McBurney Disability Resource Center
Division of Student Life

Proposal Title:  

McBurney Disability Resource Center Transition Services Program

MIU Goal 3:  

Expand best practices and innovation in student services in order to enhance student outcomes.

Contact Person:  

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Amount Requested:  

$75,000

Abstract:  

The transition pathway for students with disabilities contains distinct challenges that can impede successful progress through college and into gainful employment or graduate education. Managing a disability and the requisite accommodations, while also succeeding academically in a highly competitive environment, is a substantial task for many students, regardless of their specific disability. National data indicates that people with disabilities but particularly those with mobility or visual disabilities or hearing loss are underemployed or unemployed when compared to their non-disabled counterparts. \(^1\) Education is an established path to productive citizenry, and a college degree for a person with a disability significantly improves their opportunities for independence in adulthood. To realize this goal for all UW students with disabilities\(^2\), we propose creating a holistic transition program that addresses these unique needs throughout the collegiate experience. The program will offer four core initiatives.

1. Welcoming the Prospective Student
2. Transition into College for Students and Parents
3. Supporting the Wisconsin Experience
4. Preparing for Graduation and the Future

We are requesting 1.25 FTE, a student hourly program assistant, and necessary supplies and service budget to develop and implement the McBurney Transition Services Program.

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\(^2\) See Appendix A: UW Madison Data Report on Number of Students Served in 2009-10
I. CURRENT TRANSITION SERVICES AND STAFF SUPPORT

Currently, McBurney disability-related transition services for students with disabilities begin shortly after they graduate from high school and effectively end when they complete their first year of enrollment. The focus is almost exclusively on determining service eligibility and training on mandated classroom accommodations to ensure that the UW-Madison complies with the Rehabilitation Act and the Americans with Disabilities Act. Minimal human or fiscal resources are directed to meeting the more global needs of students once their accommodations are in place (e.g., social transition issues, exploration of co-curricular activities and access to these activities, transition out of college advising, post-graduation outcome follow up, etc.). Any additional, consistent time with students after the first year requires individual student initiative or is prompted by student academic failure.

Until recently, transition activities have been shared by many individuals at the McBurney Disability Resource Center. As of 2010, one staff member (.75FTE) has primary responsibility to coordinate entry to college transition activities. The position also provides limited facilitation of various governmental internship recruitment programs specific to students with disabilities (i.e., US Department of Labor Workforce Recruitment Program, American Association for the Advancement of Science Entry Point). Only 37% of this position is dedicated to transition work. The remainder serves as the accommodation specialist for students with mobility disabilities. FTE limitations have prevented expansion of transition services and thus have kept the primary focus on transition into college and the delivery of mandated services once a student has accepted.

II. THE MCBURNEY TRANSITION SERVICES PROGRAM

The McBurney Transition Services Program (TSP) takes a pro-active, long term and holistic view of the collegiate experience. It begins with the prospective student experience and culminates with graduation and entry into employment or graduate school. There are four critical junctures during a student’s enrollment that the program will support through targeted initiatives. They include:

i) Prospective students investigating the campus and choosing the University of Wisconsin – Madison as their best fit addressed through the Welcoming the Prospective Student Initiative

ii) First year participation in classroom and co-curricular activities while learning to independently manage disability-related services and accommodations addressed through the Transition to College for Students and Parents Initiative

iii) Declaring a major and participating in related internships, co-ops, study abroad or service learning opportunities addressed through the Supporting the Wisconsin Experience Initiative

iv) Exit activities that prepare students to enter graduate school or the work world addressed through the Preparation for Graduation and the Future Initiative.
III. CORE INITIATIVES DETAILED

Welcoming the Prospective Student The McBurney Center receives hundreds of requests for information annually from prospective students, parents and high schools. We currently provide web-based text information about McBurney services, offer limited on-site meetings, and sporadically attend high school resource fairs for students with disabilities. There are specific factors students with disabilities should consider when making an appropriate college selection however information about campus access in general is dispersed across many different print and web-based locations. The TSP will improve the information chain by consolidating information and simplifying its presentation for students and their parents. It will also create new information to fill the information gap that exists between the high school experience and the collegiate experience (e.g., legal rights and responsibilities, disclosure, health care options, privacy, etc.).

Additionally, with our relocation to 702 W. Johnson and shared space with the UW Admission and Recruitment Office, the McBurney Center will be at the “front door” of the campus. We must prepare for a significant increase in prospective student traffic and improve the welcome students and their parents will receive.

The following materials and outreach efforts will be coordinated and delivered in partnership with the UW Admission and Recruitment Office and UHS staff.

