brightest*
- *It's Your Career: Work-Based Learning Opportunities for College Students with Disabilities*

Handouts

- *Access to the Future: Preparing College Students with Disabilities for Careers*
- *Equal Access: Universal Design of Career Services*
- *Finding Gold: Hiring the Best and the Brightest*
- *It's Your Career: Work-Based Learning Opportunities for College Students with Disabilities*

Website

- *AccessCAREERS*
<http://www.washington.edu/doi/Careers/>

Overhead Visuals

- Templates pp. 43-59, 68-70, 87, 89

What should we include in the invitation to a CBI?

In addition to the schedule and location, emphasize the relevance of the topic, the need for representation from diverse groups, the interactive nature of the program, and expected outcomes. On the following page is a CBI sample letter of invitation.





Dear [Name],

You are invited to participate in a *Capacity-Building Institute (CBI)*, to be held at [institution] on [date] from [start time] to [end time]. Please register for this meeting at [URL].

The *CBI* has been organized as a result of recent conversations at the [institution], where faculty, staff, and administrators have discussed ways in which universal design (UD) can create welcoming and inclusive learning environments for all students. Given the rapid pace at which the application of universal design is evolving in higher education, the [university / college] has become increasingly aware of the professional development needs of faculty and staff to apply UD principles within and outside of the classroom.

The goals of the *CBI* are to engage faculty, staff, and administrators in a discussion that will ultimately lead to improved accessibility of courses and services that takes into consideration the diverse learning styles, abilities, and disabilities of today's students.

The *CBI* will have three guest speakers presenting on specific topic areas related to UD. The *Institute* will also include a brainstorming session in which issues, perspectives, and challenges related to UD will be actively explored. All participants will leave with a strategic plan for incorporating universal design into their specific disciplines.

The *CBI* will include information on relevant legislation, principles of universal design, specific ways to create inclusive classrooms and services, information on local resources, and the development of a personal or departmental action plan to apply practical universal design strategies to transform curricula or services.

Thank you for your interest in creating inclusive communities for all students at [Institution].

Sincerely,
[Institutional Representative]



What is an example of an agenda for a half-day CBI?

Following is an agenda and timeline for a four-hour CBI on universal design of instruction. Videos referred to in the sample agenda are available in the *Resources* section of this binder. Most videos and publications are also available online at <http://www.washington.edu/doit/Brochures/>. At the end of the agenda are suggestions for extending its length to a full day and/or changing the focus to universal design of student services or systemic change of an entire campus.

Universal Design of Instruction *Capacity-Building Institute* Agenda

8:00-8:25 a.m.	Check in, Refreshments
8:30 -9:00	Welcome/Introductions Distribute CBI Agenda and the following handouts (available at http://www.washington.edu/doit/Brochures/) <ul style="list-style-type: none">• <i>AccessCollege: An Alliance to Promote the Success of People with Disabilities in Postsecondary Education</i>• <i>AccessCollege: Systemic Change for Postsecondary Institutions</i>• <i>Universal Design in Education: Principles and Applications</i>• <i>Universal Design of Instruction: Definition, Principles, and Examples</i>• <i>Equal Access: Universal Design of Instruction</i>• <i>DO-IT Free Printed Publications</i>• <i>DO-IT Videos and Training Materials</i>
9:00-9:10	Typical Accommodations Emphasize that a disability services office typically provides accommodations and describe your institution's process. Introduce the video, which focuses on accommodations for students with disabilities.
9:10-9:30	Show the video <i>Building the Team: Faculty, Staff, and Students Working Together</i> (found at http://www.washington.edu/doit/Video/team.html) After the video, answer questions. Describe how universal design (UD) complements the accommodation model by encouraging faculty to be proactive and to plan ahead in making their courses accessible to students with disabilities. Refer to the UD handouts and use some of the overhead visuals (e.g., pp. 43-59, 64-67, 70, 74, 86, 89) provided in the <i>Resources</i> section of this publication.

continued on next page



UDI Agenda (*continued*)

Tell participants that the next video, also developed through a nationwide collaboration, gives information on the process and specific examples of universal design applied to instruction.

10:00-10:15

Show the video *Equal Access: Universal Design of Instruction* (found at http://www.washington.edu/doit/Video/ea_udi.html)

Respond to questions. End by emphasizing the need for both UD and accommodations to maximize the success of all students and to reduce the impact of having students with disabilities in your classes (by planning ahead).

10:15-10:30

Break

Emphasize that UD increases access and reduces, but does not eliminate, the need for accommodations. Tell participants to, after the break, meet in small, preassigned groups (perhaps defined by the table where they are sitting) to make a list of specific things instructors can do to make their courses more accessible to all students, including those with disabilities. Each group needs to select a discussion leader, recorder, and reporter that participants can choose. Distribute poster paper and felt pens to each group.

10:30-11:00

Discussion in small groups

What can instructors do to make their courses more accessible to all students, including those with disabilities?

11:00-11:20

Small groups report to large group

Post lists so that everyone can see them.

11:20-11:35

Break

Tell participants to, after the break, reconvene in their small groups. Together they will make a list of specific things the institution can do to help faculty make their courses more accessible to all students, including those with disabilities.

continued on next page



UDI Agenda (continued)

- 11:35-12:05 **Discussion in small groups**
What can institutions do to help faculty make their courses more accessible to all students, including those with disabilities?
- 12:05-12:20 p.m. **Small groups report to large group.**
Post lists so that everyone can see them.
- 12:20 -12:30 **Conclusion and Evaluation**
Refer participants to *The Faculty Room* (<http://www.washington.edu/doi/Faculty/>) and campus resources.
- Distribute the form *Post-Evaluation of Professional Development*** (found on pp. 31-32). Ask the participants to fill out the form and return to the facilitator.
- Thank participants** for coming and tell them the lists of suggestions will be combined into proceedings and mailed (email or postal) to a designated location.

This CBI outline can be extended to a full day or longer by adding one or more of the following activities:

- A student panel where students with different types of disabilities talk about their accommodations, good/bad experiences with instructors, and what works for them.
- A presentation and discussion on accessible web design or some other special topic.
- A demonstration of assistive technology for people with disabilities.
- A faculty member shares his/her implementation of universal design.
- A discussion on how topics of accessibility and universal design could be incorporated into a course (e.g. in an engineering class, students could be required to address accessibility issues in a design project).

This CBI can be modified to address systemic change for the entire institution (DO-IT, 2007) or for specific areas such as the student service organizations (e.g., career centers, admissions offices) or information technology by using appropriate videos, handouts, websites, and overhead visuals (see pp. 7-9).



What are examples of agendas for full-day CBIs?

Following is an agenda of a full-day CBI that is similar to one conducted at Florida State University. Its purpose was to improve the accessibility of campus websites.

**Capacity-Building Institute on Website Accessibility
Florida State University (FSU)
Agenda**

Morning: Overview of Accessibility of Online Resources

8:00-8:30 a.m. **Check in, Refreshments**

8:30-8:45 **Welcome Message**
 President
 Vice President for Student Affairs

Distribute the evaluation form *Pre- and Post-Test for Professional Development* (found on pp. 29-30) to participants and ask them to fill out the *Pre-Test* (front side of the form).

