Offices of the Dean of Students
Madison Initiative for Undergraduates Proposal Form

MIU Goals:

1) Preserve affordability of a UW-Madison education, primarily through expansion of need-based aid.

2) Generate faculty and instructional support, including hiring, to offer the courses, majors and experience students need.

3) Expand best practices and innovation in teaching and learning, curricular design, and student services in order to enhance student outcomes.

**Contact Person:** Cathy Trueba, Director, McBurney Disability Resource Center

**Contact Information:** cmtrueba@odos.wisc.edu
263-5174/direct

**Proposal Title:** UW Madison McBurney Accessibility Educational Specialist

**Amount Requested:**
- Year One Costs $83,830 - $100,630
- Cost to Continue $60,830 - $77,630

**Abstract:**

UW Madison McBurney Accessibility Educational Specialist

The implementation of this proposal to hire an Accessibility Educational Specialist meets Goal Three of the Madison Initiative: “Expand best practices and innovation in teaching and learning, curricular design, and student services in order to enhance student outcomes”. The campus gains a unique position dedicated to building capacity at the faculty and departmental level to support students with and without disabilities in the classroom. Capacity is built through i) incorporation of universal design in instruction (UDI) principles into curriculum, ii) development of a network of faculty who serve as a departmental resource on UDI, disability, and accommodation, and iii) identification of departmental resources that can be used to support mandated test accommodations to students with disabilities on campus.

2. Within MIU goals 2 and 3, stated above, identify the problem that your proposal will address in terms of undergraduate education, instructional quality and innovation, and access, and how the proposed hires/innovation/activities/effort will significantly impact this problem.

The Accessibility Educational Specialist (AES) will improve instructional quality in undergraduate and graduate education and increase access for all students by providing direct support to faculty, instructional staff and students in three primary areas:
a) Development of curriculum that is intentionally designed to provide students with a wide range of abilities, disabilities, ethnic backgrounds, language skills, and learning styles multiple means of representation, expression, and engagement

b) Revitalization of the Access and Accommodation Resource Coordinator (AARC) Network. AARC's are senior faculty appointed by department chairs who serve as liaisons between faculty, staff and students with disabilities.

c) Support to faculty in providing test accommodations to students with disabilities whose accommodation needs can be met within the department.

This position will positively and directly improve teaching and learning for all students with the integration of universally designed curriculum into teaching practice. Curriculum that adheres to UDI principles has the potential to benefit students for whom English is a second language, returning adult students, and students of varying educational and cultural backgrounds.

Departments, schools and colleges will benefit from a trained network of senior faculty and instructional staff knowledgeable about disability, accommodation and universal instructional design. The AARC network will assist their peers in addressing accommodation concerns on a local level as well as serving as a connection for colleagues to the appropriate campus resources that offer inclusive teaching practices as well as accommodation for disability.

Finally, by engaging individual faculty in the development of test accommodation practices that are effective and achievable within the department, this position also benefits students with disabilities. Test accommodations are the most common accommodation that directly involves both students and faculty in its delivery. Via a recent campus-wide survey, faculty identified locating suitable space, finding proctors, and arranging for multiple requests in a single class as the biggest barriers to departmental testing. This position responds to this ongoing faculty concern through identification of departmental and building resources that can be deployed in support of test accommodations. It also functions as a liaison between faculty and Testing and Evaluation Services, which is the campus resource for students and faculty for accommodations that cannot be provided in the department.

2. Describe how progress is to be measured, demonstrated, and reported; that is, provide metrics and timelines to evaluate project success.

This position is intended to work with individual faculty and departments to develop and implement instructional methodologies offering the broadest inclusive approaches to teaching and learning.

Progress will be measured annually through individual contact, group-based satisfaction surveys and departmental feedback. Specific data to be collected and used to improve learning outcomes for students include:
1. faculty response to UD training and provided by the AES
2. faculty implementation of UD principles in the classroom
3. faculty awareness of and use of campus resources for inclusive educational practices
4. faculty awareness of and use of the AARC network to resolve access and accommodation concerns
5. number of faculty contacts with the AES, types of issues brought forward, and outcomes for individual student test accommodation requests
6. student survey regarding the delivery of test accommodations in the department
Proposed timeline for implementation is:

**Fall 2009**
- Convene search and screen committee

**Spring 2010**
- Recruit and hire position

**Summer 2010**
- Meet with campus partners (Teaching Academy, CIRTL, Delta, Testing and Evaluation Services, Legal Services, etc.)
- Research existing campus, regional and national resources on Universal Design in Instruction in post-secondary education
- Develop UDI curriculum and identify target departments for first year pilot training
- Research AARC program background and current information/materials, update AARC list and set training schedule for academic year
- Research departmental test accommodation process and evaluate areas for improvement

