

34th Annual

Postsecondary Disability Training Institute (PTI)

A nationally recognized Institute sponsored by the
Collaborative on Postsecondary Education and Disability

Neag School of Education
University of Connecticut

June 4-7, 2024
Holiday Inn By The Bay
Portland, Maine



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Welcome to the 34th Annual Postsecondary Disability Training Institute!

On behalf of the Collaborative on Postsecondary Education and Disability (CPED) at the University of Connecticut's Neag School of Education, I am excited to welcome you to what promises to be another exciting and invigorating Institute. We have assembled a program that features a range of key topics and internationally recognized experts sharing information that you will be able to use immediately upon your return to your campus. Feel free to introduce yourself to me, or any of our staff, and let us know if you have any questions or requests.

Please be sure to note the dates of the 35th Annual Institute, to be held in Boston, Massachusetts from May 27 to May 30, 2025. Consider submitting a proposal to be part of the program! A call for proposals will be sent in September.

Again, welcome and thank you for attending. We know that many of you have come a long way to be with us, and we very much appreciate your participation. Have a productive week!

Joseph Madaus, Ph.D.

Director, Collaborative on Postsecondary Education and Disability
Professor, Neag School of Education, University of Connecticut

Wireless Internet

Complimentary wireless internet access is available to PTI attendees in the conference area. To access wireless internet, join **IHG ONE REWARDS**, click the **Access Code** tab, and enter the code **PWMDT**

Institute Materials

The following information can be downloaded at the PTI Cvent site. Use your password to access:

- Session Materials/Handouts
- Presenter List
- Attendee List

PTI Evaluation

You will receive the 2024 PTI evaluation on Friday via Cvent. Complete the evaluation by June 14, 2024, for a chance to win a free registration for PTI 2025. Your feedback will be used by the PTI team as we plan for the 2025 Institute in Boston.

Save the Date!

May 27 to May 30, 2025, Boston Park Plaza, Boston, Massachusetts

Information about PTI 2025 and a call for proposals will be sent in the fall and will be available at pti.education.uconn.edu.

Please note that posted sessions, times, or rooms may change depending on circumstances beyond our control. Changes will be posted to the Cvent app.

TUESDAY, JUNE 4, 2024

1 – 4 p.m.

Developing Vital Resources for Disability Services

Tom Thompson, TMLS Consulting, Inc - Rhode Island

DRS departments function effectively when they can create and update key operational and implementation resources. These include an Operational Manual for the office, a Handbook or Library of online Resources about accommodations and access for students and faculty and a Manual for Test Proctoring.

Training Your Disability Services Student Workers

Monica Arellano, Brogan Stewart, Francesca Dinsay and Sharon Betzold, Texas Tech University - Lincoln

Do you train student employees in your Disability Services Office and want fresh ideas? During this session we will get into the nitty-gritty of planning tutor training from brainstorming through reflection. Attendees will collaborate to develop a toolkit they can take back to their programs.

Higher Education Disability Law 101: A Legal Primer

Allen Kropp, Drummond Woodsum - Connecticut

A complete introduction as to how the ADA and Section 504 operate on college campuses. Attorney Allen Kropp will lead attendees through the legal framework applicable to higher education and provide practical guidance in working with students with disabilities, faculty, and staff.



TUESDAY, JUNE 4, 2024

New Hampshire/Vermont

7:30 - 9 p.m. (Sponsored by Drummond Woodsom Attorneys at Law)

Barriers to College Readiness for Students with Visual Impairments: Working Solutions

Leslie Thatcher, Perkins School for the Blind and Linda Sullivan, Dartmouth College

Career Services for College Students with Disabilities

Christopher Esposito, University of Connecticut and Emily Tarconish, University of Illinois

Deaf Student's Self Reports: Reframing the Interactive Process

Kate Lewandowski and Latoya Dixon, National Deaf Center on Postsecondary Outcomes

Enhancing Deaf Student Access, Inclusion, and Belonging: Insights from the 2022-2023