Distribute CBI Agenda and the following handouts (found at <http://www.washington.edu/doit/Brochures/>)

- *AccessCollege: An Alliance to Promote the Success of People with Disabilities in Postsecondary Education*
- *AccessCollege: Systemic Change for Postsecondary Institutions*
- *Universal Design in Education: Principles and Applications*
- *Universal Design: Principles, Process, and Applications*

continued on next page



CBI on Website Accessibility *(continued)*

- *Working Together: People with Disabilities and Computer Technology*
- *World Wide Access: Accessible Web Design*
- *Web Accessibility: Guidelines for Administrators*
- *DO-IT Free Printed Publications*
- *DO-IT Videos, Books, and Training Materials*

8:45-9:30

Overview of Universal Design of Online Instruction

Participants explore the big picture of accessible online teaching and learning:

- How are students with disabilities affected by inaccessible course content?
- What makes technologies accessible?
- What does universal design mean?
- What are the legal requirements?
- How is online access achieved for students who are blind and visually impaired, are deaf or hard of hearing, have mobility impairments, have reading disorders (e.g., dyslexia), and / or have attention deficits?
- What standards, guidelines, and resources are available to assist in ensuring that instructional content is delivered in a way that is accessible to all students?

9:30-10:30

Online Accessibility Nuts and Bolts

In an interactive session, participants are led through a mock Blackboard™ course, which features a variety of accessibility problems and solutions. How do you assure that all students have access to Blackboard, your website, Adobe® PDF files, Microsoft® Word documents, PowerPoint presentations, and other resources?

10:30-10:45

Break

continued on next page



CBI on Website Accessibility *(continued)*

10:45- noon

Web Accessibility @ FSU

Discussion moderated by staff from FSU, College of Information and Assessment Services

FSU faculty, staff, and administrators brainstorm the current state of accessibility of instructional technology at FSU and identify next steps for moving forward. Suggestions are recorded on a flip chart.

- Where are we now?
- Where do we want to be?
- How can we get there?

12:00-1:10 p.m.

Lunch and Student Panel

Real students with real issues share what it is like to be a person with a disability attending a major university and using online content. Participants ask questions.

Afternoon: Steps Toward Web Accessibility

1:10-3:15

(with one break)

Web Accessibility Techniques

Participants further explore common web accessibility problems and solutions. They learn the state of accessibility on a variety of technologies and file formats used in delivering web content, including PDF, Flash®, multimedia, PowerPoint, Blackboard, Java™, and AJAX. Resources are provided with more detailed information including the DO-IT Knowledge Base, which is linked from the DO-IT website at <http://www.washington.edu/doi/> at "Search DO-IT Knowledge Base."

3:15-3:30

Break

continued on next page



CBI on Website Accessibility (continued)

3:30-4:15

Discuss the Accessibility of FSU Websites

After a brief introduction to available FSU web accessibility evaluation tools and resources, participants discuss the accessibility of specific FSU websites in one or multiple groups. Those with promising designs demonstrate their approaches to accessibility, and participants brainstorm possible solutions to accessibility problems.

4:15-4:30

Conclusion and Evaluation

Summarize content and results of *CBI*. Participants complete the *Post-Test for Professional Development* (back side of form found on pp. 29-30), which was distributed at the beginning of the *CBI*, and return to a designated location.





Following is the agenda of a full-day CBI that is similar to one conducted by the University of Washington. Its purpose was to help teachers fully include students with disabilities in their science courses by applying universal design and providing accommodations.

Accessible Science Capacity-Building Institute (CBI)

In cooperation with Washington Science Teachers Association (WSTA)
and Oregon Science Teachers Association (OSTA)

University of Washington

Agenda

8:30-9:00 a.m. **Registration, Continental Breakfast**

9:00-10:45 **Introductions**

Distribute the evaluation form *Pre- and Post-Test for Professional Development* (found on pp. 29-30) to participants and ask them to fill out the *Pre-Test* (front side of the form).

Distribute CBI Agenda and handouts (located at <http://www.washington.edu/doit/Brochures/>)

- *Making Math, Science, and Technology Instruction Accessible to Students with Disabilities – A RESOURCE FOR TEACHERS AND TEACHER EDUCATORS* (which includes most handouts and videos referenced in the agenda)
- *DO-IT Free Printed Publications*
- *DO-IT Videos, Books, and Training Materials*

View video

Working Together: Science Teachers and Students with Disabilities (on DVD or at http://www.washington.edu/doit/Video/wt_sci.html).

continued on next page



Accessible Science CBI Agenda (continued)

Presentation

Access Barriers, Access Solutions—Accommodations and Universal Design.

View video

The Winning Equation: Access + Attitude = Success in Math and Science (on DVD or at <http://www.washington.edu/doi/Video/winequ.html>).

Activity

Complete a *Student Abilities Profile* (at <http://www.washington.edu/doi/Brochures/Programs/accommodation.html#sap>).

10:45- noon

Activity

Discover accommodation and universal design strategies for a hands-on science activity.

View video

Equal Access: Universal Design of Instruction (on DVD or at http://www.washington.edu/doi/Video/ea_udi.html).

Presentation

Making Science Labs Accessible to All Students.

12:00-12:45 p.m.

Lunch

12:45-2:15

Discuss

What can individual stakeholders (e.g., a student, teacher, parent) do to increase the success of students with disabilities in STEM (science, technology, engineering, and mathematics)? Consider both accommodations and universal design approaches.

Activity

Create a personal plan for implementation of universal design of your instruction. Distribute a copy of the publication *Equal Access: Universal Design of Instruction* (located at http://www.washington.edu/doi/Brochures/Academics/equal_access_udi.html), cross out items that do not apply; insert implementation dates for others.

continued on next page



Accessible Science CBI Agenda *(continued)*

Report

What steps will you take to make your courses more accessible?

2:15-3:30

View video

Computer Access: In Our Own Words (on DVD or at http://www.washington.edu/doi/Video/comp_acc.html) Note that additional technology videos in handouts focus on specific disabilities related to learning, mobility, and vision.

Presentation

Overview of Technology Access Barriers and Solutions—Assistive Technology and Universal Design.

Discuss

What can institutional stakeholders (e.g., schools, districts, state agencies) do to increase the success of students with disabilities in STEM? What systemic change efforts would you recommend? Consider both policies and practices.

3:30-4:00

Conclusion and Evaluation

What did you learn and how will you apply it?

Ask participants to fill out the *Post-Test for Professional Development* (back side of form found on pp. 29-30), which was distributed at the beginning of the CBI, and return to a designated location.



What is an example of a multiple-day *CBI*?

Below is an agenda for a multi-day *CBI* that is similar to one conducted by the University of Washington. Participants in a wide variety of positions developed solutions for the under-representation of people with disabilities in science, technology, engineering, and mathematics (STEM). Most participants were administrators or support staff for projects that serve to increase the successful participation of women, minorities, and people with disabilities in STEM.

**AccessSTEM Capacity-Building Institute
Increasing the Participation of People with Disabilities in all STEM
Projects and, Ultimately, in Careers
Agenda**

Tuesday

7:00-9:00 p.m. **Evening social and time to get acquainted (optional)**

Wednesday

8:00-9:00 a.m. **Buffet Breakfast, Networking**

9:00-9:50

Welcome

Dr. Sheryl Burgstahler, DO-IT Director, University of Washington

Distribute the evaluation form *Pre- and Post-Test for Professional Development* (found on pp. 29-30) to participants and ask them to fill out the *Pre-Test* (front side of the form).

continued on next page



AccessSTEM CBI Agenda (continued)

Distribute CBI Agenda and the following handouts
(available at <http://www.washington.edu/doi/Brochures/>)

- *Making Math, Science, and Technology Instruction Accessible to Students with Disabilities – A RESOURCE FOR TEACHERS AND TEACHER EDUCATORS* (which includes most handouts and videos referenced in the agenda)
- *DO-IT Free Printed Publications*
- *DO-IT Videos, Books, and Training Materials*

Introductions

Students with disabilities share STEM access perspectives in video *Working Together: Science Teachers and Students with Disabilities* (on DVD or at http://www.washington.edu/doi/Video/wt_sci.html)

9:50-10:30

Pursuit of a STEM Career: A Personal Story
Dr. Imke Durre, Scientist, National Climatic Data Center

10:30-10:45

Break

10:45-11:15

Broadening Participation in STEM
Dr. Mark Leddy, National Science Foundation

11:15-11:55

Access Barriers, Solutions—Accommodations and Universal Design.