- Comprehensive print, web and accessible media materials will be made available for visitors to view on-site or at home. Topics including disability disclosure, documentation guidelines, accessible housing options, classroom accommodations, co-curricular opportunities, scholarships and more will be addressed.
- Information about disability management with a health care focus will be developed with University Health Services and Counseling and Consultation Services.
- High school outreach packets regarding UW services to students with disabilities will be developed and distributed to primary feeder schools to the University. Additional training on campus access and services will be provided to UW Admission and Recruitment Office to build capacity for this staff to promote the campus to prospective students with disabilities.
- Specific outreach will be conducted to high schools serving discrete populations of students with disabilities including but not limited to Wisconsin School of the Deaf and Wisconsin School of the Blind and Visually Impaired.

2. Transition to College for Students and Parents We will expand the “McBurney Transition Program for New Students and Parents” piloted in fall 2010, and establish it as a primary transition activity for incoming freshmen and transfer students³. The 2010 pilot “McBurney Transition Program for New Students and Parents” goals were three-fold. First, by offering an early move-in date and scheduling training in a daylong workshop prior to the start of Wisconsin Welcome, McBurney would not longer compete with Wisconsin welcome for attendance and more new students would come to training. As a result, they would be able.

³ See Appendix B for “McBurney Transition Program for New Students and Parents-2010” detailed agenda
to have their services in place prior to the start of class. Next, since students met in small groups of 5-10 rather than in a single session of 45-60 as was previously the case, we expected that instruction would be more profitable and students would be better prepared to arrange accommodations with faculty. Finally, since students met each other at the evening welcome dinner and attended the following day activities as a group, a sense of community could develop more naturally as a result of this shared day and half experience.

We intend to follow this cohort of students through the entire first year and evaluate the following transition priorities:

- Successful implementation of classroom accommodations in a timely manner
- Quality of communication with faculty and effective problem solving regarding accommodations
- Awareness of campus resources and use of resources as appropriate
- Sense of belonging to a community of students with similar life experiences

We expect the data to demonstrate that participation in an early transition and orientation program makes a positive difference in the quality of the first year experience when compared to other new McBurney students who do not receive this service. If so, and with MIU funding, the program will become a permanent feature of our transition efforts and be promoted to students and parents as a positive influencing factor in the first year.

We will also use student and parent feedback to adjust the agenda and topics to better respond to the unique transition concerns of these new members of the university community. For example, data already collected from parents indicate that more informational sessions or materials that specifically address their transition questions should be developed. One topic that merits additional attention is how to guide parents in assisting their students in learning to independently manage their health care and service/accommodation needs. In partnership with UHS, the McBurney TSP will fill this gap by providing specific information to parents and students about health care and medication management through a campus or community resource.

We will also provide information to parents and students on legal rights and responsibilities in post-secondary education e.g., (FERPA, ADAAA and the Rehabilitation Act) and how it differs from high school. Research indicates that higher degrees of self-determination, specifically in the area of psychological empowerment, correlates with higher degrees of success for students with disabilities in postsecondary settings. Self determination as well as the development of a healthy attitude about disability and disability identity is a learning outcome during this critical phase of student maturation.

3. Supporting the Wisconsin Experience Creating and promoting opportunities for students with disabilities to fully participate in Wisconsin Experience is the primary goal for this third initiative. Students with mobility or visual impairments, or students who are Deaf/hard of hearing (DHH) will receive particular attention in this initiative. This student cohort is typically underrepresented in co-curricular activities due to their need for more complex accommodations such as sign language interpreters or accessible equipment, facilities, lodging or transportation.

In the past four years, three students needing sign language interpreters have successfully participated in four UW study abroad programs. The clearest lesson McBurney
and the International Academic Program (IAP) learned is that much more detailed information about the accommodation process must be developed and disseminated to students in an intentional and timely way in order to facilitate successful planning and participation in the program. We believe the same applies to participation in service learning opportunities offered through the Morgridge Center for Public Service, and to a lesser extent, participation in student leadership activities through ASM, recreational sports, Hoofers and other co-curricular activities. Overall, the number of students who are Deaf or those with mobility or visual disabilities participating in these co-curricular activities on our campus is very low.

Students know that our campus values participation in co-curricular activities as part of the Wisconsin Experience, however, students with disabilities need to know that the campus also supports them in participating equally with their peers. Because the timetable and logistics for arranging some more complex accommodations can be much longer, students will need to be more proactive in planning for these valuable experiences. Additionally, improvements to the McBurney database will allow us to track declaration of major which, in turn will allow relevant and timely information to reach this student group about disability-related scholarships, internships, co-ops, and planning timetables for study abroad or other off-campus activities.

We will also work with the above named campus partners and others to encourage the inclusion of a statement or tagline on promotional materials inviting students to request accommodations. The McBurney TSP will assist these partners in developing internal mechanisms to plan for, coordinate and provide the accommodations students may request.