Tia Ivanko and Isabelle Garreud, National Deaf Center on Postsecondary Outcomes

Equity in Action: Student Driven Universal Design for Learning Pedagogy

Molly McKeon, Providence College

Establishing a Career Pipeline for Students with Disabilities

Sara Caldarello, Stony Brook University

Higher Education Practices That Matter for Early Career Satisfaction

Adam Lalor, Landmark College and Tara McKee, Hamilton College

How to Reach Students with Disabilities Who Need Your Support, But Won't Ask For It

Mais Wilsher, Glean

NSF TAPDINTO-STEM at UConn

Erin Scanlon and Shea Charles, University of Connecticut

Postsecondary Access Survey

Tia Ivanko and Isabelle Garreud, National Deaf Center on Postsecondary Outcomes

Postsecondary Transition Success: Bridging Education and Employment through AI Solutions

Derrick Wesley and Michael Faggella-Luby, Texas Christian University

Pre-ETS and Post-School Outcomes for Students with Disabilities

Shannon Langdon, University of Connecticut

Promoting Descriptions Within Lecture to Improve Accessibility and Enhance Comprehension

Ann Fredricksen, University of Illinois

Recruiting, Retaining, and Supporting Inclusive Postsecondary Education Mentors

Lyman L. Dukes, III, University of South Florida

Student Perceptions of Campus Climate and Access: A Theoretical Model of Belonging

Jill Sudak-Allison and Kris Owens, Grand View University

Teaching to the Fringes

Kathleen Clarke-Anderson, Union College of New Jersey

Transforming Vision into Reality – Approved Proposal for Dedicated Testing Spaces

Jessi Fournier, Bay Path University

WEDNESDAY, JUNE 5, 2024

7:30 - 8:15 a.m.

CONTINENTAL BREAKFAST

(Sponsored by the National Deaf Center on Postsecondary Outcomes)

8:15 - 10 a.m.

STRAND I, SESSIONS A-E

(Note: Strands Run on Wednesday, Thursday, and Friday Mornings. Each is held at the same time and in the same room on all three days)

A Legal Updates and Hot Topics

Phil Catanzano, Education & Sports Law Group/Harvard Graduate School of Education: Vermont

The first session will consider the roles of accessibility services in two critical areas: (1) the leave process and (2) the process of working with faculty to create course-appropriate accommodations in unusual cases. The second session will discuss the ways that angry responses and allegations from individuals who are denied a particular accommodation, have an accommodation that is not executed properly, or are even alleged to be discriminating on the basis of disability are commonly considered when raised with state or federal agencies. Best practices to protect against and/or defend such challenges will be discussed. In the third session, audience members will be able to submit questions in advance and I will try to answer them all. In the past, this has included questions regarding service animals or emotional support animals on campus, questions about digital accessibility, and similar topics.

B LD and ADHD Evaluations: Demystifying Terminology, Tests, and Scores and Applying Them to Accommodation Decisions

Gerri Wolfe and Will Lindstrom, University of Georgia - Massachusetts

This strand provides training on the interpretation of LD and ADHD evidence commonly submitted by students. Topics include a review of diagnostic criteria, frequently used assessment measures, score interpretation, analysis of self/collateral reports, and evidence-based accommodation determinations.

C Accessibility 102: Making PDFs and Other Documents Accessible

Andrew Cioffi, Suffolk University - Connecticut

This strand will take an in-depth look at the nuts and bolts of document accessibility. We will explore accessibility standards, different types of documents, a variety of tools and resources, and the skills you need to convert any content into accessible formats. No prior experience required!

D Disabilities Effects, Appropriate Accommodations and Reasons, OCR Rulings

Paul Nolting, State College of Florida and Aimee Stubbs, Broward College - Rhode Island

Participants will learn disability effects, processing deficits, learning/tutoring strategies, test scores interpretation, and course substitution reasons. Focusing on SLD, TBI, ADHD, PTS, ID, LI, Autistic students, math department collaboration, reviewing cases for accommodations and substitutions.