Teachers and students share ideas for assuring access to STEM courses for students with disabilities in video *The Winning Equation: Access + Attitude = Success in Math and Science* (Video and handouts available at <http://www.washington.edu/doi/Video/winequ.html>)

11:55- noon

Introduction to Small Group Discussion Format

12:00-1:30 p.m.

Lunch and Working Group Discussions
How are STEM access issues for people with disabilities the same as those for other underrepresented groups (e.g., racial/ethnic minorities, women)? How are they different?

continued on next page



AccessSTEM CBI Agenda *(continued)*

- 1:30-1:50 **Working Group Reports**
Each group shares one way STEM access issues for people with disabilities are (1) the same as and (2) different from those for other underrepresented groups (e.g., racial/ethnic minorities, women).
- 1:50-2:45 **Activity: Discover Accommodation and Universal Design Strategies for a Hands-on Science Activity**
Valerie Sundby, Lyla Crawford, Project Coordinators,
AccessSTEM
- Educators share universal instructional design strategies in video** *Equal Access: Universal Design of Instruction* (Video and handouts available at http://www.washington.edu/doi/Video/ea_udi.html)
- 2:45-3:00 **Break**
- 3:00-3:50 **Critical Junctures Panel**
Projects to increase participation of people with disabilities in STEM share experiences and insights.
- 3:50-4:30 **Working Group Discussions**
In what ways do making STEM activities accessible to students with disabilities benefit other students?
- 4:30-4:50 **Working Group Reports**
Each group shares one way making STEM activities accessible to students with disabilities benefits other students.
- 4:50-5:00 **Preview of Tonight's Activity and Tomorrow's Agenda, Daily Feedback**
- 5:00 **Adjourn**
- 6:30-8:30 **Dinner, Networking, and Discussion of Future Collaborations**

continued on next page



AccessSTEM CBI Agenda (continued)

Thursday

8:00-9:00 a.m.

Buffet Breakfast, Networking

9:00-10:25

Overview of Agenda

Panel

Projects that increase the participation of underrepresented minorities and women in STEM share lessons learned in broadening participation in STEM. How can those lessons be applied to increase the participation of people with disabilities in STEM?

10:25-10:40

Break

10:40- noon

Students with disabilities share transition strategies in video

Taking Charge II: Two Stories of Success and Self-Determination (Video and handout available at http://www.washington.edu/doi/Video/charge_2.html)

Panel

People with disabilities who are also racial/ ethnic minorities or women share their stories. With what communities do they identify? What promotes and what inhibits the pursuit of STEM courses and careers?

12:00-1:30 p.m.

Lunch and Working Group Discussions

What can STEM projects do to increase the participation of students with disabilities?

1:30-1:50

Working Group Reports

Each group shares two things STEM projects can do to increase the participation of people who have disabilities.

1:50-2:30

Information Technology Access Barriers and Solutions: Assistive Technology and Universal Design

Students demonstrate assistive technology in video *Computer Access: In Our Own Words* (Video and handout available at http://www.washington.edu/doi/Video/comp_acc.html).

continued on next page



AccessSTEM CBI Agenda (continued)

Accessible Web Design

Terry Thompson, Technology Specialist, *AccessSTEM*
How to make web pages accessible to people with disabilities is demonstrated in the video *World Wide Access: Accessible Web Design* (video and handouts available at <http://www.washington.edu/doit/Video/www.html>).

2:30-3:05

Science Lab Access Barriers and Solutions: Accommodations and Universal Design

Dr. Samantha Langley-Turnbaugh, Associate Professor and Chair Department of Environmental Science and Policy, University of Southern Maine. Distribute brochure *Making Science Labs Accessible to Students with Disabilities* (located at http://www.washington.edu/doit/Brochures/Academics/science_lab.html).

3:05-3:15

STEM students with sensory impairments and educators share experiences in video *Equal Access: Science and Students with Sensory Impairments* (video and handout available at http://www.washington.edu/doit/Video/ea_sci_sensory.html).

3:15-4:00

Break

4:00-4:55

Discussion

How can projects best measure the outcomes and impacts of their interventions to increase the participation of underrepresented minorities, women, and people with disabilities in STEM?

4:55-5:00

Preview of Tomorrow's Agenda, Daily Feedback

Dinner on Your Own

continued on next page



AccessSTEM CBI Agenda (continued)

Friday

8:00-9:00 a.m. **Buffet Breakfast, Networking, Discussion**

9:00-10:15 **Making Your Project Accessible to Participants with Disabilities: A Checklist**

Activity: Distribute a copy of the brochure *Equal Access: Universal Design of Your Project* (located at: <http://www.washington.edu/doi/Brochures/Programs/design.html>). Begin a personal plan for implementation: In your copy of the brochure, cross out items that do not apply and write an implementation date for others.

Discussion: How can the checklist be adapted for use in NSF STEM projects?

10:15-10:30 **Break**

10:30-11:45 **Conclusion**
 What can we do as a group to promote access to STEM for people with disabilities?

- Proceedings
- Publication/ checklist
- Review of Disability Studies, other journals
- Presentation/ poster/ publication at NSF’s Joint Annual Meeting (JAM), other meetings

Visit the *AccessSTEM* website, including a Knowledge Base of Q&As, case studies, and promising practices, at <http://www.washington.edu/doi/Stem/>.

11:45 a.m. **Evaluation**
 Box lunch and further discussion.
 Participants asked to fill out the *Post-Test for Professional Development* (back side of form found on pp. 29-30), which was distributed at the beginning of the CBI, and return to a designated location.

Have a safe trip home!



How can we evaluate our *CBI*?

The *AccessCollege* team has developed two evaluation instruments that you might consider using for your *CBI*.

- The first one, titled *Pre- and Post-Test for Professional Development*, can be printed as a two-sided handout. Ask participants to fill in the front side at the beginning of the *CBI* and the back side at the end.
- The second one, *Evaluation of Professional Development*, is a shorter, post-only evaluation instrument that is particularly suitable for short *CBIs*.

These instruments are printed on the following pages.

Pre- and Post-Test for Professional Development

Pre-Test

Please complete this survey to assess your knowledge pre- and post- the professional development training you are participating in. Please complete this side of the survey, the Pre-Test, before this program starts. Complete the other side of this page, the Post-Test, at the end of the program. Return the survey to the envelope provided by the facilitator. Your responses will be used for research purposes to help us determine the value of this professional development and create training materials. Each part of the survey will take about five minutes. Participation is voluntary and anonymous and you may choose not to answer every question. Thank you for your feedback.

Current position: Faculty Administrator Support Staff
 K-12 Teacher Employer

Other: _____

Gender: Female Male

Number of years, if any, of teaching experience: _____

Have you ever had a student with a disability in your class, program, or service?	Yes	No	Unsure
Do you have any colleagues, friends, or family members with disabilities?	Yes	No	Unsure
Do you have a disability?	Yes	No	Unsure

Check the box to indicate your level of confidence that in your class, program, or service area you are (before training) able to:	Very Confident		Not at all Confident	
Apply universal design principles and strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use technology in a way that supports students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refer students with disabilities to appropriate campus resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meet legal obligations to students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make your course/service/program accessible to students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you hope to learn in this program?