These experiences and many more represent the full value of a University of Wisconsin-Madison education. It is our intention that every student participates at the level of their interest, and not be limited by the degree of access they believe might or might not be available in these programs.

4. Preparing for Graduation and the Future Expanding gainful employment and/or graduate educational opportunities for students with disabilities is the primary goal of this initiative. Given the barriers to employment that many people with disabilities face, it is incumbent upon us to intentionally create opportunities for UW students with disabilities to build resumes that allow them to compete in the marketplace. It is increasingly common for students to leave college with multiple internship, practicum or volunteer experiences that showcase their talents and abilities. This is particularly true in STEM fields, where employment or admissions to graduate school is highly competitive and internship or research experience is essential. Likewise, employment in a campus research lab or academic department forms relationships that often lead to opportunities after graduation.

The McBurney Center's partnership with the US Department of Labor Workforce Recruitment Program and American Association for the Advancement of Science Entry Point Program has resulted in a limited number of students taking part in STEM internships across the country. There are, however, many more public and private sector employers, STEM or otherwise, requesting our assistance in recruiting qualified students for their programs. With the minimal staff currently available to recruit qualified students and prepare them for the application or interview placement process, we have not been able to meet this need.
We have an excellent potential partner in L&S Career Services. With increased staffing, we will be able to partner to develop programs that support the unique needs of this student population. These include but are not limited to:

- expanding recruitment activities for internships and employment
- topic-specific workshops on legal rights with regard to disability disclosure in an application or interview
- determining the need to update documentation to address employment or graduate school accommodation needs
- how and when to disclose disability and request accommodation in employment or graduate school
- how to request accommodations on the GRE, MCAT, LSAT, etc.
- develop a database of McBurney alumni who would be willing to meet with currently enrolled students with disabilities for informational interviews across a cross-section of careers.

These new programs meet the spirit of the law in assuring that students with disabilities have an equal opportunity to enjoy the same benefits associated with the quality education that comes with UW-Madison undergraduate degree.

IV. PROGRAM GOALS, ASSESSMENT STRATEGIES AND TIMELINES

It is critical that students with disabilities are included in the institutional improvement processes that measure retention and graduation rates as well as persistence and time to degree completion. We have recently received verification from the UW Office of Legal Services that the use of these data could fit in the FERPA exception involving a general disclosure of disability status to a school official with a legitimate educational interest in the information. Student privacy will be protected via disclosure of student ID only to a designee in the Office of Academic Planning and Analysis. No further information about specific disability status will be shared. With this privacy hurdle cleared, we will work with the Office of Academic Planning and Analysis to develop a data collection process that allows us to compare a defined cohort of enrolled students with disabilities with their undergraduate cohort in these important areas.

In addition to these metrics, we will also use the following indicators to measure the success of the McBurney Transition Services Program:

1. Create a strong first impression for prospective students and their families as they explore the services and resources available to students with disabilities. Ensure that prospective students and their families have accurate and timely information about disability resources before making a choice to apply to or attend UW Madison.
   - Work with Admissions to develop information materials and assessment measures on customer service for prospective students and their families.
   (Annually)

2. Maximize opportunities for new students to experience a seamless transition to college through the annual “McBurney Transition Program for New Students and Parents”.
   - Use the McBurney database to identify FYR/TFSR students who are eligible for McBurney services and actively recruit them and their parents to attend this event. In partnership with the Office of Academic Planning and Analysis, compare
outcomes of participants and non-participants relative to first year experiences and use results to refine program design. (Annually)

3. Parents will understand how their role changes both developmentally and legally when their student enters college.
   - Work with Parent Program and UHS to develop assessment measures on the simplicity and effectiveness of our customer service and informational resources to parents of enrolled students with disabilities (End of each 1st year experience)

4. Decrease the time between service training and when students meet with faculty to arrange classroom accommodations and improve the outcomes of this interaction for both students and their instructors.
   - Measured via surveys to students and faculty to assess timeliness, quality of interaction, and effectiveness of student self advocacy. (End of each semester)

5. By the end of the first year of enrollment, every new McBurney client is aware of campus academic services and knows how to seek assistance (either independently or through a McBurney referral) to those services as needed.
   - Measured via student core knowledge survey (End of each 1st year experience)

6. Increase participation of students with visual, hearing, or mobility disabilities in study abroad, recreational sports, service learning, etc.
   - Measure the increase in the placement of a tagline on partner program promotional materials informing students on how to request accommodations (Within 1st year)
   - Develop comprehensive web-based informational materials that guide students needing complex accommodations (End of 2nd year. Participation numbers collected annually)