E Developing an Executive Function Coaching Program in Higher Ed: Who, What, How, and Why

Cassandra Estey, Brain Tracks - New Hampshire

In this presentation, we will discuss what Executive Function skills are, how Executive Function skills in college students have changed over recent years, tools and strategies that can be used with college students, and how to develop a thriving coaching program in your institution.

10 - 10:15 a.m.

BREAK

10:15 a.m. – 12 p.m.

STRAND II, SESSIONS F- J

(Note: Strands Run on Wednesday, Thursday, and Friday Mornings. Each is held at the same time and in the same room on all three days)

F Navigating the Most Complex Cases Together

Kirsten Behling, Tufts University and Andrew Cioffi, Suffolk University - Vermont

This strand will tackle difficult disability-related issues (remote or flexible attendance, ESAs, accommodating one-off programs, faculty push back, family members as PCAs, choosing assistive tech). This facilitated session will work towards solutions.

G Community Colleges: The Same, But Different

Kristie Proctor and Terri Rodriguez, Quinsigamond Community College - New Hampshire

Documentation, accommodations, interactive process, assistive technology, outreach, student success, faculty, ESAs, parents, and other duties as assigned; community colleges and 4-year universities all manage these priorities, however, in the community college there are differences.

H Sensory Engagement, Advertising Tricks and Support for Executive Functioning

Jacqueline Ahl, SUNY Dutchess Community College - Massachusetts

Learn how to harness cognitive psychology and commercial advertising in service of student motivation. The result? Effective, engaging study strategies (applicable across academic disciplines and remote/traditional environments), sustained attention, enhanced semantic memory, and (perhaps) hilarity.

I Unlocking Success: 40+ Years of Peer Academic Coaching for Students with Disabilities

Daniela Adler and Patricia McNamara, University of New Hampshire - Rhode Island

Participants will gain valuable information and practical tools in this exploration of the transformative power of peer academic mentoring in fostering student success. This experiential session will include a panel discussion with academic mentors sharing their impactful work with students.

J The New(ish) Professional Institute

Ian Kunkes, EdPros - Connecticut

The New(ish) Professional Institute will provide insights and tips for professionals who are relatively new (0-5 years) to the disability resource and accessibility field. We will cover topics including core competencies and skill sets, navigating the higher education landscape.



12 - 1:30 p.m.
LUNCH ON OWN

SINGLE SESSIONS

(see below for specific days and times)

You were asked to register for the single sessions. This will help us plan room placements and give presenters information about anticipated turnout and information about any accommodation needs. You can change your session choices at the Institute – just contact the staff at the registration desk.

1:30 - 2:30 p.m.
WEDNESDAY, SINGLE SESSION I

A How-to Guide for Investigating ADA and 504 Grievances

Allen Kropp, Drummond Woodsum - New Hampshire

Participants will learn how to conduct internal ADA/504 investigations, a lesser known but important responsibility for many disability offices. This session will focus on the key steps and helpful tips for investigating and resolving any disability discrimination grievance that comes your way.

Collaborating with Faculty to Increase Access for Students with Disabilities

Adrea Jaehnig, University of Southern Maine and Joanne Benica, Johns Hopkins University - Vermont

This session will be an interactive discussion about how we communicate with faculty about disability and access. We will frame our discussion around the Refocus 2.0 A disability resource professional's toolkit, and review the resources that are provided in the toolkit.

Expanding Services to Address Current Student Challenges

Christine Dalton and Gabriella Velazquez, SUNY Purchase College - Massachusetts

Post pandemic, colleges have collectively seen a change in our student body pertaining to executive functioning skills both inside and outside of the classroom. This session will explore the benefits and challenges of expanding services to support students identifying with and without disabilities.

Strategic Partnerships: Unlocking Potential with Harbor Regional Center's College to Career Program

Vanessa Lopez, California MENTOR, Serafin Avila, Social Vocational Services, April McGlothan, Long Beach City College, and Katy Granados, Harbor Regional Center - Somerset

Discover pathways for success with the Harbor Regional Center's holistic College to Career (C2C) program, integrating education, independence, and employment for individuals with disabilities. Gain insights and steps for creating impactful partnerships in this workshop led by the C2C partners.