Pre- and Post-Test for Professional Development

(continued)

Post-Test

Check the box to indicate your level of confidence that in your class, program, or service area you are now able to:	Very Confident		Not at all Confident	
Apply universal design principles and strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use technology in a way that supports students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refer students with disabilities to appropriate campus resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meet legal obligations to students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make your course/service/program accessible to students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Will you implement elements of what you learned? Yes No

If yes, what will you implement?

- Include a statement in my syllabus / program brochure / website that indicates how to obtain disability-related accommodations.
- Use multi-modal presentations.
- Arrange the physical space I use to be more easily accessed by everyone.
- Ensure that all materials used in my class / program are available in alternate formats.
- Be prepared to respond to requests for accommodations.
- Ensure that commercial media I use (e.g., DVDs) are captioned.
- Create simple directions for assignments and forms and otherwise make them easier to complete.
- Regularly assess the accessibility of my course, service, or program.
- Other (please describe):

Please describe the strengths and/or weaknesses of this professional development.

Suggest additional programs and materials that would be helpful for faculty and/or staff related to working with students with disabilities.



What can we do after the CBI to maximize its impact?

Develop proceedings to share with CBI participants, other members of stakeholder groups, and campus decision-makers. Examples of proceedings can be found at <https://www.washington.edu/doi/cbi/>.

Submit articles based on the proceedings to a professional journal. An example can be viewed in a special issue of the *Journal of Special Education*, Volume 18, Number 4, 2003, at <http://jset.unlv.edu/18.4/issuemenu.html>.

Write a press release for campus and local newspapers. This effort can disseminate findings to stakeholders and build enthusiasm for future CBIs.

Associate your CBI with a committee that meets on an ongoing basis. For example, at the University of Washington, the Advisory Committee on Disability Issues sponsored a CBI and then used the proceedings to help set its agenda for future efforts and to support its recommendations.

If you are developing a new group, consider using a *Community of Practice (CoP)* structure. A CoP is a group of people who share a common concern and interact regularly to improve their practice. CoPs identify problems, goals, and resources; assess measurable change; and monitor and adjust plans and activities. See p. 4 for more information about CoPs.



Where can we get more presentation ideas and materials?

DO-IT has a large collection of curriculum materials, short handouts, and videos that can be useful to you in developing your CBI. Select “publications and videos” from the DO-IT home page at <http://www.washington.edu/doi/> to browse through the collection. The following sets of comprehensive training materials are of particular relevance to faculty and student service personnel on a postsecondary campus.

- *Building the Team: Faculty, Staff, and Students Working Together—PRESENTATION AND RESOURCE MATERIALS*. Synthesis of research, institutionalization guidelines, presentation tips, tailored presentations, overhead visuals, and handouts help faculty and administrators at postsecondary institutions fully include students with disabilities in courses.



- *Students with Disabilities and Campus Services: Building the Team — PRESENTATION AND RESOURCE MATERIALS*. Synthesis of research, institutionalization guidelines, presentation tips, tailored presentations, overhead visuals, and handouts to help student service staff and administrators make their campus services more accessible to students with disabilities.
- *Making Math, Science, and Technology Instruction Accessible to Students with Disabilities — A RESOURCE FOR TEACHERS AND TEACHER EDUCATORS*. Comprehensive materials and resources to help science, math, and technology teachers fully include students with disabilities in their classes and labs.

In addition, the following websites provide comprehensive resources for presenters and participants.

- *The Student Services Conference Room* (<http://www.washington.edu/doi/Conf/>). A place for staff in postsecondary libraries, admissions/financial aid, and registration offices; computer labs; and other campus services—includes a searchable database of frequently asked questions, promising practices, and tips on how to create accessible student service organizations.
- *The Board Room* (<http://www.washington.edu/doi/Board/>). Provides guidance to postsecondary administrators regarding policies and practices that maximize the learning and participation of all students, including those with disabilities.
- *The Student Lounge* (http://www.washington.edu/doi/Resources/college_prep.html). Helps students with disabilities prepare for and succeed in postsecondary studies.
- *The Faculty Room* (<http://www.washington.edu/doi/Faculty/>). A place for postsecondary faculty and administrators to learn about how to create classroom environments and activities that maximize the learning of all students, including those with disabilities—includes legal issues, universal design principles, and accommodation strategies.
- *The Center for Universal Design in Education* (<http://www.washington.edu/doi/CUDE/>). Shares the definitions, principles, guidelines, and strategies for applying universal design to instruction, student services, information technology, and physical spaces.



This *Resources* section contains references to publications and web resources cited in the text of these materials, templates for overhead materials that can be used in presentations, training videos in DVD format, and a sample of photocopy-ready handouts for presentations.



Publications

The following publications are referenced in these materials.

Blackorby, J., & Wagner, M. (1996).

Longitudinal post school outcomes of youth with disabilities: Findings from the National Longitudinal Transition Study. *Exceptional Children*, 62, 399-413.

Burgstahler, S. (Ed.). (2002). *Building the team: Faculty, staff, and students working together*. Seattle: DO-IT, University of Washington. Retrieved August 1, 2007, from <http://www.washington.edu/doit/TeamN/>.

Burgstahler, S. (Ed.). (2005). *Students with disabilities and campus services: Building the team*. Seattle: DO-IT, University of Washington. Retrieved August 1, 2007, from <http://www.washington.edu/doit/AdminN/>.

Burgstahler, S. (2007a). *Applications of Universal Design in Education (UDE)*. Seattle: DO-IT, University of Washington. Retrieved August 1, 2007. http://www.washington.edu/doit/Brochures/Academics/app_ud_edu.html.

Burgstahler, S. (2007b). *Equal Access: Universal Design of Instruction*. Seattle: DO-IT, University of Washington. Retrieved August 1, 2007, from http://www.washington.edu/doit/Brochures/Academics/equal_access_udi.html.

Burgstahler, S. (2007c). *Equal Access: Universal Design of Student Services*. Seattle: DO-IT, University of Washington. Retrieved August 1, 2007, from http://www.washington.edu/doit/Brochures/Academics/equal_access_ss.html.

Burgstahler, S. (2007d). *Universal Design in Education: Principles and Applications*. Seattle: DO-IT, University of Washington. Retrieved August 1, 2007, from http://www.washington.edu/doit/Brochures/Academics/ud_edu.html.

Burgstahler, S. (2007e). *Universal Design of Instruction: Definition, Principles, and Examples*. Seattle: DO-IT, University of Washington. Retrieved August 1, 2007, from <http://www.washington.edu/doit/Brochures/Academics/instruction.html>.

DO-IT. (2007). *AccessCollege: Systemic Change for Postsecondary Institutions*. Seattle: University of Washington. Retrieved August 1, 2007, from http://www.washington.edu/doit/Brochures/Academics/access_college.html.

Levin, J. S. (1998). *Sense-making in the community college: The meanings of organizational change*. (Clearinghouse No. JC980173). Arizona. (ERIC Document Reproduction Service No. ED417777).

Levy, A., & Merry, U. (1986). *Organizational transformation: Approaches, strategies, theories*. New York: Praeger.

National Council on Disability and Social Security Administration. (2000). *Transition and post-school outcomes for youth with disabilities: Closing the gaps to post-secondary education and employment*. Washington, DC: Author.

National Organization on Disability. (2004). *Harris 2004 survey of Americans with disabilities*. Washington, DC: Author.

