

# INCLUSIVE HIGHER EDUCATION

*Moving from Good Ideas to Great Outcomes*



NOVEMBER 16-17 2013 • RENAISSANCE HOTEL • WASHINGTON, DC

# TABLE OF CONTENTS

<a href="#">Schedule At-A-Glance</a>	<a href="#">3</a>
<a href="#">Saturday Plenaries</a>	<a href="#">4</a>
<a href="#">Saturday Conference Schedule</a>	<a href="#">5</a>
<a href="#">Sunday Conference Schedule</a>	<a href="#">9</a>
<a href="#">Presenter Biographies</a>	<a href="#">10</a>
<a href="#">Floor Map of Renaissance Hotel</a>	<a href="#">15</a>

# WELCOME

We are delighted to welcome you to *Inclusive Higher Education: Moving from Good Ideas to Great Outcomes*, bringing together researchers, practitioners, families, and students who are passionate about advancing inclusive higher education for people with intellectual and developmental disabilities.

Much progress has been made in the past decade toward expanding access to higher education for people with intellectual and developmental disabilities. These efforts have resulted in statewide networks, expanded program options, and increased partnerships with state and local agencies. Our goal for this conference is to reflect on this progress and share perspectives on how we can collectively advance practice and research to ensure continuous improvement.

Over the next two days, you will hear from progressive and innovative leaders who have found new and better ways to work together to serve students with IDD on their journey to and through college. We hope that your participation provides you with ideas about what is possible and tools to make change happen in your communities.

Code to access wireless internet:  
**aucd2013**



## #InclusivePSE

Think College staff will be tweeting messages and photos throughout the conference. Add your comments to the online conversation—Let's see how much of a social storm we can create!

## VIEW OUR EVENT APP!



Scan to download!



Schedule, Maps, Twitter and more on your mobile device - completely free.

Download **Guidebook** on the Apple App Store or Android Marketplace or visit [guidebook.com/getit](http://guidebook.com/getit)



### THINK COLLEGE

Web: [www.thinkcollege.net](http://www.thinkcollege.net)

Facebook: [www.facebook.com/thinkcollege](http://www.facebook.com/thinkcollege)

Twitter: [www.twitter.com/thinkcollegeICI](http://www.twitter.com/thinkcollegeICI)

Newsletter: [www.thinkcollege.net/subscribe-to-newsletter](http://www.thinkcollege.net/subscribe-to-newsletter)

## ACKNOWLEDGEMENTS

We would like to thank our conference sponsors: The Administration on Intellectual and Developmental Disabilities, the American Association of Colleges of Teacher Education, and the University of Rochester. Thanks also to George Jesien and the Association of University Centers on Disabilities for demonstrating their commitment to inclusive higher education by hosting this event. Additionally, we extend our thanks to Olivia Raynor of the Tarjan Center at UCLA for her support in planning this event. Thanks to each of the presenters and panelists for generously sharing their expertise and experiences. And thanks to each conference attendee for their commitment to inclusive higher education.



# SCHEDULE AT-A-GLANCE

## SATURDAY, NOVEMBER 16

### 8:00—9:00am

Registration and continental breakfast.....Congressional Hall

### 9:00—9:50am

Welcoming Remarks | George Jesien • Debra Hart • Olivia Raynor.....Congressional Hall

Opening Plenary: How Federal Legislation Policy Impacts Access

To Higher Education For Students With Intellectual Disability | Michael K. Yudin.....Congressional Hall

### 10:00—11:00am

Beyond Access: Next Generation Issues in Inclusive Higher Education ..... Room 12

Student Sexuality & University Housing ..... Room 13

Determining the Readiness Factor of Parents of Young Adults with ID Entering College..... Room 14

Executive Functions and Success in College ..... Room 15

### 11:10am—12:10pm

Creating Inclusive Campus Communities: Finding Common Ground ..... Room 12

Postsecondary Initiatives in Ireland ..... Room 13

Promoting Inclusion in PSE through VR Funded College to Career Programs ..... Room 14

See What I Mean: Using Digital Tools to facilitate PAR with College Students ..... Room 15

### 12:15—1:05pm

Lunch (provided) .....Congressional Hall

### 1:15—2:15pm

Toward More Inclusive Universities: Lessons Learned at Syracuse University  
and Virginia Commonwealth University ..... Room 12

Model Accreditation Standards for PSE Programs for Students with ID ..... Room 13

Future Quest Island: Helping Middle School Students Plan for College ..... Room 14

Engaging Families of Students with Intellectual Disabilities in Postsecondary Education..... Room 15

### 2:30—3:30pm

Piloting a Person- Centered Planning Inclusion Program at a Major Metropolitan University ..... Room 12