Structural and Internal Barriers to Students with Disabilities at HBCU Medical Schools

Aise Cannon, Morehouse School of Medicine - Connecticut

Historically Black Colleges and Universities (HBCUs) are becoming more diverse, but not consistently for everyone. This presentation will focus on identifying and addressing the challenges faced by students with disabilities in these institutions, specifically medical schools.

Using No Cost Tools to Create Captioned Videos

Ann Fredericksen, University of Illinois - Rhode Island

Learn how to leverage two automatic speech recognition tools and interfaces to create closed-captioned videos within your institution to increase the accessibility of the videos as well as enhance comprehension and retention of the content.

2:30 - 2:45 p.m.
BREAK

2:45 - 3:45 p.m.

WEDNESDAY, SINGLE SESSION II

#SayTheWord: Bringing Disability Into Diversity on Your Campus

Carrie Snyder, Temple University - Vermont

Research shows that disability is often neglected in diversity training on college campuses. This interactive workshop will provide participants with tools to begin discussions about how to bring disability into the diversity discussion, both in the academic and student activities arenas.

Bridging Success: A Collaborative Approach to Career Development

Eileen Bellemore, Association of American Medical Colleges and

Bridget McNamee, Fidelity Investments - Rhode Island

Unlocking the professional potential of students with disabilities requires a collaborative effort that extends beyond the walls of the Disability Services Office. Join us in an engaging presentation to discover how to forge impactful partnerships between Disability Services and Career Development.

Cross-Campus Collaborations: Building Effective Partnerships Through Programming

Gabrielle Clark, College of the Holy Cross and Elizabeth Nako, Brandies University - Massachusetts

Collaborative programs are effective and low-cost methods to deliver supports to students with disabilities and promote an inclusive campus environment. Learn from disability services' recent collaborations with campus partners: student groups, academic workshops, disability pride events, and more!

Innovative Approaches to Support College Students with Traumatic Brain Injury

Emily Tarconish, University of Illinois - Connecticut

This presentation will present an overview of the symptoms of TBI, and the most recent research discussing effective supports for students with TBI, as well as the need to view these students as a unique population.

Introduction to Speech to Text Services

Isabelle Garreud and Tia Ivanko, National Deaf Center on Postsecondary Outcomes - Somerset

Come join NDC as we delve into the growing need of speech-to-text services. This session will explore speech-to-text types, implementation practices, ASR technology, and prioritizing the deaf individual's experience, laying a foundation for future disability services conversations.

What if We Didn't Need to Make Accommodations?

Erin Benson, University of Georgia - New Hampshire

The emerging concept of world building allows campus partners and stakeholders to work together on real-world, complex problems. This session documents the lessons learned and provides a model for facilitating change for proactive accessibility.

3:45 - 4 p.m.

BREAK

4 - 5 p.m.

WEDNESDAY, SINGLE SESSION III

Procrastination as a Trauma Response: Initiation and Motivation Effects

Jacqueline Smith, Carlow University - Vermont

An exploration of the effects of procrastination and perfectionism on initiation and motivation for students with anxiety seen through the lens of high rigor/high stakes test taking. How trauma experiences in education thwart student demonstration of knowledge.

Service Dogs in the Clinical Environment

Jennifer Fogerty, Thomas Jefferson University - Rhode Island

Incorporating a service animal into a clinical environment requires collaboration between accessibility services, academics, and the clinical site. Thomas Jefferson University has managed this collaboration and developed a successful process and checklist of things to consider sharing during the presentation.

Simplifying Complex Accommodation Requests

Lori Muskat, ETS - New Hampshire

Disability/accessibility service professionals must have a varied skill set and play multiple roles. Complex accommodation decisions in this context can be challenging. Using examples and participant discussion, this session will present an approach to simplifying complex accommodation requests.