Oliver, M., & Barnes, C. (1998). *Disabled people and social policy*. London: Longman.



Wagner, M., Newman, L., Cameto, R., & Levine, P. (2005). *Changes over time in the early postschool outcomes of youth with disabilities. A report of findings from the National Longitudinal Transition Study-2 (NLTS2)*. Menlo Park, CA: SRI International.

DO-IT Comprehensive Training Materials

The following materials can be purchased from DO-IT or freely viewed online.

Building the Team: Faculty, Staff, and Students Working Together—PRESENTATION AND RESOURCE MATERIALS.

Comprehensive materials that include a synthesis of research, institutionalization guidelines, presentation tips, tailored presentations, overhead visuals, and handouts help faculty and administrators at postsecondary institutions fully include students with disabilities in courses. <http://www.washington.edu/doit/TeamN/>.

Students with Disabilities and Campus Services: Building the Team—PRESENTATION AND RESOURCE MATERIALS.

Comprehensive materials that include a synthesis of research, institutionalization guidelines, presentation tips, tailored presentations, overhead visuals, and handouts to help student service staff and administrators make their campus services more accessible to students with disabilities. <http://www.washington.edu/doit/AdminN/>.

Making Math, Science, and Technology Instruction Accessible to Students with Disabilities—A RESOURCE FOR TEACHERS AND TEACHER EDUCATORS.

Comprehensive materials and resources help science, math, and technology teachers fully include students with disabilities in their classes and labs. <http://www.washington.edu/doit/MathSci/>.

DO-IT Websites

The following websites provide training and resources for postsecondary faculty, administrators, and students. They can be accessed by selecting; *AccessCollege* from the DO-IT website at <http://washington.edu/doit/> or by using the uniform resource locations indicated below.

The Faculty Room

<http://www.washington.edu/doit/Faculty/>
The Faculty Room is a place for postsecondary faculty and administrators to learn about how to create classroom environments, e-learning, and other activities that maximize the learning of all students, including those with disabilities.

The Student Services Conference Room

<http://www.washington.edu/doit/Conf/>
The Conference Room is a place for staff in postsecondary libraries; career services, admissions, financial aid, and registration offices; computer labs; and other campus services.

The Board Room

<http://www.washington.edu/doit/Board/>
The Board Room provides guidance to postsecondary administrators regarding policies and practices that maximize the learning and participation of all students, including those with disabilities.



The Student Lounge

http://www.washington.edu/doi/Resources/college_prep.html

The Student Lounge helps students with disabilities prepare for and succeed in postsecondary studies.

The Center for Universal Design in Education

<http://www.washington.edu/doi/CUDE/>

The Center for Universal Design in Education shares the definitions, principles, guidelines, and strategies for applying universal design to instruction, student services, information technology, and physical spaces.



Following are examples of templates that can be used in creating overhead visuals for a *Capacity-Building Institute* as noted on pp. 7-10. Many more options can be found in the following publications:

- *Building the Team: Faculty, Staff, and Students Working Together—PRESENTATION AND RESOURCE MATERIALS*
<http://www.washington.edu/doi/TeamN/>
- *Students with Disabilities and Campus Services: Building the Team—PRESENTATION AND RESOURCE MATERIALS*
<http://www.washington.edu/doi/AdminN/>



Universal Design in Education:

From Principles to Practice

http://www.washington.edu/doit/Brochures/Academics/ud_edu.html



**Universal Design of
Learning**

**Universal Design of
Instruction**

**Universal Design of
Technology**

**Universal Design of
Facilities**

**Universal Design of
Student Services...**



Key Resources

Select “*AccessCollege*”
from the DO-IT website
at
www.washington.edu/doit/

for

- The Faculty Room
- The Conference Room
- The Board Room
- The Student Lounge
- The Center for Universal Design in Education



Section 504 of the Rehabilitation Act of 1973

“No otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of a public entity.”



“Otherwise qualified”

meets the academic and technical standards requisite to admission or participation

with or without

- reasonable modifications to rules, policies, or practices;
- removal of architectural, communication, or transportation barriers; or
- provision of auxiliary aids and services.



“Person with a disability” is any person who:

- has a physical or mental impairment which substantially limits one or more major life activities including walking, seeing, hearing, speaking, breathing, learning, and working;
- has a record of such an impairment; or
- is regarded as having such an impairment.



Examples of Disabilities

- Low Vision
- Blindness
- Hearing Impairments
- Mobility Impairments
- Mental Health/Psychiatric Impairments
- Health Impairments
- Learning Disabilities



Access Challenges

- Physical Differences
- Sensory Differences
- Cognitive/Learning Differences
- Attention Differences
- Communication Differences
- Differences in Socioeconomic Status, Race, Culture, Gender



Approaches to Access:

- Accommodations
(Reactive)

- Universal Design
(Proactive)



Accommodations

Alternate formats, services,
adjustments, & technology
for specific students.



Universal Design=

“The design of products and environments to be usable by all people, without the need for adaptation or specialized design.”

**Center for Universal Design,
North Carolina State University**



Diversity in Postsecondary Institutions

- Ethnic/Racial Minorities
- English as a Second Language
- Different Learning Styles
- People with Disabilities
- Age, Gender Differences



Principles of Universal Design

- Equitable Use
- Flexibility in Use
- Simple and Intuitive Use
- Perceptible Information
- Tolerance for Error
- Low Physical Effort
- Size and Shape for Approach and Use



UD is not:

- just beneficial to people with disabilities.
- about lowering standards.
- about one-size-fits-all.

UD can be applied incrementally.



UD Products/ Environments:

- are flexible enough to be directly used (without assistive technologies, modifications) by people with a wide range of abilities and circumstances.
- are compatible with assistive technologies and other accommodations for those who cannot efficiently access/use the products/environments directly.



UD Steps

1. Identify application.
2. Define universe.
3. Involve consumers.
4. Adopt guidelines/standards/
performance indicators.
5. Apply UD guidelines/standards/
performance indicators.
6. Plan for accommodations.
7. Train & support.
8. Evaluate.

<http://www.washington.edu/doi/Brochures/Programs/ud.html>



Universal Design in Education (UDE) can be Applied to:

- Instruction
- Student Services
- Information Technology
- Physical Spaces



UD of IT

- Computers
- Software
- Websites
- Videos
- Office Equipment
- ...



UD of Computer Labs

- Planning, Policies, and Evaluation
- Facility and Environment
- Lab Staff
- Information Resources
- Computer, Software, and Assistive Technology

<http://www.washington.edu/doit/Brochures/Technology/comp.access.html>



Problem → Solution

**access to
computers**



**assistive
technology
(AT)**

**access to
electronic
resources**



**universal
design**



UD Video/Multimedia Presentation:

- is videotaped with captions in mind.
- has large, clear captions.
- is designed so that key content is spoken as well as demonstrated visually.
- has audio-described version available.



UD of Instruction Steps

1. Identify course.
2. Define universe.
3. Select instructional strategies for good practice.
4. Adopt guidelines/performance indicators.
5. Apply UD guidelines/standards/performance indicators.
6. Plan for accommodations.
7. Evaluate.

http://www.washington.edu/doit/Brochures/Academics/equal_access_udi.html



UD of Instruction

- Class Climate
- Physical Environments/
Products
- Delivery Methods
- Information Resources/
Technology
- Interaction
- Feedback
- Assessment
- Accommodation

http://www.washington.edu/doit/Brochures/Academics/equal_access_udi.html



UDI Examples

- Put a statement on your syllabus inviting students to meet with you to discuss disability-related accommodations and other learning needs.
- Use multiple modes to deliver content (e.g., lecture, discussion, hands-on activities, Internet-based interaction, and fieldwork).
- Provide class outlines and notes on an accessible website.
- Face the class and speak clearly.
- Use captioned videos.
- Assess student learning using multiple methods.