Creating an Inclusive Campus Community with Customized Employment ..... Room 13

Collaborations Leading to State Legislative Activities ..... Room 14

School District/ College Partnerships for Inclusive Dual Enrollment College Options ..... Room 15

### 3:30—4:30pm

Closing Plenary | Panel Discussion: What the Future Holds for Inclusive Higher Education.....Congressional Hall

Moderator: Olivia Raynor. Panelists: Sharon Lewis, Madeleine Will, Andy Imparato

### 4:30—6:30pm

Networking with Conference attendees and presenters.....Congressional Hall Foyer

Screening of Rethinking College, a film produced by Think College (5:00 pm and 5:45 pm).....Congressional Hall

## SUNDAY, NOVEMBER 17

### 9:00—11:30am

Universal Design for Learning in Higher Education: Tools That Promote Excellence & Access..... Grand Ballroom North  
Bring your mobile device!

Part 1: Universal Design for Learning

Part 2: iPads, Apps, and Gadgets, Oh MY! Using Technology in Inclusive Higher Education



## Opening Plenary: How Federal Legislation Policy Impacts Access To Higher Education For Students With Intellectual Disability

### Michael K. Yudin

Assistant Secretary Yudin will share with attendees the Department of Education's perspectives on the role of higher education for students with intellectual disabilities and its potential impact on employment outcomes and improved quality of life. Yudin will also address Federal programs, policies and initiatives as they relate to inclusion, equity and opportunity for individuals with disabilities to be college and career ready.

There will be time for questions and comments from the audience at the completion of his remarks.

*Michael Yudin is Acting Assistant Secretary for the Office of Special Education and Rehabilitative Services at the U.S. Department of Education. He serves as the principal adviser to the Secretary of Education on the education of children and youth with disabilities, as well as employment and community living for youth and adults with disabilities.*



## Closing Plenary: What the Future Holds for Inclusive Higher Education. A Panel Discussion

### Facilitated by Olivia Raynor

### Panelists: Sharon Lewis, Madeleine Will, Andy Imparato



While there has been significant momentum and achievements in policy and practice for postsecondary education for youth with intellectual disabilities; long-term support and sustainability of these efforts are fragile. Panelists will speak to necessary actions to move policy forward and integrate postsecondary education for youth with intellectual disabilities into federal transition and employment efforts.

*Olivia Raynor is the director of the Tarjan Center, a University Center for Excellence in Developmental Disabilities at the Semel Institute, UCLA.*

*Sharon Lewis has been the Commissioner of the Administration for Intellectual and Developmental Disabilities since 2010. She is also the parent of three daughters, one with disability.*

*Madeleine Will is a life-long advocate for individuals with disabilities, currently working with the Collaboration to Promote Self-Determination.*

*Andy Imparato is the Executive Director of the Association of University Centers on Disabilities (AUCD). Andy was previously the Senior Counsel and Disability Policy Director for the U.S. Senate Committee on Health, Education, Labor, and Pensions, chaired by Senator Tom Harkin of Iowa.*



## 8:00—9:00am

Registration and continental breakfast ..... Congressional Hall

## 9:00—9:50am

Welcoming Remarks ..... Congressional Hall

*George Jesien, formerly with the Association of University Centers on Disabilities*

*Debra Hart, Institute for Community Inclusion at UMass Boston*

*Olivia Raynor, Tarjan Center, UCLA*

Opening Plenary: How Federal Legislation Policy Impacts Access To Higher Education For Students With Intellectual Disability..... Congressional Hall

*Michael K. Yudin, Assistant Secretary, Office of Special Education and Rehabilitative Services at the US Department of Education*

## 10:00—11:00am

**Beyond Access: Next Generation Issues in Inclusive Higher Education ..... Room 12**

*Debra Hart and Meg Grigal, Think College, Institute for Community Inclusion, UMass Boston*

Higher education for students with ID has evolved from an array of disconnected grassroots effort to a more cohesive national movement. In some colleges, the focus has moved from getting on campus to creating sustainable programmatic and policy infrastructure. To ensure future expansion of inclusive higher education options we must respond to issues related to credentials, financial aid, residential access, and student outcomes. This session will explore these and other 2nd Generation issues.

**Student Sexuality & University Housing ..... Room 13**

*Eric Latham, Pathway at UCLA Extension*

Students with intellectual disabilities living in campus housing present a unique set of issues when it comes to sexuality and intimate relationships. Staff and programs supporting students with ID residentially are at the nexus of supporting a full college experience while also contending with the differing expectations of university personnel, parents and students. This session will explore the benefits and challenges and the impact on future policy and programmatic issues.