7. Engage students in career development activities including targeted internships (e.g., Workforce Development, Entry Point), resume writing, interviewing techniques that address disclosure and accommodation requests, informational interviews, etc.
   - Partner with Career Services to promote these activities, collect participation numbers, pre and post test data regarding increased knowledge regarding successful exiting from college (End of 2nd year)
   - Engage alumni in opportunities for continued giving (volunteer time, mentoring, informational interviewing, financial contributions). Measured in growth of alumni participation at the UW Foundation and within McBurney alumni program activities (End of 3rd year)

V. HOW NEW HIRES WILL SIGNIFICANTLY IMPACT STUDENT ACCESS AND THE ABILITY FACULTY TO TEACH UNDERGRADUATES.

By creating access within programs, all four initiatives in the McBurney TSP create a more accessible pathway for students through their educational experience. In this way, this program adds value to classroom teaching and learning for all students in the following ways:
• Prospective students who are fully aware of the various campus disability resources and services, as well as the educational expectations offered here, will be able to choose wisely in deciding to be a Badger.
• Having services in place before class begins and knowing about campus academic resources will contribute to positive student academic outcomes.
• Building capacity among campus partners to include students with disabilities in out-of-the-classroom learning experiences enhances the contributions of these students in the traditional classroom setting and benefits learning for all.
• Undergraduates with disabilities will graduate and enjoy the same opportunities for vocational success or advanced education as their non-disabled peers.

VI. RESOURCES TO IDENTIFY AND RECRUIT A DIVERSE POOL OF CANDIDATES.
Our program recruits for a diverse workforce that represents racial and ethnic diversity as well as disability and gender diversity. Candidates are recruited through the following resources:
• Association on Higher Education and Disability (AHEAD) www.ahead.org
• Job Access  http://www.jobaccess.org/index.htm
• GLP Careers.com http://www.glpcareers.com
• Hispanic Outlook in Higher Education, www.wdhstore.com/hispanic/listing
• IMDIVERSITY.COM, Cross post job to Black Collegian online
• Diversity World http://www.diversityworld.com/Disability/recruit.htm
• Chronicle of Higher Education www.chronicle.com
• Higher Education Jobs, www.higheredjobs.com
• National Association of Student Personnel Administrators www.jobslink.naspa.org
• American College Personnel Association, www.acpa.nche.edu

VII. IDENTIFY CROSS-COLLEGE PARTNERSHIPS AND/OR CAMPUS COLLABORATORS NEEDED TO ENSURE SUCCESS.
Several cross-college partnerships are necessary for this MIU to succeed. Please see Appendix C for letters of support from the following partners: Office for Admission and Recruitment, Center for the First Year Experience, International Academic Programs, The Parent Program, University Health Services and L&S Career Services. Additional partnerships will be formed with Hoofers, Morgridge Center, academic advisors and the Wisconsin Alumni Association.

VIII. BUDGET AND BUDGET NARRATIVE
This proposal requires 1.25FTE academic staff (Student Services Coordinator), one .33 student hourly position (15 hr/week for 42 weeks) and a Supplies and Services budget.

Budget: 75,000
Salaries
• 1FTE counselor salary 48,000
• .25FTE salary 12,500 (increase existing salary of .75 FTE student services coordinator by 25% to equal 1FTE)
• Student program aide salary 6000 (9.50/hr)
Supplies and Services (8000)
IX. ANTICIPATED LEARNING OUTCOMES

The anticipated learning outcomes for students with disabilities that will be met in this MIU are consistent with UW Madison’s Essential Learning Outcomes. They include:

- Students will develop effective communication and problem solving skills.
- Students will understand what it means to be an effective participant and leader in a team setting.
- Students will develop mental and emotional flexibility and resilience.
- Students will gain the ability to adapt as they encounter new settings and people.
- Students will develop a healthy attitude about disability and disability identity.
- Students will become engaged in problem solving in the classroom and the community
- Students will contribute to their communities
- Students will develop richer international experiences
- Students will participate in a global community

Dean’s Comments:

Signature  [Signature]  Date:  11/24/2010

Printed Name:  Cathy Trueba  Title:  11/24/2010

Dean’s Signature:  [Signature]  Date:  11/24/10
Appendix A

UW Madison Data Report on Students Registered with the McBurney Disability Resource Center in 2009-10

<table>
<thead>
<tr>
<th>Reporting Year 2009-10</th>
<th>UW System Disability Category</th>
<th>Number by Primary Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ADD/ADHD</td>
<td>219</td>
</tr>
<tr>
<td></td>
<td>Autism Spectrum Disorders</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Brain Injury</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Health Impairment</td>
<td>135</td>
</tr>
<tr>
<td></td>
<td>Hearing Disability</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Learning Disability</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>Mobility Disability</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Psychological Disability</td>
<td>226</td>
</tr>
<tr>
<td></td>
<td>Visual Disability</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>TOTAL ENROLLED STUDENTS (eligible):</td>
<td>865</td>
</tr>
</tbody>
</table>
Appendix B