UD of Curriculum

Provide Multiple Means of:

- Representation
- Expression
- Engagement



UD of Student Services

- Planning, Policies, & Evaluation
- Physical Environments/
Products
- Staff
- Information Resources/
Technology
- Events

http://www.washington.edu/doi/Brochures/Academics/equal_access_ss.html



UD of instruction,
curriculum, student
services, technology,
physical spaces

minimizes

the need for assistive
technology & other
accommodations.



There is a need for both:

- Universal Design
(Proactive)
- Accommodations
(Reactive)



A Fully Accessible Postsecondary Institution



Assure Access to:

- physical spaces.
- computers.
- information resources
(e.g., publications, videos, websites).
- events.
- on-site learning.
- distance learning.
- student services.



Address Issues Related to:

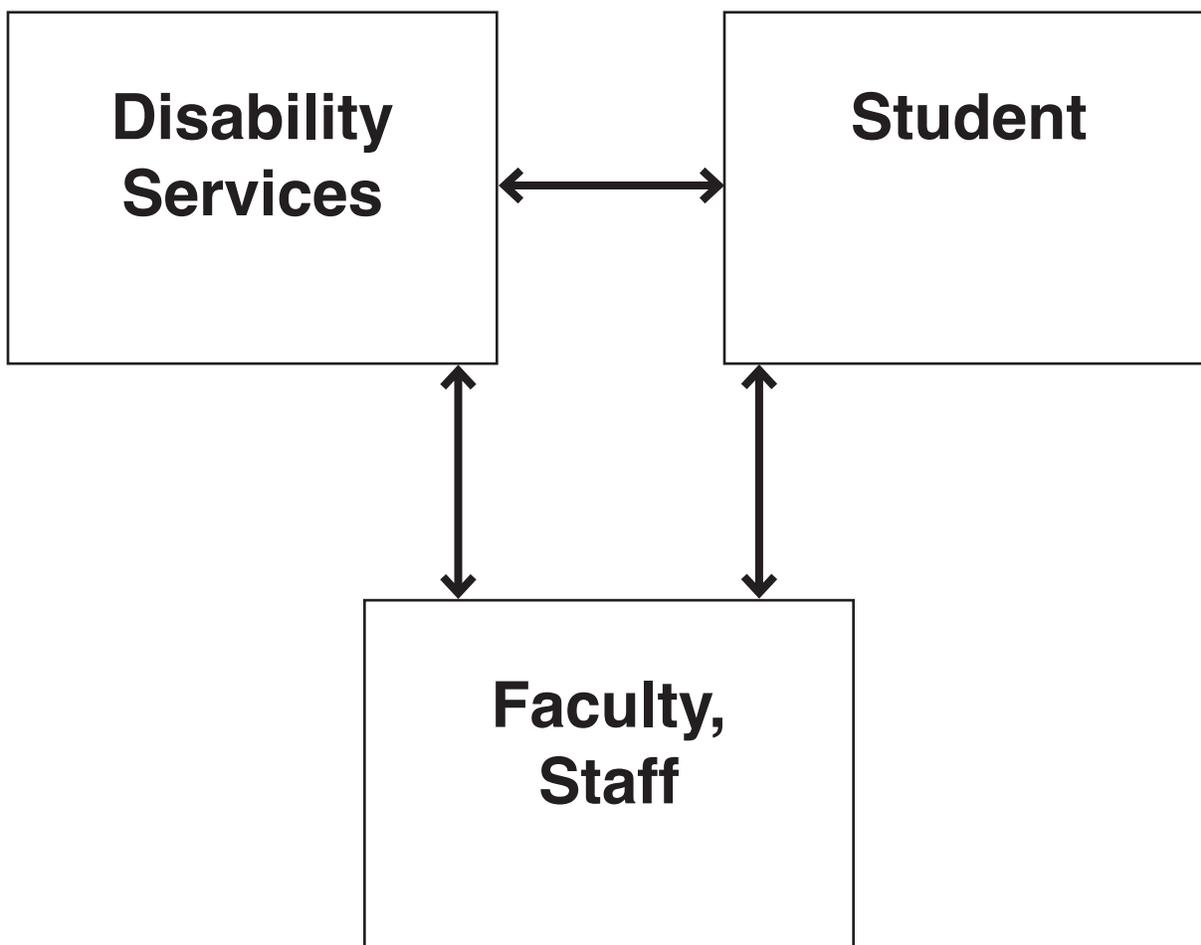
- procurement
- development
- use

And

- policies
- procedures
- training/support



UD Impact on Roles





Campus Accessibility Indicators

1. Institution-level mission, vision, and values statements are inclusive of all people, including those with disabilities.

http://www.washington.edu/doit/Brochures/Academics/access_college.html



Campus Accessibility Indicators

2. Disability is included in campus discussions of and training on diversity and special populations.

http://www.washington.edu/doit/Brochures/Academics/access_college.html



Campus Accessibility Indicators

3. Policies, procedures, and practices are regularly reviewed for barrier removal and inclusivity of people with a diverse range of characteristics, including disability.

http://www.washington.edu/doit/Brochures/Academics/access_college.html



Campus Accessibility Indicators

4. Administrators, staff, faculty, and student leaders are trained and empowered to take action around disability and universal design issues.

http://www.washington.edu/doi/Brochures/Academics/access_college.html



Campus Accessibility Indicators

5. People with disabilities are visible (even if their disabilities are not) on campus including in positions of power and authority (e.g., administrators, faculty, student leaders).

http://www.washington.edu/doi/Brochures/Academics/access_college.html



Campus Accessibility Indicators

6. Budgeting reflects the reality of the cost of applying universal design and of accommodating current and prospective employees, students, and visitors with disabilities.

http://www.washington.edu/doi/Brochures/Academics/access_college.html



Campus Accessibility Indicators

7. Measures of student success (e.g., retention, course completion, graduation) are the same for all student populations, including students with disabilities, and institutional research includes this data.