The History of Educational AI and How We Can Use Current Tools to Support Educational Outcomes

Lisa Bibeau and Jennifer McDowell, Salem State University - Massachusetts

AI has been impacting education since the 1990s. We will talk about how the history of AI has brought us to where we are today, as well as current tools that students can utilize to support student success in writing, note-taking, and studying while avoiding any controversy.

Unveiling the Power of Data Storytelling in Disability Services

Janet Sun, VP Product Simplicity - Connecticut

Navigating the collection, interpretation, and utilization of data remains a constant and significant challenge. Discover how to harness data effectively to craft compelling narratives that unveil trends, track progress, and generate support for budget allocations.

Visual Thinking, Activation, and Motivation: Teaching and Tutoring Writing for Students with Executive Functioning Challenges

Jacqueline Ahl, SUNY Dutchess Community College - Somerset

Are you an instructor, learning specialist, professional tutor, or coach with students who struggle to activate, motivate, organize, cling to familiarity, or crave novelty? Learn strategies to incorporate visual thinking, hands-on tools, and creative approaches in college writing instruction.

THURSDAY, JUNE 6, 2024

7:30 - 8:15 a.m.

CONTINENTAL BREAKFAST

8:15 - 10 a.m.

STRAND I, SESSIONS A-E, CONTINUED

10:15 a.m. - 12 p.m.

STRAND II, SESSIONS F-J, CONTINUED

SINGLE SESSIONS

1:30 - 2:30 p.m.

THURSDAY, SINGLE SESSION I

Accommodations 101: Introduction to Deaf Services

Kate Lewandowski, Latoya Dixon, and Benjamin Suits Baer,

National Deaf Center on Postsecondary Outcomes - Connecticut

The National Deaf Center will host a session to review FAQs about accommodations for deaf students. NDC will share information about classroom and campus access. Participants will leave with tangible tips for cultivating an inclusive environment for deaf students in postsecondary education.

Examining Neurodivergent Students' Equity and Access to Academic and Conduct Policies in Higher Education

Jennifer Sullivan, Fast Forward College Coaching and Ron Samul, Mitchell College - New Hampshire

Through a discussion on the intersection of disability & academic/conduct policies, this session will explore the impact of diagnoses on a student's ability to access academic/conduct policies and receive advocacy (or not) while exploring how institutions can create more equitable processes.

Interprofessional Collaboration: Empowering Postsecondary Students with Intellectual Disability

Kiera Anderson, Jamie Best, and Kelly David, University of Central Florida - Somerset

This presentation will highlight novel practices to support the needs of students with intellectual disability and describe the framework currently utilized at the University of Central Florida's Inclusive Education Services program to support these students' success.

The Creation of a Neuropsychological Resource for College Students Seeking Diagnoses

Kirsten Behling, Tufts University and Jessica Gashin, NewtonNeuro - Rhode Island

This session details how Tufts University developed a neuropsychological evaluation program for underserved students. We will share our journey from community referrals into the abyss, to creating a direct pipeline for students seeking evaluations.

The Productivity Circle – Collaborative Work to Empower Students with ADHD/Anxiety

Jennifer Vestal, Denison University - Vermont

Collaborative relationships across counseling and accessibility offices are key to supporting students with ADHD and/or anxiety. Presenters will explain how to create, market, and lead a collaborative psychoeducational/skill-building group for college students.

2:45 - 3:45 p.m.

THURSDAY, SINGLE SESSION II

All You Need to Know About Building a Flourishing DHH Access Program

Sheryl Ballenger, Georgia Tech University - Somerset

The passage of Section 504 increased Deaf and hard of hearing (DHH) student matriculation. Students finally had choices of where to attend based on location and programs, as well as language needs. Your DSS office can provide inclusive experiences for DHH students, improving access and retention.

Are We Disabled “Enough”? Journey of Naming Intersecting Identities in Ourselves as Disability Pros

Maria Schiano, County College of Morris - Massachusetts

Disability Professionals with non-apparent disabilities, it can occasionally feel taboo to disclose disability status in certain professional situations. In this session, a disability professional will address the complexity of multiple identities, and how they come up in our work.