McBurney Orientation and Accommodation Training Agenda
Aug. 25-27, 2010

Wednesday, August 25
Location: Room 1520, Microbial Sciences Building, 1550 Linden Drive

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noon- 4 PM</td>
<td>Students move-in UW Residence Halls</td>
</tr>
<tr>
<td>5:00-5:45</td>
<td>Check-In</td>
</tr>
<tr>
<td></td>
<td>Dinner provided</td>
</tr>
<tr>
<td></td>
<td>Free parking available at Lot 36 or 60 (See “Parking Info” attachment)</td>
</tr>
<tr>
<td>5:45 – 7:00</td>
<td>Director's Welcome</td>
</tr>
<tr>
<td></td>
<td>Parent Information</td>
</tr>
<tr>
<td></td>
<td>Returning Student Panel “Differences Between High School and College”</td>
</tr>
<tr>
<td>7:00 – 9:00</td>
<td>Students leave from Microbial Sciences for activity with current students</td>
</tr>
</tbody>
</table>

Thursday, August 26
Locations: Educational Sciences (1025 West Johnson St.) and Teacher Education (255 N. Mills Street)
Buildings (NOTE: Buildings are next to each other.)

Information Table: Outside of Room 212, Educational Sciences

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:30 AM</td>
<td>Check-In (Room 212, Educational Sciences)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30 – 8:45 AM</td>
<td>Welcome/Staff Intros/Overview</td>
<td>Notetaking Training* (Teacher Education, Room TBA)</td>
<td>Self-Advocacy (Teacher Education, Room TBA)</td>
</tr>
<tr>
<td>8:55-10:10 AM</td>
<td>Test Accommodation Training*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Teacher Education, Room TBA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:10-10:20 AM</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:20-11:35 AM</td>
<td>Test Accommodation Training*</td>
<td>Notetaking Training*</td>
<td>Study Skills</td>
</tr>
<tr>
<td></td>
<td>(Teacher Education, Room TBA)</td>
<td>(Teacher Education, Room TBA)</td>
<td>(Teacher Education)</td>
</tr>
<tr>
<td>11:45 -12:30 PM</td>
<td>Current McBurney Student Panel –</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Using Accommodations Effectively at the College Level”</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>(Room 212, Ed. Sciences)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30-1:30 PM</td>
<td>Lunch provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Room 212, Ed. Sciences)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30-2:30 PM</td>
<td>Faculty panel – “Requesting Accommodations and Tips for Academic Success”</td>
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<td></td>
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<tr>
<td></td>
<td>(Room 212, Ed. Sciences)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:45-3:45 PM</td>
<td>Study Skills (Teacher Education, Room TBA)</td>
<td>Self-advocacy (Teacher Education, Room TBA)</td>
<td>Smartpen Training (Teacher Education, Room TBA)</td>
</tr>
<tr>
<td>3:55-4:30 PM</td>
<td>Campus Involvement Opportunities (Room 212, Educational Sciences)</td>
<td></td>
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<tr>
<td>4:30-4:45 PM</td>
<td>Wrap-up/evaluation VISA distribution#</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Session 1</td>
<td>Session 2</td>
<td>Session 3</td>
</tr>
<tr>
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<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>5:00-8:00 PM</td>
<td>Dinner provided and Adventure Learning Programs (ALPS) activity</td>
<td>(Room 212, Educational Sciences)</td>
<td></td>
</tr>
</tbody>
</table>

Friday, August 27
Location: McBurney Disability Resource Center, Middleton Building, 1305 Linden Drive
CALL 608 263-2741 to RSVP FOR ONE SESSION!

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 10:30 AM</td>
<td>Document Conversion Training Option 1</td>
</tr>
<tr>
<td>11:00 – 12:30 PM</td>
<td>Document Conversion Training Option 2</td>
</tr>
<tr>
<td>1:00 – 2:30 PM</td>
<td>Document Conversion Training Option 3</td>
</tr>
</tbody>
</table>

*Required training if eligible for the accommodation
# VISA will be distributed if all required trainings have been completed
Appendix C

Collaborator Letters of Support

- Office of Admissions and Recruitment
- Center for the First Year Experience
- International Academic Programs
- Letters and Sciences Career Services
- Parent Program
- University Health Services
November 12, 2010

Dear Dean Berquam,

I write to offer enthusiastic support for the Madison Initiative for Undergraduate proposal submitted by Cathy Trueba to create the McBurney Disability Resource Center Transition Services Program. When McBurney and Admissions move to 702 W. Johnson in January 2011, a common entry space will welcome visitors to both departments. A powerful statement will be made to prospective students about our institutional values and the availability of resources to assist every student in finding success in our classrooms. There are several areas where collaboration between McBurney and Admissions could occur: improved visit experience for students, enhanced print and electronic communications materials, and expanded staff training.