**September 2010 – May 2011**
- Implement UDI training
- Implement AARC training
- Market availability of assistance for departmental test accommodations and assist faculty and students in its delivery.
- Collect information about current practice and identify gaps and areas for improvement

**Summer 2011 and thereafter**
- Using surveys and other assessment strategies, gather data on user satisfaction with program activities.
- Evaluate outcomes, make adjustments to training and information resources, and generate report regarding program progress and direction for the coming year
- Based on data analysis, develop plan for the upcoming year

1) **For proposals that request new hires:**

Describe how they will significantly impact student access and the ability of departments to allow their faculty to teach undergraduates.

In fulfillment of Goal Three of the Madison Initiative, the Accessibility Educational Specialist (AES) will impact student access in the following three ways:

1. **Implementation of Universal Design in Instruction Principles**
The AES will draw upon best practice methodologies from national research-based initiatives as well as campus and regional resources to develop and share innovative and campus appropriate approaches to inclusive teaching practices. The AES will work with individual faculty members who have a student with a disability in the class to explore ways to create educational opportunities beyond access to inclusion not only of that student but the range of diverse learners in the class. The
AES will work with departments to share practices and approaches that incorporate elements of universal instructional design that are relevant to the specific departmental curriculum. The AES will collaborate with campus networks that share similar goals for teaching and participate in campus activities that showcase these best practices.

Local and regional resources include but not limited to:
- UW Madison Teaching Academy
- UW Madison Center for the Integration of Research, Teaching and Learning (CIRTL) Network
- UW Madison Delta Program in Research, Teaching and Learning (Delta)
- UW Technology Access Program (DoIT)
- UW Milwaukee Rehabilitation Research Design & Disability (R²D²) Center
- UW Milwaukee Access-Ed

National resources include but not limited to:
- Center for Universal Design (CUD) at North Carolina State University
- Center for Applied Special Technology (CAST) in Wakefield, MA
- DO-IT (Disabilities, Opportunities, Internetworking, and Technology) at the University of Washington
- Faculty Ware University of Connecticut, Center on Postsecondary Education and Disability
- Association on Higher Education and Disability (AHEAD) Universal Design Initiative
- The Center for Research on Developmental Education and Urban literacy at the University of Minnesota
- Institute for Community Inclusion at the University of Massachusetts/Boston
- Institute on Disability at the University of New Hampshire.

2. AARC Network
The AARC network was originally developed on campus as part of the campus response to the passage of the Americans with Disabilities Act (1990). It has been cooperatively supported through the McBurney Disability Resource Center and Legal Services. It was intended to be a local mechanism of support to faculty and students participating in the accommodation process.

Over time, and with staff changes in both programs, consistent and meaningful support for the network has fallen by the wayside. Many of the AARCs have had little or no training in recent years. Additionally, more and more departments are assigning this responsibility to department administrators rather than faculty as was originally intended. Finally, in a faculty survey conducted in summer 2009, 49% or 174 respondents did not know who their AARC is.

Revitalizing the AARC network is an efficient and direct way to provide support on accommodation issues to faculty and departments through a peer education model. AARCs also assist McBurney Center staff in understanding course standards and how those standards may or may not be adjusted as an accommodation for a student with a disability.

With the AES serving as a resource for universal design practices as well as the AARC coordinator, we envision AARC network as an additional mechanism to convey principle of universal instructional design to departments.
3. Departmentally Delivered Test Accommodations
Test accommodations are mandated accommodations for students with a wide range of disabilities. For many students, the accommodation is one of extended time and/or space (small group or private test location). Recent surveys demonstrate that providing exams within the department is the preferred approach for both faculty and students when departmental administration can be achieved. Most faculty and instructional staff prefer to keep students and exams near them when possible. The majority of students prefer the simplicity of working with faculty and the sense of inclusion that departmentally-based testing offers them.

Primary barriers include locating suitable space and proctors, and arranging for multiple requests in a single test. The AES will develop a database of departmental resources that faculty can turn to when looking for suitable testing space near the class location. It will also work with the Testing and Evaluation Services to increase the pool of qualified proctors available to faculty when they are not able to proctor exams themselves. It will also work with T&E and faculty to ensure that there is a reasonable backup to the department when that is needed.