**Determining the Readiness Factor of Parents of Young Adults with ID Entering College.... Room 14**

*Heidi Graff, Melissa Ainsworth, and David Lojkovic, George Mason University*

This session will share results of a survey to determine the 'readiness' factor of parents whose children attend a postsecondary education program for young adults with intellectual disabilities. Results point toward a growing pessimism among parents of fourth year students while parents of first year students seem more eager to relinquish responsibilities. Updated data from incoming freshmen parents and from additional institutions will also be presented.

**Executive Functions and Success in College ..... Room 15**

*Joe Timmons, Institute on Community Integration, University of Minnesota*

Many students (with and without disabilities) struggle in postsecondary settings because of limited executive function skills. In this session, participants will learn how organization, time management, initiative, self-monitoring, theory of mind, and inhibitory control are essential skills on a college campus. Tools will be described that assess an individual's skills and that support development of same.



## 11:10am—12:10pm

### **Creating Inclusive Campus Communities: Finding Common Ground..... Room 12**

*Cindi May and Matthew Raczka, College of Charleston*

How do you make PSE for students with ID an integral part of the mission of a college or university? One strategy is to focus on the ways in which the goals of inclusion dovetail with, support, and enhance the goals of the institution. This strategy was employed in two different initiatives at the College of Charleston, and we discuss these initiatives as models for team building and sustainability.

### **Postsecondary Initiatives in Ireland ..... Room 13**

*Fintan Sheerin, Trinity College Dublin*  
*Saranne Magennis, National University of Ireland, Maynooth*

This session will describe the history and evolution of post-secondary options for people with an intellectual disability in Ireland. It will discuss the wide variety of possibilities that are now available across the whole country and will detail the increased collaborations that are emerging. Finally, it will provide a description of two such post-secondary options.

### **Promoting Inclusion in PSE through VR Funded College to Career Programs..... Room 14**

*Olivia Raynor, Catherine Campisi and Wilbert Francis, Tarjan Center at UCLA*

C2C are new, 3-year community college programs for students with ID. Participants will gain an understanding of the roles, responsibilities and partnership between California’s VR agency, community colleges and UCEDD to provide inclusive college education to improve employment outcomes for these youth.

### **See What I Mean: Using Digital Tools to Facilitate Participatory Action Research with College Students..... Room 15**

*Maria Paiewonsky, Think College, Institute for Community Inclusion, UMass Boston*  
*Matilda Simeone, UMass Boston*

How can students with ID engage in the evaluation of inclusive postsecondary education initiatives? When staff promote the same principles that led students to college in the first place- self-determination, universal design, inclusive policies, and supported education. This session provides examples of methods students are using to participate in research, policy and dissemination activities, including storytelling, digital technologies and public testimonies and the impact it is having on state and local policy.

## 12:15—1:05pm

**Lunch (provided) ..... Congressional Hall**

## 1:15—2:15pm

### **Toward More Inclusive Universities ..... Room 12**

*Bud Buckhout and Diana Katovich, Syracuse University*  
*Elizabeth Getzel, Virginia Commonwealth University*

A. Syracuse University, through the Access program and the OnCampus program, has experimented with creating more individualized experiences by creating relationships and processes at the university that make creative use of available resources and are responsive to students’ goals and interests. We will discuss several principles, founded on critical ideas from disability studies, that can be practiced at colleges and universities across the country seeking to increase student belonging.



B. ACE-IT in College is an academic program for students with significant disabilities attending Virginia Commonwealth University. Session participants will learn about this fully inclusive academic program on campus, including course work, part-time jobs and internships experiences of students, education coaches and their roles and responsibilities, and the achievements of currently enrolled students. Participants will also learn about what key partners and components are needed to build a strong program infrastructure.

## **Model Accreditation Standards for PSE Programs for Students with ID ..... Room 13**

*Stephanie Smith Lee, Chair of the Accreditation Workgroup*

*Cate Weir, Think College, Institute for Community Inclusion, UMass Boston*

The Higher Education Opportunity Act of 2008 requires an Accreditation Workgroup of national experts to develop model accreditation standards for postsecondary programs for students with intellectual disabilities. A brief overview will be provided of the requirements in the law, the accreditation landscape regarding programs for students with ID, and the current status of draft model standards. An opportunity will be provided for discussion and input into the draft model standards development.

## **Future Quest Island: Helping Middle School Students Plan for College ..... Room 14**

*Lori Cooney and Meg Grigal, Think College, Institute for Community Inclusion, UMass Boston*

This session explores an online standards-based curriculum tool, Future Quest Island, funded by a Stepping-Up to Technology grant through the Office of Special Education (OSEP) and created in partnership with Boston Public Middle School educators and students. Participants will discover the many ways that Future Quest Island aligns 21st century technology skills with college and career readiness goals to promote self-awareness, self-knowledge, self-advocacy, organization, and transition planning with engaging teaching and learning activities.