Crucial Collaborations for Assuring Access, Equity, and Inclusion:

A Central Role for Access/Disability Service Providers

Michael Berger, Simmons University, Ellen Berger, Harvard Graduate School of Education, Retired, and Neal Lipsitz, College of the Holy Cross - New Hampshire

Access Service's central role is ensuring accessibility through relationships with essential stakeholders (Student, Faculty, Administration, Parents). We present a Framework to build meaningful collaborations among essential stakeholders creating win-win solutions for today's complex dilemmas.

Enhancing Academic Persistence of College Students with Mental Health Conditions

Michelle Mullen, University of Massachusetts Chan Medical School - Vermont

College students with mental health conditions (MHC) on campus are increasing in numbers, but struggle to maintain enrollment. It has long been believed that these students struggle with persistence because of poor grades and mental health symptoms. This presentation will introduce HYPE (Helping Youth on the Path to Employment), a comprehensive career development model for young adults with MHC. We will focus on FAST (Focused Academic Strength Training), a 12 session, individual coaching intervention that designed to strengthen executive functioning skills in order to better manage the competing demands and increasing cognitive load of being a student.

Peer Mentor Training and Interaction in Community College Settings

Pat Gerke, Rowan College at Burlington County - Rhode Island

Starting with the interview, determining the strengths, interest and experience of mentors for young adults with developmental disabilities is vital. As future professionals, the ability to learn and be paid is a win/win situation. One community college builds future leaders.

Requesting Accommodations on ETS Tests: It's Easier Than You Think!

Morgan Blisard and Robert Plenis, ETS - Connecticut

ETS continues to progress in our on-going efforts to make the accommodations process less burdensome. Representatives will discuss the latest accommodation updates at ETS including revised documentation guidelines, website enhancements, and approvals from other testing agencies.

4 - 5 p.m.

THURSDAY, SINGLE SESSION III

Anchor Points: Holding Your Disability Services Office Steady During Turbulent Times

Rhonda Purdy and Lauren Pourian, ETS - Connecticut

Reacting to the pandemic was a necessity for DS offices. We will discuss how DS offices can take a proactive approach in accommodation determination by using anchor points. We will define anchor points, engage in small group discussions, and explore accommodation decision-making models.

Beyond Access (BA): Transformative Support for Holistic Student Development in Disability Services

Emily Emanuel, Benjamin Briskin, and Ruth Mahoney, University of Connecticut - New Hampshire

The narrative surrounding disability support must evolve to address the multifaceted challenges faced by students beyond the classroom. Join our session to discover how UConn's Beyond Access Strategy Instructors are uniquely situated to provide holistic student support in higher education.

Navigating National Interpreter Shortages: What's Happening, and What Can We Do?

Kate Lewandowski and Tia Ivanko, National Deaf Center on Postsecondary Outcomes - Somerset

Colleges and universities nationwide are experiencing shortages of interpreters. The National Deaf Center has been working with postsecondary institutions to explore the issue and its impacts. This session will share insights and strategies to support institutions and access for deaf students.

Tools of the Trade: Strategies for Making Consistent Accommodations Decisions

Brittany Gregg and Vanessa Goepel, The University of Alabama - Vermont

Disability services balance decision-making and consistency amidst complex accommodation requests. It is crucial to focus on our core values and build a strong foundation before critical issues arise. Explore systems for meeting accommodation review needs and informing compliance-oriented decisions.

Vermont Career Advancement Project: A Teaming Approach to High Wage Career Pathways for Students

Emily Wagner, Community College of Vermont and Emily Shiels, HireAbility Vermont - Rhode Island

The Vermont Career Advancement Project, in partnership with the Community College of Vermont, aims to transform vocational services and post-secondary education for people with disabilities through the creation of new pathways that lead to a degree or recognized credentials and high wage careers.