http://www.washington.edu/doit/Brochures/Academics/access_college.html



Campus Accessibility Indicators

8. Campus publications, websites, marketing, and public relations include images and content related to disabilities.

http://www.washington.edu/doi/Brochures/Academics/access_college.html



Campus Accessibility Indicators

9. Campus publications and websites, including web-based courses, meet established accessibility standards.

http://www.washington.edu/doi/Brochures/Academics/access_college.html



Campus Accessibility Indicators

10. Disability issues are regularly included as a component of the curriculum.

http://www.washington.edu/doit/Brochures/Academics/access_college.html



Campus Accessibility Indicators

11. All campus facilities and other spaces are physically accessible.

http://www.washington.edu/doit/Brochures/Academics/access_college.html



The Faculty Room

<http://www.washington.edu/doit/Faculty/>

University of Washington		DO-IT Home		Site Map	Search	Glossary
		Disabilities, Opportunities, Internetworking, and Technology				
<h2>The Faculty Room</h2>						
Accommodations and Universal Design	Rights and Responsibilities	Faculty Resources	Faculty Presentations	Resources for Trainers, Staff, and Administrators		
	<h3>The Faculty Room</h3> <p>The Faculty Room is a space for faculty and administrators at postsecondary institutions to learn about how to create classroom environments and academic activities that maximize the learning of all students, including those with disabilities. Much of the content is duplicated in other publications, training materials, and web pages published by DO-IT. It includes six primary areas that address issues faced by postsecondary educators:</p> <p>Accommodations and Universal Design Strategies for creating (universal design) and modifying (accommodations) academic environments and activities to maximize the learning of students with a wide range of abilities and disabilities.</p> <p>Rights and Responsibilities The rights and responsibilities of faculty, campus services, and students with disabilities regarding academic accommodations.</p> <p>Faculty Resources Resources to help instructors more fully include students with disabilities in course activities.</p> <p>Faculty Presentations Video, publications, and interactive presentations designed especially for postsecondary educators.</p> <p>Resources for Trainers, Staff, and Administrators Resources for staff and administrators who support faculty in making their academic offerings accessible to students with disabilities.</p> <p>Searchable Knowledge Base A searchable database of frequently asked questions and case studies related to how postsecondary faculty can fully include students with disabilities in their courses.</p>					
Search Knowledge Base						
Knowledge Base Articles by Topic						
About The Faculty Room project						
Enter Board Room, Conference Room, or Student Lounge						
Evaluate this site.						
© 2001-2004 DO-IT. Permission is granted to copy material in this site for educational, non-commercial purposes provided the source is acknowledged. Contact Us: 206-885-3848, doit@u.washington.edu						



The Student Services Conference Room

<http://www.washington.edu/doit/Conf/>

DO-IT Home		Conference Room Home		Glossary
 The Student Services Conference Room				
Universal Design	Accommodation Strategies	Rights and Responsibilities	Resources for Student Services Staff	Resources for Trainers and Administrators
 <p>DID YOU KNOW?</p> <p>The Rehabilitation Act is a cornerstone of disability rights legislation.</p>	<h2>The Student Services Conference Room</h2> <p>The Student Services Conference Room is a space for staff and administrators at postsecondary institutions to learn how to create facilities, services, and information resources that are accessible to all students, including those with disabilities. Much of the content is duplicated in other publications, training materials, and web pages published by DO-IT. It includes six primary areas that address issues faced by postsecondary campus service staff.</p> <p>Universal Design Strategies for creating (universal design) student services that are accessible to students with a wide range of abilities and disabilities.</p> <p>Accommodation Strategies Strategies for modifying (accommodations) student services so that they are accessible to students with a wide range of abilities and disabilities.</p> <p>Rights and Responsibilities The rights and responsibilities of student services staff and students with disabilities regarding accommodations.</p> <p>Resources for Student Services Staff Resources to help staff fully include students with disabilities in their student services.</p> <p>Resources for Trainers and Administrators Resources for staff and administrators who provide professional development and support campus service units in making their programs, services, and resources accessible to students with disabilities.</p> <p>Searchable Knowledge Base A searchable database of frequently asked questions and case studies related to how postsecondary staff and administrators can make student services fully accessible to students with disabilities.</p>			
Search Knowledge Base				
Knowledge Base Articles by Topic				
About The Conference Room project				
Evaluate this site				
Enter , Faculty Room, Board Room, or Student Lounge				
  				
Copyright © 2002 - 2007 by DO-IT, University of Washington. Permission is granted to copy these materials for educational, noncommercial purposes provided the source is acknowledged.				



The Board Room

<http://www.washington.edu/doi/Board/>

DO-IT Home		Board Room Home		Glossary
 The Board Room				
Universal Design and Accommodations	Policies and Practices	Resources for Faculty and Staff	Resources for Trainers and Administrators	Rights and Responsibilities
 <p>DID YOU KNOW?</p> <p>When speaking about a person with a disability, refer to the person first and then the disability.</p>	<h2>The Board Room</h2> <p>The Board Room is a space for higher-level administrators at postsecondary institutions to learn about how to create and facilitate the development of courses and services that are accessible to all students, including those with disabilities. Much of the content is duplicated in other publications, training materials, and web pages published by DO-IT. It includes four primary areas:</p> <p>Universal Design and Accommodation Strategies Strategies for creating and modifying courses and campus services so they are accessible to students with a wide range of abilities and disabilities.</p> <p>Rights and Responsibilities The rights and responsibilities of faculty, administrators, staff, and students with disabilities regarding access to courses and campus services.</p> <p>Resources for Trainers and Administrators Resources for staff and administrators who provide professional development and support to faculty and campus service units in making their courses, programs, services, and resources accessible to students with disabilities.</p> <p>Searchable Knowledge Base A searchable database of frequently asked questions, case studies, and promising practices.</p>			
Search Knowledge Base				
Knowledge Base Articles by Topic				
About The Board Room project				
Evaluate this site				
Enter Conference Room, Faculty Room, or Student Lounge				
  				
Copyright © 2002 - 2007 by DO-IT, University of Washington. Permission is granted to copy these materials for educational, noncommercial purposes provided the source is acknowledged.				



The Center for UD in Education

<http://www.washington.edu/doiit/CUDE/>

DO-IT Home	CUDE Home	Glossary
 <p>The Center for Universal Design in Education</p>		
Introduction to Universal Design	Postsecondary Education	Elementary/Secondary Education
Projects, Exhibits, Conferences	Resources and Training	
 <p>DID YOU KNOW?</p> <p>The student is the best source of information regarding useful accommodations.</p>	<h2>The Center for Universal Design in Education</h2> <p>The Center for Universal Design in Education (UDE) develops and collects Web-based resources to help educators apply universal design to all aspects of the educational experience:</p> <ul style="list-style-type: none"> • instruction; • student services, • information technology, and • physical spaces. <p>The Center for UDE is directed by DO-IT at the University of Washington and funded by the U.S. Department of Education (grant #P333A050064) and the National Science Foundation (cooperative agreement #HRD-0227995). Consult the following resources for an introduction to and applications of UDE.</p>	
Search Knowledge Base	<h3>Introduction to Universal Design</h3> <p>Definition, principles, and processes of universal design and examples of applications in educational settings.</p>	
Knowledge Base Index	<h3>Postsecondary Education</h3> <p>Specific ways that universal design can enhance the postsecondary experience for all students.</p>	
About The AccessCollege project		
Enter Conference Room, Faculty Room, Board Room, Student Lounge		



Videos and publications that can be used in a CBI are included in this binder. A larger collection is available at <http://www.washington.edu/doit/Brochures/>.

Videos

The following videos, which are included on DVDs in this binder, were created by DO-IT to promote the academic and career success of people with disabilities and the use of technology as an empowering tool. Most are freely available to view online at <http://www.washington.edu/doit/Video/>. Downloadable versions to play from your computer may be obtained without charge by sending a request to doit@u.washington.edu.

Useful handouts that summarize the content and point to related resources for each presentation can be found on the DO-IT website. All videos are open-captioned for those with hearing impairments and audio-described versions are provided for those who are blind. Permission is granted to reproduce DO-IT videos and publications for educational, noncommercial purposes as long as the source is acknowledged.