## **Engaging Families of Students with Intellectual Disabilities in Postsecondary Education .... Room 15**

*Brian Freedman, University of Delaware*

As more students with intellectual disabilities seek postsecondary education, programs are also considering how to best engage students' families. In this presentation, we will discuss the dynamics related to parents' changing roles during the postsecondary transition process, strategies for successful engagement, common challenges faced by colleges and families, and suggested steps for developing comprehensive policies that will lead to increased student independence and self-determination.

## **2:30—3:30pm**

## **Piloting a Person-Centered Planning Inclusion Program at a Major Metropolitan University.. Room 12**

*James Lawler, Pace University /AHRC New York City*

The session will focus on a pilot inclusion program for individuals with developmental and intellectual disabilities at a major metropolitan university. The features of the program involving individuals as students with mentor students and networked professors will be highlighted in "a day in the life at the university" in the session. This session will benefit attendees in learning critical success factors in fruitfully initiating inclusion partnership programs in academic and extra-curricular settings.

## **Creating an Inclusive Campus Community with Customized Employment ..... Room 13**

*Martha Mock, Strong Center for Developmental Disabilities, University of Rochester*

*Amy Dwyre, TransCen, Inc.*

*Branden Martin, Monroe Community College*

Panel presenters will share how UCEDDs are taking an active role in promoting employment for college students with ID in their communities, as well as share national statistics that demonstrate encouraging results with customized employment efforts and supporting employment at college. Two UCEDDs, along with a college student with ID, and a national consultant in customized employment will reflect on recent practices to increase employment outcomes for college students.



## **Collaborations Leading to State Legislative Activities ..... Room 14**

*Susanna Miller, Center for Leadership in Disability, Georgia State University*

*Barry Whaley, Human Development Institute, University of Kentucky*

*Elise MacMillan, Vanderbilt Kennedy Center, Vanderbilt University School District/*

This panel will discuss Georgia, Kentucky, and Tennessee’s experiences passing legislation that supports inclusive post-secondary education. Panelists will provide an overview of their requests, actions plans, what worked, what did not work, and next steps.

## **College Partnerships for Inclusive Dual Enrollment College Options ..... Room 15**

*Maria Paiewonsky and Debra Hart, Think College, Institute for Community Inclusion, UMass Boston*

*Felicia Wilczenski, College of Education and Human Development, UMass Boston*

*Matilda Simeone, UMass Boston*

This session highlights a dual enrollment initiative at UMass Boston. A checklist for students and families will be provided to help them develop inclusive dual enrollment opportunities in partnership with their transition team. The checklist includes tips, strategies, information, and resources from transition teams who have moved from an initial “Why should we do this?” phase to an “It just makes sense” phase. Information on funding, staffing, training, and course access will also be provided.

## **3:30—4:30pm**

### **Closing Plenary | What the Future Holds for Inclusive Higher Education ..... Congressional Hall**

*A panel discussion facilitated by Olivia Raynor, Director, Tarjan Center at UCLA*

#### **Panelists:**

*Sharon Lewis, Commissioner, Administration on Intellectual and Developmental Disabilities*

*Madeleine Will, Collaboration to Promote Self-Determination*

*Andy Imparato, Executive Director, Association of University Centers on Disabilities*

## **4:30—6:30pm**

**Networking with Conference attendees and presenters..... Congressional Hall Foyer**

**Screening of *Rethinking College* (5:00pm and 5:45pm) ..... Congressional Hall A/B**

*Rethinking College, a film produced by Think College, explores the growing movement to include learners with intellectual disabilities in higher education.*



## 9:00—11:30 am

**Universal Design for Learning in Higher Education: Tools That Promote Excellence & Access .....**  
Bring your mobile device!

### Part 1: Universal Design for Learning

*Molly Boyle, Think College, Institute for Community Inclusion, UMass Boston*

Universal Design for Learning (UDL) strives to make classroom learning accessible to all students, no matter their individual backgrounds. This workshop will introduce participants to the concept of UDL and strategies employed by UDL with a focus on four key areas: curriculum, instruction, assessment and environment. The workshop will give an overview of the new online UDL module for Think College Learn, and explore the impact of applying UDL strategies in college courses. The workshop will include hands on activities and participants are encouraged to bring mobile devices.