FRIDAY, JUNE 7, 2024

7:30 – 8:15 a.m.
CONTINENTAL BREAKFAST

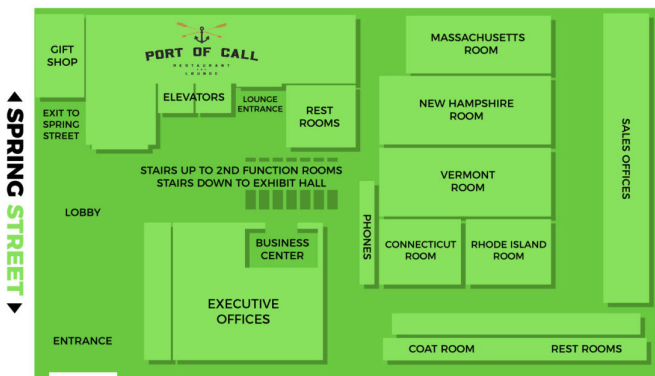
8:15-10 a.m.
STRAND I, SESSIONS A-E, CONTINUED

10:15 a.m. - 12 p.m.
STRAND II, SESSIONS F-J, CONTINUED

Institute Ends at 12:00 p.m. No Friday Single Sessions

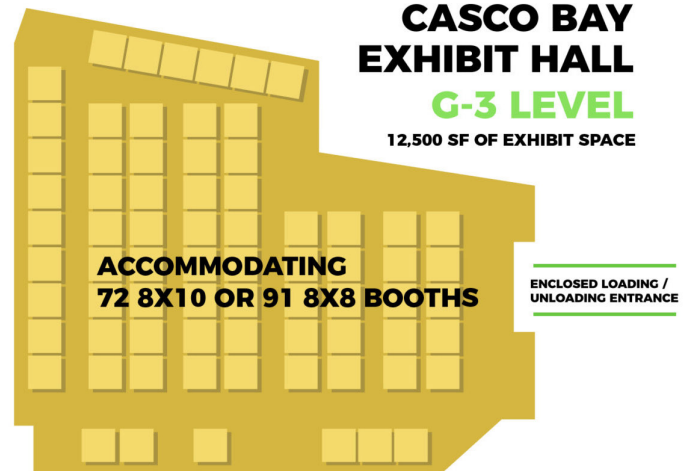
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LOBBY & CONVENTION HALL LEVEL

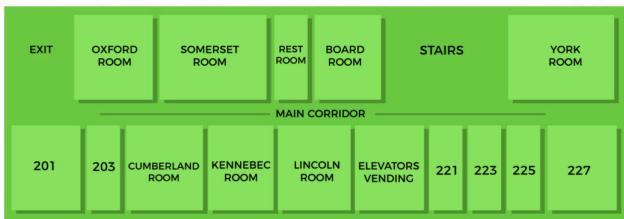


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FUNCTION ROOMS	ROOM DIMENSIONS			ROOM CAPACITY (# PEOPLE)				
	Size	SF	Ceiling	Rounds	Theater	Class Room	Crescent Rounds	Hollow Square
State of Maine	70' x 152'	10,968	14'	600	1200	600	420	N/A
Connecticut	35' x 35'	1,225	14'	40	80	50	30	30
Rhode Island	35' x 35'	1,225	14'	40	80	50	30	30
Connecticut/Rhode Island	35' x 70'	2,450	14'	100	200	100	60	54
Vermont	50' x 70'	3,500	14'	200	400	200	120	60
New Hampshire	50' x 70'	3,500	14'	200	400	200	120	60
Massachusetts		1,248	14'	72	125	50	42	30
Cumberland	24' x 52'	432	8'	32	60	24	24	24
Kennebec	18' x 24'	432	8'	32	60	24	24	24
Lincoln	18' x 24'	432	8'	32	60	24	24	24
Oxford	20' x 25'	500	8'	32	65	24	24	30
Somerset	20' x 36'	720	8'	40	85	24	36	20
York	22' x 24'	528	8'	32	60	24	24	
Board Room	16' x 24'	384	8'					

ACCOMMODATES 8-10 PEOPLE

Cumberland, Kennebec & Lincoln can be combined; Oxford & Somerset can be combined.

