

Creating and Implementing a



Goal

Train currently-employed professionals to develop, implement, and evaluate the impact of summer college-preparation programs for students with disabilities who have been accepted into postsecondary institutions but have not yet begun classes.

Format

This professional development course is delivered via the World Wide Web.

Course Schedule

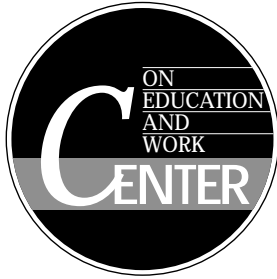
Spring, 2002 [January – May, 2002]; Fall, 2002 [September – December, 2002]; and Spring, 2003 [January – May, 2003]. Course work and participation equates to the requirements of a three-credit graduate course [45 contact hours].

Course Delivery Software

Project staff will use WebCT to design and deliver this program. **As a participant, you will only need Internet access and a web browser such as Netscape or Internet Explorer to use the WebCT (World Wide Web Course Tools) course materials.** WebCT is platform-independent. WebCT's features include a bulletin board, chat room, student progress tracking, student presentations, student self-evaluation, grade maintenance and distribution, password protection, navigation tools, graded quizzes, electronic mail, and course content searches.

Enrollment Incentives

1. Participants will learn approaches designed to improve the access, performance, and retention of students with disabilities in postsecondary environments.
2. Participants who complete course requirements will be eligible to receive extended technical assistance as they establish and implement their own summer college preparation course for students with disabilities who will matriculate into their respective institutions of higher education.
3. Course enrollees will become more proficient on-line learners.
4. Each enrollee can receive three graduate credits for successful completion of the course requirements.
5. Participants who wish to receive continuing education units or recertification credits in lieu of graduate credit from the University of Wisconsin may do so.
6. Participants from Wisconsin and Minnesota will not have to pay course registration fees or "segregated fees" in order to receive those credits. The project will cover these costs. **There are a limited number of scholarships available for participants from other states. These will be distributed on a "first come, first served" basis.**



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Enrollment Limits

To enhance project staff/instructors' ability to provide individual instruction, guidance, and post completion technical assistance/support, the enrollment for each session will be limited to 25 individuals.

Curriculum Content

During each multi-session distance education course, participating professionals will learn how to develop the curriculum content, format, and learning experiences that they can use to implement a face-to-face summer college preparation course that will be offered at their local school. Participating professionals will learn how to:

- interpret and apply the latest research-based approaches to teaching self-advocacy skills;
- instill in students with disabilities a greater understanding of their disabilities and the ramifications of those disabilities on the need and desirability of obtaining accommodations and/or assistive technology;
- structure powerful learning experiences that orient students with disabilities to college life and communicate effectively the differences between high school and college;
- communicate effectively the differences in legal requirements/responsibilities [e.g. Americans With Disabilities Act, Section 504 of the Rehabilitation Act] that apply to postsecondary schools vs. secondary schools;
- interpret and apply the latest research-based approaches to provide effective and appropriate career exploration/advisement for students with disabilities;
- prepare students with disabilities to undertake effective and appropriate self-disclosure to instructors or other staff;
- design and implement instructional approaches that enable students with disabilities to review and strengthen their math, language, and writing skills;
- prepare and deliver effective instruction for students with disabilities on the topics of time management, study skill development, library/research skill enhancement, effective use of text books, acquisition of financial aid, and other "college survival" skills;
- understand and implement the logistics necessary to implement a summer pre-enrollment course in their respective postsecondary schools;
- seek and acquire funds and other resources needed to support implementation of a summer pre-college preparation program in their respective institutions;
- use the adaptive technology most commonly available and used in higher education settings;
- teach students how to use this adaptive technology efficiently and effectively; and
- design, implement, and analyze the results of program evaluation strategies that generate both qualitative and quantitative data.

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I would like to enroll in the web-based course described above.

My preferred session is: ___ Spring 2002; ___ Fall 2002; ___ Spring 2003.

Please send registration information and details.

Name _____

Organization _____

Address _____

City _____ State _____ Zip _____

Phone _____ Fax _____

E-mail _____

DETACH AND RETURN TO: John Gugerty, Center on Education and Work, School of Education, University of Wisconsin–Madison, 964 Educational Sciences Building, 1025 West Johnson Street, Madison WI 53706-1796