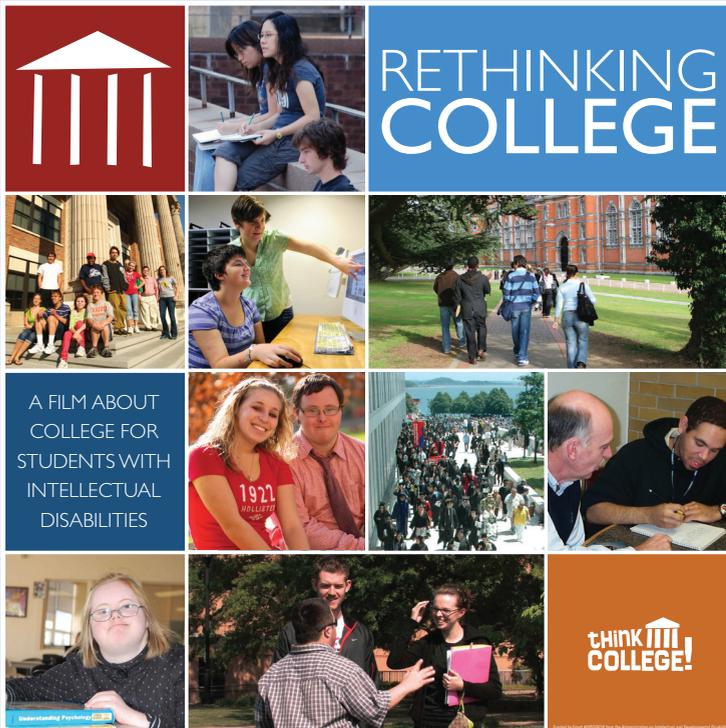
### Part 2: iPads, Apps, and Gadgets, Oh MY! Using Technology in Inclusive Higher Education

*Lori Cooney, Think College, Institute for Community Inclusion, UMass Boston*

*Eric Folk, Center for Disability Studies, University of Hawaii*

*Martha Mock, Strong Center for Developmental Disabilities, University of Rochester*

This session explores how mobile technology is used by college students with disabilities to reduce barriers to communication, academic content, social connection, and independence. Three college programs will share their best practices and experiences with the use of mobile devices with college students with disabilities to increase self-determination. Participants are encouraged to bring their mobile technology devices to the session.



## Screening of *Rethinking College*, a film produced by Think College

**5:00pm and 5:45pm**  
**Saturday, November 16**  
**Congressional Hall A/B**

Through the perspectives of parents, educators, advocates, policy leaders, and most importantly, students, *Rethinking College* explores the growing movement to include learners with intellectual disabilities in higher education. It illustrates how colleges and universities are making this opportunity a reality, and highlights possibilities for the future. The movie presents a view of postsecondary education as a setting where everyone can learn and grow.

# PRESENTER BIOGRAPHIES



**Melissa Ainsworth, MA, MEd**  
*George Mason University*  
[mainswor@gmu.edu](mailto:mainswor@gmu.edu)

Melissa Ainsworth is the parent of two daughters, one of whom has severe disabilities. She was a teacher of students with severe disabilities and an assistive technology specialist in Fairfax County Public Schools, and now teaches classes in the graduate school of education at George Mason University. Melissa is working toward her PhD in special education with an emphasis on literacy for students with severe disabilities and complex communication needs.



**Molly Boyle, MA**  
*Institute for Community Inclusion, University of Massachusetts Boston*  
[molly.boyle@umb.edu](mailto:molly.boyle@umb.edu)

Molly Boyle is a trainer and technical assistance provider for Think College at the Institute for Community Inclusion. Molly provides professional development to college faculty, administrators, and disability support personnel on Universal Course Design and effective teaching strategies for ensuring equal access to all students, including those with disabilities. Previously, she coordinated the Inclusive Concurrent Enrollment project for students with intellectual disabilities at MassBay Community College in Wellesley, MA.



**Stanley "Bud" Buckhout, MSE**  
*Syracuse University*  
[g-bbuckhout@uc.syr.edu](mailto:g-bbuckhout@uc.syr.edu)

Bud Buckhout has worked in education for over 20 years. Currently he is the director of inclusive education for the ACCESS program at Syracuse University School of Education and University College.



**Catherine Campisi, PhD**  
*Private Consultant*

Catherine Campisi has a 30+ year career in rehabilitation and higher education. She served for seven years as the director of the California Department of Rehabilitation (DOR). During her career, Catherine served as Dean of Student Services and statewide Coordinator of Disabled Student Services at the chancellor's office of the California Community Colleges. Since retiring as DOR director in 2007, Catherine has been working part time as a consultant on various disability policy issues.