**Describe the proactive steps that will be used to identify and recruit a diverse pool of candidates.**

Recruitment strategies will include use of the following resources:

**Gay, Lesbian, Bisexual, Transgendered Recruitment Resources**

**Racial/Ethnic Recruitment Resources**
- John D. O'Bryant National Think Tank for Black Professionals, List serve c/o La Tashia Reedus, lat.reedus@gmail.com
- UW-Madison Nubian list serve via Vicky Washington vcvw24@charter.net
- American Indian list serve via Aaron Birdbear abirdbear@wisc.edu
- National Association of Black and MultiCultural Centers ABCC, list serve c/o Terry L. Duffy, tduffy@knox.edu
- Wisconsin Cultural Centers, Listing available via Multicultural Center
- National Conference on Racial Equality, [www.ncore.ou.edu](http://www.ncore.ou.edu)
- IMDIVERSITY.COM, Cross post job to Black Collegian online

**Disability Recruitment Resources**
- Association on Higher Education and Disability (AHEAD) [www.ahead.org](http://www.ahead.org)
- Job Access [http://www.jobaccess.org/index.htm](http://www.jobaccess.org/index.htm)

**General Recruitment Resources**
- Chronicle of Higher Education [www.chronicle.com](http://www.chronicle.com)
- Higher Education Jobs, [www.higheredjobs.com](http://www.higheredjobs.com)
- National Association of Student Personnel Administrators (NASPA), [www.joblink.naspa.org](http://www.joblink.naspa.org)
- American College Personnel Association, [www.acpa.nche.edu](http://www.acpa.nche.edu), ACPA
4. **Identify cross-college partnerships and/or campus collaborators needed to ensure success (between schools and colleges, with other major units, such as libraries, Dean of Students offices, IT, Housing, Enrollment Management, Union, etc.)**

Partnerships will include:
- Office of Administrative Legal Services
- Testing and Evaluation Services
- UW Madison Teaching Academy
- UW Madison Center for the Integration of Research, Teaching and Learning (CIRTL) Network
- UW Madison Delta Program in Research, Teaching and Learning (Delta)
- UW Technology Access Program (DoIT)

5. **Include a detailed budget and budget narrative, identifying infrastructure need/cost, such as physical space and facilities, technology, other academic support services, etc.**

This proposal seeks 1FTE academic staff position with a classification title of Associate Student Services Coordinator and one .33 student hourly position.

**Initial Costs:**

**Search and Screen Activities for the academic staff position**
- Advertising and recruitment ($750)
- Travel, hotel and food expenses for finalists ($2,250)
Subtotal = $3000

**Remodel of program space for professional staff and student offices**
- Purchase and installation of two side-by-side work cubicles
- Purchase and installation of two work stations
Subtotal = $20,000

**Office Equipment**
- Computer (2) $3000
- Phone (2) $500
- Data charges (2) $1000
Subtotal = $4500

**Salaries and Benefits**
- Staff salary $38-$50,000 (depending on qualifications) and benefits $15,200 - $20,000
- Student program aide salary $4500 and benefits $150
- Supplies and Services $3000 (year 1), $4500 (year 2)
  - General operating expenses for professional staff and student staff
  - Professional development
  - Website development and maintenance
  - Web hosting costs
Year One Costs $88,330 - $105,130
Cost to Continue $62,330 - $79,130

6. What are the anticipated learning outcomes as a result of this proposed initiative?

This project offers general and LEAP learning outcomes for both faculty and students.

General learning outcomes include:
1. Expansion of instructional strategies faculty will have to teach a broad array of learners.
2. Expansion of resources faculty can draw upon to provide effective and appropriate test accommodations in the department to students with disabilities.
3. Increased student satisfaction with the learning accomplished in classes that incorporate universal design in instruction methods.
4. Increased faculty satisfaction with student performance in classes that incorporate universal design in instruction methods.
5. Greater departmental responsiveness to access and inclusion via the ARC network.
6. Increased institutional capacity to build universal instructional features into curriculum.
7. Greater independence and decreased reliance on secondary services (such as the McBurney Disability Resource Center) to support students with disabilities in the classroom.

Some outcomes follow the LEAP framework. They include:
1. Faculty and students seeing the accommodation process as an opportunity for teamwork and problem solving.
2. Faculty integrate the experiences of working with one diverse set of students to the next, building their competencies in inclusive instruction.

Dean's Comments:

Signature ________________________________ Date: ________________
Printed Name: ________________________________ Title: ________________________________
Dean's Signature: ________________________________ Date: ________________

Additional Signatures:
Dear Dean Berquam,

It is with great pleasure that I strongly support the McBurney Disability Resource Center for consideration for a Madison Initiative for Undergraduates (MIU) Grant. I have worked in different capacities with Cathy Trueba, Director of the McBurney Center, and her staff for almost 15 years, and as a result of this contact believe that I can provide an accurate assessment of their eligibility and worthiness for the MIU Grant.