Working together, Admissions and McBurney will strive to create a more welcoming campus visit experience for all prospective students including those with disabilities. With additional training from McBurney, the admissions front desk team and admissions counselors will become more informed of services offered by McBurney that can be shared with guests. Admissions staff will begin a conversation with students and lay groundwork for more direct and targeted communication by the TSP staff member. Admissions will direct students with more in-depth questions to either take the elevator or stairs up to the second floor for additional assistance. The admissions team will alert McBurney that a guest is heading upstairs and share as much information as possible about the student request or concern. Students will appreciate the professional and caring way their questions have been handled.

Admissions will provide more opportunities for a TSP staff member to lead discussions about disability resources at on-campus prospective student events and off-campus events where appropriate. Moving forward, the admissions department plans to offer more targeted offerings for students and parents during campus recruiting events. These programming options may be more attractive to parents and students struggling to find their place in a post-secondary world. Admissions and McBurney can determine how to offer similar resources to the growing number of transfer students, adult learners or veteran’s who might consider the University of Wisconsin-Madison.

Many students begin their search for campus programs and offerings on the Admissions home page. Admissions could improve the site by including a broader conversation about campus disability resources in addition to existing links to McBurney. We want students with disabilities to quickly and easily identify campus resources. The message would certainly appeal to prospective students and parents who might be anxious about the transition to such a large university and unsure about what types of services are available in support of learning.

Moving forward, admissions will attempt to make the website design and layout more appealing for students with low vision and will consider ways to add audio to key site elements. Next year admissions printed literature and brochures will be redesigned. McBurney can advise Admissions on what information should be included about university disability services.

Our messaging will seek to provide more relevant information to a larger number of prospective first-year and transfer students with disabilities to help them better understand the great benefits of a University of Wisconsin-Madison education and how to navigate towards graduation and a prosperous future.

Admissions will invite a TSP staff member to offer training sessions for staff. We hope to better understand best practices in working with students with disabilities that will inform our conversations. McBurney can also provide admissions staff more direction on interpreting information about applicants.
that reference disabilities or learning style differences. McBurney could also update admissions on federal law that guides our work with students who have disabilities.

Admissions can share information about our application review process with McBurney staff. This cross training will allow staff members from both offices to increase our understanding of how to best assist prospective students with disabilities.

McBurney Disability Resource Center performs a great service for the entire campus community. The Office of Undergraduate Admissions and Recruitment whole heartedly supports this MIU proposal. We are proud to partner with McBurney in identifying and supporting prospective students looking for the great education offered at University of Wisconsin-Madison. Thank you for your consideration.

Sincerely,

[Adele C. Brumfield's signature]

Adele C. Brumfield
Director of Admissions
November 10, 2010
MIU Oversight Committee
Attn: Provost Paul Deluca
117 Bascom Hall

Dear Members of the MIU Oversight Committee,

I am writing on behalf of the Letters and Science Career Service (LSCS) to express enthusiastic support for the MIU proposal “McBurney Disability Resource Center Transition Services Program (TSP).” McBurney’s reputation for extraordinary leadership, a dedicated staff and service to students with disabilities is nationally recognized. McBurney makes all of us look exceptionally good. I am confident that any initiative McBurney undertakes will exceed all of our expectations.

The proposal itself is structured in such a way as to instill complete confidence in its ability to “make good” on its promises. The proposal looks at students developmentally beginning with the prospective student experience and ending with graduation and post-graduation planning. The four core initiatives exactly mirror these stages and are followed by the formation of distinct campus partnerships. The emphasis on partnering with existing campus entities demonstrates a clear intent of not duplicating services, but expanding them.

The proposal also addresses the complexity of issues, as well as the barriers to success, that many students with disabilities face regarding their career development. It clearly states that “expanding gainful employment and post-baccalaureate opportunities... is the primary goal of this initiative.” The report then goes on to cite the following research statistics, “students with mobility, visual or hearing loss are underemployed or unemployed when compared to their non-disabled counterparts (14.8 % vs. 9%).” The proposed partnership between LSCS and McBurney couldn’t be a more natural one in terms of leveling the playing field of job opportunities between students with disabilities and their non-disabled counterparts.