**Lori Cooney, MEd**  
*Institute for Community Inclusion, University of Massachusetts Boston*  
[lori.cooney@umb.edu](mailto:lori.cooney@umb.edu)

Lori Cooney is project coordinator for a Stepping Up technology grant and a Universal Design specialist at the Institute for Community Inclusion. Lori has extensive experience in delivering professional development across the country on universal instructional design.



**Amy Dwyre, MA, CRC**  
*TransCen, Inc.*  
[adwyre@transcen.org](mailto:adwyre@transcen.org)

Amy Dwyre is a senior associate at TransCen, Inc. She is a national trainer for TransCen in the areas of transition, marketing and job development, special education, community classroom models, and self-determination.



**Eric Folk, MEd**  
*Center on Disability Studies, University of Hawaii*  
[efolk@hawaii.edu](mailto:efolk@hawaii.edu)

Eric Folk is a junior specialist at the University of Hawai'i at Manoa Center on Disability Studies, and is the project director and co-model designer of the Dual Enrollment with Individualized Supports project. Eric is a certifiable technology addict whose idea of a good time is the trouble-shooting of office and mobile technology issues. His research interests include acculturation and cultural identity development, and postsecondary education for students with intellectual disabilities. He is also a professional percussionist who has performed with many popular Hawai'i entertainers.



**Wilbert Francis, MBA**  
*Tarjan Center, UCLA*  
[wfrancis@mednet.ucla.edu](mailto:wfrancis@mednet.ucla.edu)

Wilbert Francis is the project director of the Tarjan Center Open the Doors to College Project, and coordinates training and technical assistance for the VR-funded College to Career project at five colleges. He implements professional development for the Disabled Student Programs and Services program in the California Community Colleges system. Wil works statewide to promote access to postsecondary education for students with intellectual disabilities and autism.

# PRESENTER BIOGRAPHIES



**Brian Freedman, PhD**  
*University of Delaware*  
[brianf@udel.edu](mailto:brianf@udel.edu)

Brian Freedman leads the Transition, Education & Employment Model unit at the University of Delaware Center for Disabilities Studies. He is the project director of the Career & Life Studies Certificate program.



**Elizabeth Evans Getzel, PhD**  
*Virginia Commonwealth University*  
[lgetzel@vcu.edu](mailto:lgetzel@vcu.edu)

Elizabeth Evans Getzel is the director of postsecondary education initiatives at the Virginia Commonwealth University Rehabilitation Research and Training Center. She directs a project on the use of a supported

education model to provide inclusive college experiences for students with intellectual disabilities.



**Heidi Graff, PhD**  
*George Mason University*  
[hgraff@gmu.edu](mailto:hgraff@gmu.edu)

Heidi Graff is the director of the Learning into Future Environments program and an assistant professor of special education at George Mason University. She is also a guest reviewer for *Exceptional Children*,

*Journal of Policy and Practice in Intellectual Disabilities*, and *Exceptionality*. Additionally, Heidi has coordinated several federally funded special education projects.



**Meg Grigal, PhD**  
*Institute for Community Inclusion, University of Massachusetts Boston*  
[megrigal@verizon.net](mailto:megrigal@verizon.net)

Meg Grigal is the co-principal investigator for all Think College projects. Meg has provided technical assistance and training across the country, conducted

research studies on the provision of postsecondary education services for students with intellectual disability, and co-authored two books and published numerous journal articles on the topic.



**Debra Hart, MS**  
*Institute for Community Inclusion, University of Massachusetts Boston*  
[debra.hart@umb.edu](mailto:debra.hart@umb.edu)

Debra Hart is the director of the Education and Transition team at the Institute for Community Inclusion, and serves as the principal investigator for all Think College projects. She has

over 25 years of experience working with youth and adults with disabilities and their families, as well as faculty and professionals who support youth in becoming contributing, valued members of their community via participation in inclusive education and competitive employment. Since 1997, Debra has directed five federal grants designed to create access to postsecondary education for youth with intellectual disabilities.



**Andy Imparato, JD**  
*AUCD*  
[aimparato@aucd.org](mailto:aimparato@aucd.org)

Andy Imparato is the executive director of the Association of University Centers on Disabilities (AUCD). He came to AUCD from the position of Senior Counsel and

Disability Policy Director for the U.S. Senate Committee on Health, Education, Labor, and Pensions, chaired by Senator Tom Harkin of Iowa. Andy previously served as president and CEO of the American Association of People with Disabilities (AAPD), the largest cross-disability membership organization in the U.S. Prior to joining AAPD, Andy was general counsel and director of policy for the National Council on Disability, an attorney advisor with the US Equal Employment Opportunity Commission, counsel to the U.S. Senate Subcommittee on Disability Policy, and a staff attorney with the Disability Law Center in Boston, MA.