To contextualize my perspectives, I would like to identify that the McBurney Center’s mission is to utilize their expertise in disability and higher education in partnership with the UW-Madison community. Specific goals are to deliver quality services and classroom accommodations to UW students with disabilities; facilitate and advocate for student accessibility to institutional programs, activities, and services; cultivate opportunities for students to articulate their strengths and advocate for accommodations, and to generally identify and respond to the dynamic nature of student needs and learning environments.

The McBurney Center is a strong applicant for the MIU Grant for several reasons. First, the MIU Grant would support a predoctoral internship training position at the McBurney Center, which would increase resources, services, and support to UW-Madison students with disabilities. Specifically, support for a predoctoral internship training position would improve access to psychological and neuropsychological evaluations, consultation with UW-Madison faculty and staff about students with disabilities, and therapeutic service delivery to students. Further, the MIU Grant would support the McBurney Center’s continued participation in the Wisconsin Internship Consortium in Professional Psychology (WICPP).

WICPP and the McBurney Center initiated a collaborative relationship last year to develop a WICPP-affiliated training position. WICPP offers UW-Madison doctoral students in clinical, counseling, rehabilitation, and school psychology a formalized advanced-training internship in professional psychology from a variety of consortium-affiliated training sites and rotations. The position at the McBurney Center is half-time, and offers an advanced doctoral student the opportunity to develop skills and experiences in working with students with developmental, learning, or mental health disabilities. Last month, WICPP applied for membership to the Association of Psychology and Postdoctoral Internship Centers of the American Psychological Association, and APPIC membership requires that internships be appropriately funded.

There are a couple of additional reasons why the McBurney Center is a good fit for the MIU Grant. Inherent in the McBurney Center’s mission is the development of cross-college partnerships. The intern collaborates with many units on campus, including WICPP, the Speech and Hearing Clinic, Housing, Counseling and Consultation Services, and numerous faculty throughout the university. Also, the
challenges created by an increasing demand for services from students with disabilities and stakeholders at UW-Madison warrants additional support, most notably in the form of a predoctoral training position. In summary, I believe that the McBurney Center would greatly benefit from the MIU Grant, which would subsequently have a tremendous impact on the UW-Madison community as well.

On a personal note, I have worked with the staff at the McBurney Center in two different roles, one as Director of Training at WICPP and the other as a senior psychologist at Counseling and Consultation Services. I have always been impressed by their professionalism, advocacy, and expertise. Their personal and caring approach is a beacon to students who need support to negotiate the learning challenges of the academy. Their knowledge about student development, higher education, and disability resources is exemplary. The McBurney Center staff is highly-respected on campus, and serves as a model program for diversity services in universities and colleges across the country.

If I can provide any additional information about my recommendation for the McBurney Center please contact me at 608.265.3875 or jhird@wisc.edu. Thank you for the opportunity to provide these comments in their behalf.

Sincerely,

Jeffrey S. Hird

Jeffrey S. Hird, Ph.D.
Director of Training, Wisconsin Internship Consortium
Senior Psychologist, Counseling & Consultation Services
Dear Dean Berquam-

I am writing in support of the Madison Initiative for Undergraduate Proposal Form (MIU) that Cathy Trueba and Lisa Webne-Behrman have submitted to your office. I am a clinical associate professor and speech-language pathologist at the UW Speech and Hearing Clinic, one of the facilities with which the McBurney Center is collaborating. This funding of this proposal would have exceptional outcomes for the Department of Communicative Disorders and its clinical training program for masters level speech/language pathologists. During spring semester and summer session 2009, we (my students and I) collaborated with the McBurney Center (Lisa Webne-Behrman and pre doc intern Rene Gonzalez) in a pilot project conducting joint assessments for UW students with diagnosed or suspected learning disorders. The interdisciplinary approach to each evaluation, the discussions between psychologists and speech-language pathologists, afforded a unique learning opportunity for our students and myself. The McBurney pre doctoral intern reported at the end of the summer session that he too had learned much from the testing, discussions and review. In each of the student evaluations McBurney and UW Speech and Hearing conducted together, I felt we truly provided the examinee with the most accurate and thorough diagnosis that could be made. The students and I were delighted to work with the McBurney staff in an endeavor that was both productive and stimulating. I wholeheartedly support the MIU proposal—we at the Dept. of Communicative Disorders, UW Speech and Hearing Clinic, would be thrilled to be a part of this undergraduate initiative.

If you have any questions that we can answer, please do not hesitate to contact me.

Mary E. Smith, M.A., CCC-SLP
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