The existing infrastructure of career services is built to be flexible due to the already diverse populations we serve. I am confident that working with McBurney we will be able to not only engage more students but, by customizing our present programs, better able to meet the unique and complex needs of students with specific disabilities. For example, McBurney students will be able to take advantage of LSCS’s relationship with employers and alumni. Employers interested in students with disabilities will be encouraged to join BuckyNet, participate in our “Days in the Field” and “Job Shadow” programs as well as take part in our panels, workshops and career fairs. Bringing McBurney into the campus-wide career services community will allow them to take full advantage of these existing partnerships.

Programs such as TSP allow all of us to extend a hand and proactively support students through a difficult and sometimes lonely process. I am confident that funding this proposal will help students with disabilities better integrate their academic and career goals, reflect on their experiences and carve a path to a meaningful future. Our office and staff are poised to be full partners in this endeavor and we welcome the opportunity. Please do not hesitate to contact me if you have any additional questions or require any further information 608 265-5285.

Sincerely,

Leslie Kohlberg, Director of L&S Career Services

Letters and Science Career Services
University of Wisconsin-Madison  1305 Linden Drive, Suite 205  Madison, Wisconsin 53706–1523
608/262–3921  Fax: 608/262–3922  www.lssas.wisc.edu/careers
October 27, 2010

Cathy Trueba, Director
McBurney Disability Resource Center
1305 Linden Drive
Campus

Dear Cathy,

I am writing on behalf of International Academic Programs to express strong support for your pending MIU proposal "McBurney Disability Resource Center Transition Services Program". While I enthusiastically endorse the entire proposal, I am particularly invested in the effort to support the Wisconsin Experience, which has a special provision for increasing access to study abroad programs for students with mobility or visual impairments and/or students who are deaf/hard of hearing (DHH). In the proposal you rightly note that this student cohort is underrepresented in study abroad programs because of their need for more complex accommodations overseas.

In our experience, DHH student face particular challenges because of their need for certified sign language interpreters. Interpreters with fluency in American Sign Language can be difficult to find in overseas environments, so it is often necessary to send interpreters to the study abroad site from the United States. This proposal should provide the needed support for making the complex arrangements necessary for providing DHH students with interpreters abroad.

International Academic Programs looks forward to working with the McBurney Center to ensure that all interested students have access to the fullest possible range of study abroad experiences. I hope that the MIU selection committee will give your important proposal every possible consideration.

Sincerely,

Robert B. Howell, Director
International Academic Programs

Associate Dean
Division of International Studies
November 9, 2010

Dear Selection Committee,

On behalf of Visitor & Information Programs, I am pleased to share our support of the McBurney Disability Resource Center’s Madison Initiative for Undergraduates proposal for developing a Transition Program for prospective, new, and continuing students with disabilities.

As the “front door” to UW-Madison, our office interacts with thousands of prospective students and families each year. Having additional welcome programs for prospective students with disabilities and their families will go a long way in helping them make an educated and informed decision regarding our campus. We look forward to showcasing the resources provided via the transition program on our daily tours and via publications we will have available in our Campus Information Center.

As the coordinator of UW-Madison’s Parent Program, the central campus resource connecting parents and families to the university so that they may support student success, we know that having additional resources when it comes to helping students with disabilities, along with their parents, transition to campus are critical. The Parent Program hosts a dynamic website as well as communicates regularly with more than 20,000 families who are in our database. We also reach out to parents each year, sending them a printed calendar and handbook with important dates, deadlines, events, transitions, and resources. We are looking forward to working with McBurney in showcasing information pertaining to the Transition Services program via our website, newsletter, printed calendar, as well as other means in an effort to keep parents informed and educated about this program.

In all, we are extremely supportive of this initiative and think this is an excellent investment of MIU funding. It will enable students with disabilities to maximize their Wisconsin Experience and parents to feel that important connection. Thank you for your time and consideration.

Regards,

Nancy J. Sandhu
Associate Director, Visitor & Information Programs
October 26, 2010

MIU Oversight Committee
c/o Provost Paul Deluca
117 Bascom Hall
University of Wisconsin-Madison
500 Lincoln Drive Madison, Wisconsin 53706-1314

Dear Provost Deluca and Members of the Madison Initiatives for Undergraduates Oversight Committee:

University Health Services would like to offer its enthusiastic support for the MIU proposal for the McBurney Disability Resource Center Transition Services Program. As the number of prospective and enrolled UW-Madison students with disabilities continue to grow, this program is a best practice model to ensure that students with disabilities are successful in their both undergraduate education and beyond. Students with disabilities face unique challenges as they move from a high school to collegiate setting. They must not only learn to independently navigate not only the academic and social environment, but also in many cases a myriad of health care and other service providers. Students with disabilities are at high-risk not only of failing to complete their education, but also for long-term employment difficulties. Undergraduate success is a critical step to ensuring lifelong success.