**George Jesien, PhD**  
*AUCD (retired)*  
[geojesien@gmail.com](mailto:geojesien@gmail.com)

George Jesien served as the executive director of the Association of University Centers on Disabilities from 1999 to 2013. His experience includes extensive administrative and supervisory responsibility,

most recently as the executive director of the Joseph P. Kennedy, Jr. Foundation. George was awarded a one-year Kennedy Foundation Public Policy Fellowship in 1994 to work with the Senate Subcommittee on Disability Policy with Senator Tom Harkin of Iowa. He has traveled extensively providing technical assistance for disability programs in Europe, North and South America, and Asia.

# PRESENTER BIOGRAPHIES



**Diana M. Katovitch, MS**  
*Syracuse University*  
[dlkatovi@syr.edu](mailto:dlkatovi@syr.edu)

Diana Katovitch is the assistant director for the Lawrence B. Taishoff Center for Inclusive Higher Education at Syracuse University (SU). She is also the coordinator of the Peer-to-Peer Project at SU.



**Eric M. Latham, MPA**  
*Pathway at University of California Los Angeles Extension*  
[elatham@unex.ucla.edu](mailto:elatham@unex.ucla.edu)

Eric Latham is the executive director of Pathway at UCLA Extension, and oversees all aspects of Pathway's development and operations. He has more than

25 years of experience working with individuals with intellectual disabilities.



**Stephanie Smith Lee**  
*Private Consultant*  
[stephaniesmithlee@gmail.com](mailto:stephaniesmithlee@gmail.com)

Stephanie Smith Lee is the chair of the Accreditation Workgroup. She is a national expert and consultant on postsecondary education policy, implementation issues, state systems change, and developing

inclusive postsecondary programs for students with intellectual disabilities.



**Sharon Lewis**  
*Administration on Intellectual and Developmental Disabilities*  
[sharon.lewis@aoa.hhs.gov](mailto:sharon.lewis@aoa.hhs.gov)

Sharon Lewis was appointed commissioner of the Administration on Intellectual and Developmental Disabilities in March 2010. Prior to her appointment, she was

the senior disability policy advisor to the U.S. House Committee on Education & Labor, advising members of the committee on legislative strategy and disability-related policy issues in education, employment and healthcare. She also served as a Kennedy Public Policy Fellow for the U.S. Senate Subcommittee on Children & Families. Sharon is a parent to three daughters, including one with disability.



**David A. Lojkovic**  
*George Mason University*  
[dlojkovi@gmu.edu](mailto:dlojkovi@gmu.edu)

David Lojkovic is a PhD candidate at George Mason University, focusing on assistive technology and communication for individuals with severe and profound intellectual and developmental disabilities. His research interests also include employment supports, inclusive education, transition, and postsecondary education programs for these students.



**Cindi May, PhD**  
*REACH, College of Charleston*  
[mayc@cofc.edu](mailto:mayc@cofc.edu)

Cindi May is a professor of psychology at the College of Charleston, and is the project director for REACH, a college program for students with intellectual disabilities. Her

research examines the impact of inclusive experiences on communities.



**Saranne Magennis**  
*National University of Ireland, Maynooth*  
[sp.magennis@nuim.ie](mailto:sp.magennis@nuim.ie)

Saranne Magennis is the director of the Higher Education Policy Unit at the National University of Ireland (NUI), Maynooth. She is part of the team implementing

inclusive learning at NUI Maynooth, providing integrated higher education opportunities for people with intellectual disabilities.



**Branden Martin**  
*Monroe Community College*

Branden Martin is a student at Monroe Community College in Rochester, NY

# PRESENTER BIOGRAPHIES



**Susanna Miller**  
*Georgia State University*  
[smiller65@gsu.edu](mailto:smiller65@gsu.edu)

Susanna is a community support specialist focusing on youth, transition, and postsecondary education (PSE) at the Center for Leadership in Disability at Georgia State University. She is the project

manager for the Georgia Inclusive PSE Consortium.



**Elise McMillan, JD**  
*Vanderbilt Kennedy Center*  
[elise.mcmillan@vanderbilt.edu](mailto:elise.mcmillan@vanderbilt.edu)

Elise McMillan is the co-director of the Vanderbilt Kennedy University Center for Excellence in Developmental Disabilities. She is also the director of community outreach for the Vanderbilt

Kennedy Center, the faculty director of Next Steps at Vanderbilt, and a senior associate in the Vanderbilt University Medical Center Department of Psychiatry.



