



Goal

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

Format

Each six-week professional development course will be delivered via the World Wide Web. Participating professionals will: (a) **work interactively in small groups** to develop a face-to-face college preparation program to offer at their respective local schools; and (b) **work on a group project** to create a face-to-face college preparation program to offer at their respective local schools.

Final Session: • *March 22 – May 1, 2004*

Course work and participation equates to the requirements needed to earn three-continuing education units.

Cost

The cost for this session is \$70 per student. NOTE: We cannot accept purchase orders, cash or credit card payments. Send payment to: Success from the Start C/O Lizzie Baldi, Center on Education and Work, School of Education, University of Wisconsin, 964 Education Sciences Building, 1025 West Johnson Street, Madison WI 53706-1796. **Please make check payable to Center on Education and Work, Success from the Start.**

Course Delivery Software

As a participant, you will need Internet access and a web browser such as Netscape or Internet Explorer to use the WebCT 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, 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 limited technical assistance as they establish and implement their own college preparation course for students with disabilities who will matriculate into institutions of higher education.
3. Course enrollees will become more proficient on-line learners.
4. Pending approval by University of Wisconsin-Extension, participants who complete course requirements will be eligible for continuing education units (3 CEUs).

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.



UNIVERSITY OF
WISCONSIN
MADISON

**Center on Education and Work
School of Education
University of Wisconsin-Madison
964 Educational Sciences Building
1025 West Johnson Street
Madison WI 53706-1796**

Phone: 800-446-0399
Fax: 608-262-3050
Web: <http://www.cew.wisc.edu/disted/>

Curriculum Content

Participating professionals will learn how to develop the curriculum content, format, and learning experiences that they can use to implement a face-to-face college preparation program 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;
- 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 pre-enrollment experience in their respective schools;
- seek and acquire funds and other resources needed to support implementation of a pre-college preparation program in their respective institutions;
- use the adaptive technology most commonly available and used in higher education settings; 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 *Success from the Start*
for the final session: **March 22 – May 1, 2004****

Enclosed is my check for \$70, payable to *Center on Education and Work, Success from the Start.*

Name _____

Organization _____

Address _____

City _____ State _____ Zip _____

Phone _____ Fax _____

E-mail _____ What is your current job title? _____

What are your duties in this position? _____

What kind of preparation program would you like to develop or expand? _____

What do you want to learn by participating in this course? _____

What accommodations [if any] will you need to participate in this on-line course? _____

DETACH AND RETURN TO: Success from the Start C/O Lizzie Baldi, Center on Education and Work, School of Education, University of Wisconsin, 964 Educational Sciences Building, 1025 West Johnson Street, Madison WI 53706-1796