The proposed McBurney Disability Resource Center Transition Services Program is well-structured to support students during these critical times. With its focus on four unique and important phases of a student’s education, before entry, initial transition, undergraduate years, and preparing for exit, it can make a significant difference in student success. A unique strength of their proposal is the strong commitment to connect students to existing campus resources and programs, ensuring students get the most from their Wisconsin Experience and contributing to the creation of a campus environment which is more fully accessible to all students. UHS has a long partnership with the McBurney Disability Resource Center and we would look forward to further collaboration through this program to connect students with health care service providers.

Please do not hesitate to contact me if I may offer other information or support at 608-262-1389.

Sincerely,

Sarah Van Orman, MD
Executive Director
MEMORANDUM

To: Madison Initiative for Undergraduates Committee

From: Wren Singer, Assistant Dean and Director

Re: Support for McBurney MIU Proposal: Transition Services Program

Date: October 26, 2010

It is my pleasure to support the McBurney Disability Resource Center Transition Services Program proposal for MIU funding. As the Director for the Center for the First-Year Experience (CFYE) I am acutely aware of the difficulties faced by all entering college students and students with disabilities in particular. Phases one and two of the proposed program are perfectly aligned with the mission and vision of CFYE and will significantly aid in our ability, as a campus, to provide an excellent first-year experience for all new students.

What is particularly impressive about this program, however, is that it doesn’t stop at the end of the first year. Phases three and four follow students through the rest of their undergraduate career, aiding in their ability to fully experience UW-Madison and graduate with success. Pairing first-year experience efforts with follow up in later years is clearly a best practice in higher education.

I look forward to working in partnership with the McBurney Center should they receive funding for this request.
MEMORANDUM

To: Provost Paul M. Deluca
From: Lori Berquam, Dean of Students
Re: MIU Phase III Division of Student Life Proposals
Date: November 29, 2010

This third round of Madison Initiative for Undergraduates proposals drew interest across the Division of Student Life. We are pleased that some of the past proposals from our division were funded during the first two rounds of MIU funding proposals. Attached to this memo are 7 proposals from the Division of Student Life and one student proposal from the Greater University Tutorial Service (GUTS), all of which I consider to be of high priority in this final round. The following proposals are listed in order of highest priority to lesser priority. We worked diligently to submit only the top proposals. I believe strongly that these proposals contribute to student engagement through promoting high impact practices as students become the globally-engaged citizens we expect them to be. These proposals will expand best practices and innovation in student services in order to enhance student outcomes.

**Increased LGBT Student Support** is highly needed for a center that is understaffed and expected to serve a significant population of students on our campus. LGBT student services have been underfunded and lack resources on campus. This proposal would help hire more staff, improve programmatic needs and expand their space on campus, helping them better serve our LGBT-identified students and allies.

The “**Integrated Involvement Initiative: Leveraging Technology and Outreach**” proposal from the Center for Leadership and Involvement identifies technical and cultural solutions that will support students in maximizing their Wisconsin Experience. It will provide tools for students to manage their involvement and get connected to different opportunities on this large campus, assuring that they are involved and active members of campus life.

The **McBurney Disability Resource Center Transition Services Program** will address the distinct challenges faced by students with disabilities as they transition through college and beyond. These students (especially mobility, visual or hearing impairments) require unique support in achieving their goals of a college degree. This innovative transitional services program will address students’ needs throughout their collegiate experience.

Division of Student Life
75 Bascom Hall  University of Wisconsin-Madison 500 Lincoln Drive Madison, Wisconsin 53706-1380
608/263-5700  Fax: 608/265-5646  Email: dean@studentlife.wisc.edu   http://www.students.wisc.edu
The Millennium Development Goals Awareness Project (MDGAP) will improve students’ experiences on campus by connecting them with the United Nations’ Millennium Development Goals’ global issues. Students will not only engage internationally, but will make connections with relevant local and national service opportunities, service and work.

The Campus Student Leadership Development Model will support the work we do on campus to continue graduating world-class future leaders with broad demonstrable competencies through the creation of a much-needed leadership development program.

The Online International Interactive Student E-Tutorial proposal hopes to improve the tutorial that was produced through MIU funds from the first round. This tutorial has been quite beneficial and well-used by students. However, there are some updates and modifications needed to the tutorial that were not accounted for in the first proposal.

Building Bridges Across Campus seeks to expand and refine the Bridge program in ISS that was funded in the second round of MIU proposals. The additional support for Bridge will allow expansion and growth of the program to promote the interaction and friendships between international and domestic students.

The expansion of the UW Peer Learning Program will provide added opportunities for students to learn from one another through engaged teaching and learning, supporting their academic achievement.

Thank you for your consideration. If you have any additional questions, please feel free to contact me or the proposal authors for more information.