Instruction and Student Services

○ DO-IT College 1

- *Working Together: Faculty and Students with Disabilities*. Successful students with disabilities tell about techniques and accommodations that contributed to their success, emphasizing the importance of the faculty-student relationship. (9 minutes)

- *Building the Team: Faculty, Staff, and Students Working Together*. Learn how to create an inclusive postsecondary learning environment. (16 minutes)
 - *Equal Access: Universal Design of Instruction*. Learn to make instruction in a classroom or tutoring center accessible to all students. (13 minutes)
 - *Equal Access: Student Services*. Learn how to apply universal design principles to make postsecondary student services accessible to all students. (15 minutes)
- DO-IT College 2
- *Invisible Disabilities and Postsecondary Education*. Learn strategies to help students with learning disabilities, attention deficits, and other invisible disabilities achieve success in college. (19 minutes)
 - *Self-Examination: Is Your Campus Accessible?* Learn issues to address to make a postsecondary institution welcoming and accessible to students with disabilities. (19 minutes)
 - *Equal Access: Campus Libraries*. How to apply universal design principles to make libraries accessible to all visitors. (10 minutes)
- DO-IT STEM 1
- *Working Together: Science Teachers and Students with Disabilities*. Successful science students with disabilities suggest ways to make science activities accessible. (13 minutes)
 - *Equal Access: Science and Students with Sensory Impairments*. Students and employees with sensory impairments share strategies for success. (14 minutes)



- *The Winning Equation: Access + Attitude = Success in Math and Science*. Science and math teachers share strategies for making these subjects accessible to students with disabilities. (15 minutes)
- *STEM: Science, Technology, Engineering, Mathematics at the University of Washington*. Students and faculty highlight STEM programs offered to a diverse student body at the UW. (10 minutes)
- DO-IT Transition 1
 - *College: You Can DO-IT!* College students with disabilities and staff share advice for success in college. (14 minutes)
 - *Moving On: The Two-Four Step*. How to successfully transition from two- to four-year postsecondary institutions. (11 minutes)
 - *Taking Charge 1: Three Stories of Success and Self-Determination*. Successful young people with disabilities share strategies for living self-determined adult lives. (17 minutes)

Careers

- DO-IT Careers 1
 - *Learn and Earn: Tips for Teens*. Students with disabilities show how they benefit from work-based learning. (13 minutes)
 - *Learn and Earn: Supporting Teens*. Learn how parents, teachers, and mentors can encourage teens to participate in work-based learning. (13 minutes)
 - *It's Your Career*. College students with disabilities tell about the value of work-based learning. (13 minutes)
 - *Access to the Future: Preparing Students with Disabilities for Careers*. Learn how to make career services accessible to students with disabilities. (14 minutes)
- DO-IT Self-Determination 1
 - *Taking Charge 1: Three Stories of Success and Self-Determination*. Successful young people with disabilities share strategies for living self-determined lives. (17 minutes)
 - *Taking Charge 2: Two Stories of Success and Self-Determination*. Teens with disabilities share how they are learning to live self-determined lives. (15 minutes)
 - *Taking Charge 3: Five Stories of Success and Self-Determination*. This video combines the five stories presented in *Taking Charge 1 & 2* videos. (27 minutes)

Information Technology

- DO-IT Technology 1
 - *Working Together: People with Disabilities and Computer Technology*. Individuals with disabilities demonstrate adaptive technology for people with mobility impairments, blindness, low vision, hearing and/or speech impairments, and learning disabilities. (14 minutes)
 - *Working Together: Computers and People with Mobility Impairments*. People with mobility impairments demonstrate computer access technology. (14 minutes)
 - *Working Together: Computers and People with Sensory Impairments*. People with visual and hearing impairments demonstrate computer technology for school and work. (11 minutes)
 - *Working Together: Computers and People with Learning Disabilities*. Students and workers with learning disabilities demonstrate computer-based tools and strategies. (12 minutes)
 - *Computer Access: In Our Own Words*. Students with disabilities demonstrate adaptive technology and computer applications. (10 minutes)



- DO-IT Technology 2
 - *Equal Access: Computer Labs*. Learn how computer labs can be designed as to be accessible to students with disabilities. (11 minutes)
 - *World Wide Access: Accessible Web Design*. People with disabilities describe roadblocks they encounter and examples of accessible web design. (11 minutes)
 - *Real Connections: Making Distance Learning Accessible to Everyone*. Learn issues to consider when designing courses to fully include students with disabilities. (12 minutes)
 - *Access to Technology in the Workplace: In Our Own Words*. Employees show how to make technology accessible. (13 minutes)
 - *Camp: Beyond Summer*. Learn how to add Internet experiences to summer camp programs for children and youth with disabilities. (10 minutes)

DO-IT Programs and Overview

- DO-IT Programs 1
 - *DO-IT Pals: An Internet Community*. Peers and mentors with disabilities support each other in an online community. (9 minutes)
 - *DO-IT Scholars*. High school students with disabilities prepare for college and careers. (11 minutes)
 - *Snapshots: The DO-IT Scholars*. DO-IT participants tell about their experiences. (28 minutes)
 - *Finding Gold: Hiring the Best and the Brightest*. Employers in work-based learning programs show how to fully include participants with disabilities. (7 minutes)
- DO-IT Programs 2
 - *How DO-IT Does It*. Successful practices employed by DO-IT programs to

increase the success of young people with disabilities in college and careers. (34 minutes)

- *Opening Doors: Mentoring on the Internet*. Mentors help students with disabilities achieve success in college studies and careers. (14 minutes)

Publications

DO-IT maintains a large collection of publications that promote the academic and career success of people with disabilities and the use of technology as an empowering tool. All titles are available at <http://www.washington.edu/doit/Brochures/publist.html>. Listed below are those most relevant to the content of this notebook.

Instruction

- *Academic Accommodations for Students with Learning Disabilities*
- *Academic Accommodations for Students with Psychiatric Disabilities*
- *An Accommodation Model*
- *Equal Access: Science and Students with Sensory Impairments*
- *Equal Access: Universal Design of Distance Learning*
- *Equal Access: Universal Design of Instruction*
- *Invisible Disabilities and Postsecondary Education*
- *Making Science Labs Accessible to Students with Disabilities*
- *Universal Design of Instruction: Definition, Principles, and Examples*
- *The Winning Equation: Access+Attitude =Success in Math and Science*
- *Working Together: Faculty and Students with Disabilities*
- *Working Together: Science Teachers and Students with Disabilities*
- *Working Together: Teaching Assistants and Students with Disabilities*



Student Services

- *Equal Access: Universal Design of Advising*
- *Equal Access: Universal Design of Career Services*
- *Equal Access: Universal Design of Financial Aid*
- *Equal Access: Universal Design of Housing and Residential Life*
- *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*
- *Equal Access: Universal Design of Your Project*
- *Real Connections: Making Distance Learning Accessible to Everyone*

Careers

- *Access to the Future: Preparing College Students with Disabilities for Careers*
- *Finding Gold: Hiring the Best and the Brightest*
- *It's Your Career: Work-Based Learning Opportunities for College Students with Disabilities*

Information Technology

- *Equal Access: Universal Design of Computer Labs*
- *Universal Design of Web Pages in Class Projects*
- *Web Accessibility: Guidelines for Administrators*
- *Working Together: Computers and People with Learning Disabilities*

- *Working Together: Computers and People with Mobility Impairments*
- *Working Together: Computers and People with Sensory Impairments*
- *Working Together: People with Disabilities and Computer Technology*
- *World Wide Access: Accessible Web Design*

Overview and Resources

- *AccessCollege: Systemic Change for Postsecondary Institutions*
- *College: You Can Do It!*
- *Disability-Related Resources on the Internet*
- *DO-IT Free Printed Publications*
- *DO-IT Videos and Training Materials*
- *Equal Access: Universal Design of Conference Exhibits and Presentations*
- *Equal Access: Universal Design of Professional Organizations*
- *Glossary of Disability-Related Terms*
- *Moving On: The Two-Four Step*
- *Self-Examination: Is Your Campus Accessible?*
- *Taking Charge: Stories of Success and Self-Determination*
- *Universal Design in Education: Principles and Applications*
- *Universal Design: Principles, Process, and Applications*