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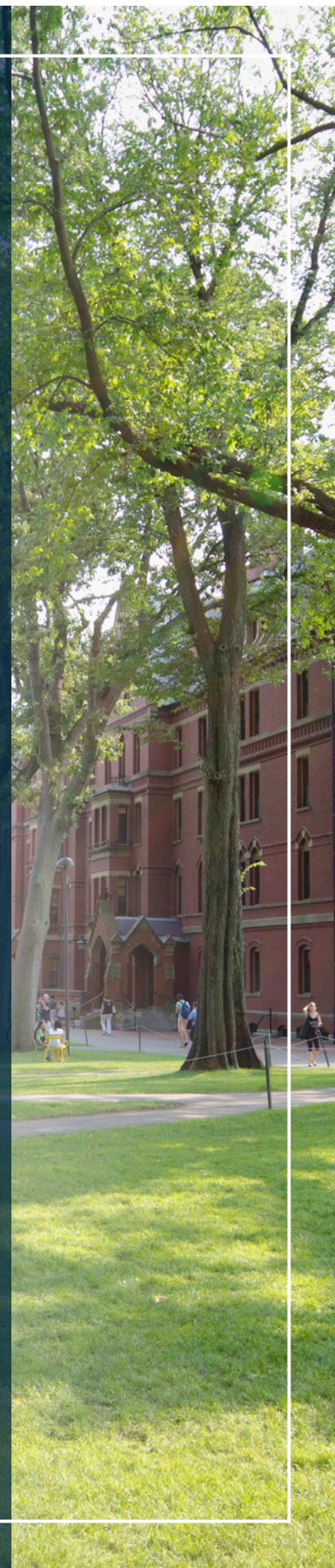
Drummond Woodsum's team of experienced and dedicated lawyers partner with postsecondary institutions in a variety of capacities. We take great pride in assisting clients through the ever-changing legal landscape and in developing high-quality, cost-effective solutions. Our Team includes experts across all higher education authorities, including the ADA and Section 504, Title IX, and other civil rights laws. We investigate and resolve the most sensitive cases, represent colleges and universities in all litigation and administrative forums, and can fulfill the full range of your institution's legal needs.

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Are you interested in moving into the secondary special education field?

Looking to enhance your current job credentials?

If so, take a look at UConn's 12-credit online graduate certificate program, Special Education Transition to Adulthood. This program will prepare you to address the challenges that high school students with disabilities face when **transitioning** from the K-12 education system into adult life.

4 REQUIRED COURSES

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Online Graduate Certificate

For more information, visit our website at:

sped-transition-certificate.uconn.edu

or contact donna.campbell@uconn.edu
or Toll-Free: 844-322-6787

The University of Connecticut's online graduate certificate is designed for personnel who work in, or aspire to work in, college or University Offices for Students with Disabilities, and higher education professionals who collaborate with those offices.

The Online Graduate Certificate is comprised of:

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- Offered during specific semesters and in a sequence
- Can be **completed in 10 months**

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Online Graduate Certificate

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THERE ARE

OVER

200,000

DEAF STUDENTS

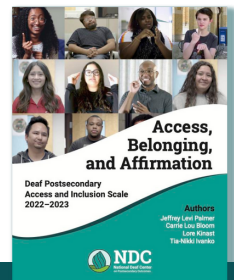
IN COLLEGE

NATIONWIDE, DEAF COLLEGE STUDENTS RATE CAMPUS ACCESS AND INCLUSION A "D" (65/100).

54% SAY THEY DON'T FEEL WELCOME PARTICIPATING IN STUDENT ACTIVITIES ON CAMPUS; LACK OF ACCESS OUTSIDE THE CLASSROOM IS A FACTOR.



Read full report



Access is More than Accommodations



NDC
National Deaf Center
on Postsecondary Outcomes

Accessibility Practices Certificate for Deaf Students

Strengthen your knowledge and skills in working with deaf students!

Find out more at bit.ly/AccessibilityCertificateProgram





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