**Martha Mock, PhD**  
*University of Rochester*  
[martha\\_mock@urmc.rochester.edu](mailto:martha_mock@urmc.rochester.edu)

Martha Mock is an associate professor at the University of Rochester, and the director of the Western New York TPSID Consortium, which includes four colleges. She also directs the

Institute for Innovative Transition. Martha's research interests include inclusive higher education, effective evaluation, and the value of student voice in shaping college experiences.



**Maria Paiewonsky, EdD**  
*Institute for Community Inclusion, University of Massachusetts Boston*  
[maria.paiewonsky@umb.edu](mailto:maria.paiewonsky@umb.edu)

Maria Paiewonsky is a Participatory Action Research facilitator and transition specialist for Think College at the Institute for

Community Inclusion. She coordinates professional development for the Massachusetts Inclusive Concurrent Enrollment initiative. Maria's inclusive research invites individuals with intellectual disabilities to engage in research, training, and dissemination.



**Matthew Raczka**  
*College of Charleston*

Matthew Raczka is a junior at the College of Charleston who lives on campus and is studying public health. He works in the library and in the chemistry lab, and ultimately wants to work in a medical lab and possibly become an x-ray technician.



**Olivia Raynor, PhD**  
*Tarjan Center, UCLA*  
[oraynor@mednet.ucla.edu](mailto:oraynor@mednet.ucla.edu)

Olivia Raynor is an adjunct professor in the UCLA Department of Psychiatry and Biobehavioral Sciences. She is also the director of the Tarjan Center, a University Center for Excellence in

Developmental Disabilities at the Semel Institute, UCLA. For over 35 years, Olivia has been engaged in projects addressing the inclusion of individuals with disabilities in employment, volunteerism and service, postsecondary education, and the arts.



**Fintan Sheerin, PhD**  
*Trinity College of Dublin, Ireland*  
[sheerinf@tcd.ie](mailto:sheerinf@tcd.ie)

Fintan Sheerin is a lecturer in intellectual disability nursing at Trinity College Dublin and a former director of the National Institute for Intellectual Disability. He is passionate about the

rights of people with intellectual disability engaging in participatory social action.



**Matilda Simeone**  
*University of Massachusetts Boston*

Matilda Simeone is a dually enrolled student at the University of Massachusetts Boston and in the Boston Public Schools. In June 2013, she testified before the Massachusetts Joint Education

Committee on behalf of the state's Inclusive Concurrent Enrollment initiative.

# PRESENTER BIOGRAPHIES



**Joe Timmons, MSW**  
*Institute on Community Integration  
at the University of Minnesota*  
[timm0119@umn.edu](mailto:timm0119@umn.edu)

Joe Timmons has worked with adolescents and adults with disabilities in rehabilitation and educational settings for over twenty-nine years. Since 2003, he has been

a coordinator at the Institute for Community Integration at the University of Minnesota with a focus on adolescents and transition. Joe has also been a member of the Think College publications team for the past five years.



**Barry Whaley, MS**  
*University of Kentucky*  
[barry.whaley@uky.edu](mailto:barry.whaley@uky.edu)

Barry Whaley is the project director of the Supported Higher Education Project (SHEP) at the University of Kentucky Human Development Institute. The mission of SHEP is to promote inclusion of young adults

with intellectual disabilities in all aspects of college life, integrating academics, social experiences, and meaningful work.



**Felicia Wilczenski, EdD**  
*University of Massachusetts Boston*  
[felicia.wilczenski@umb.edu](mailto:felicia.wilczenski@umb.edu)

Felicia Wilczenski is the interim dean of the College of Education and Human Development at UMass Boston. She coordinates the Inclusive Concurrent Enrollment

partnership, enrolling students with intellectual disabilities in undergraduate courses.



**Cate Weir**  
*Institute for Community Inclusion,  
University of Massachusetts Boston*  
[cathryn.weir@umb.edu](mailto:cathryn.weir@umb.edu)

Cate is the project coordinator for Think College at the Institute for Community Inclusion at the University of Massachusetts Boston. She has worked to increase

opportunities for people with intellectual disabilities to go to college for over 15 years.



**Madeleine Will**  
*Collaboration to Promote  
Self-Determination*  
[mwill@thecpsd.org](mailto:mwill@thecpsd.org)

Madeleine Will has been an advocate for people with disabilities for three decades. She has led efforts to establish services nationally for infants and

toddlers with disabilities and their families, to promote inclusion in general education classrooms for students with disabilities, and to create transition and supported employment programs for them. In 2013, Madeleine became the chief policy officer of the Collaboration to Promote Self-Determination (CPSD), a coalition of 18 national disability organizations, which she co-founded. CPSD seeks to modernize the federal adult system of services and supports for people with disabilities. From 2005 to 2013, Madeleine directed the National Policy Center of the National Down Syndrome Society.

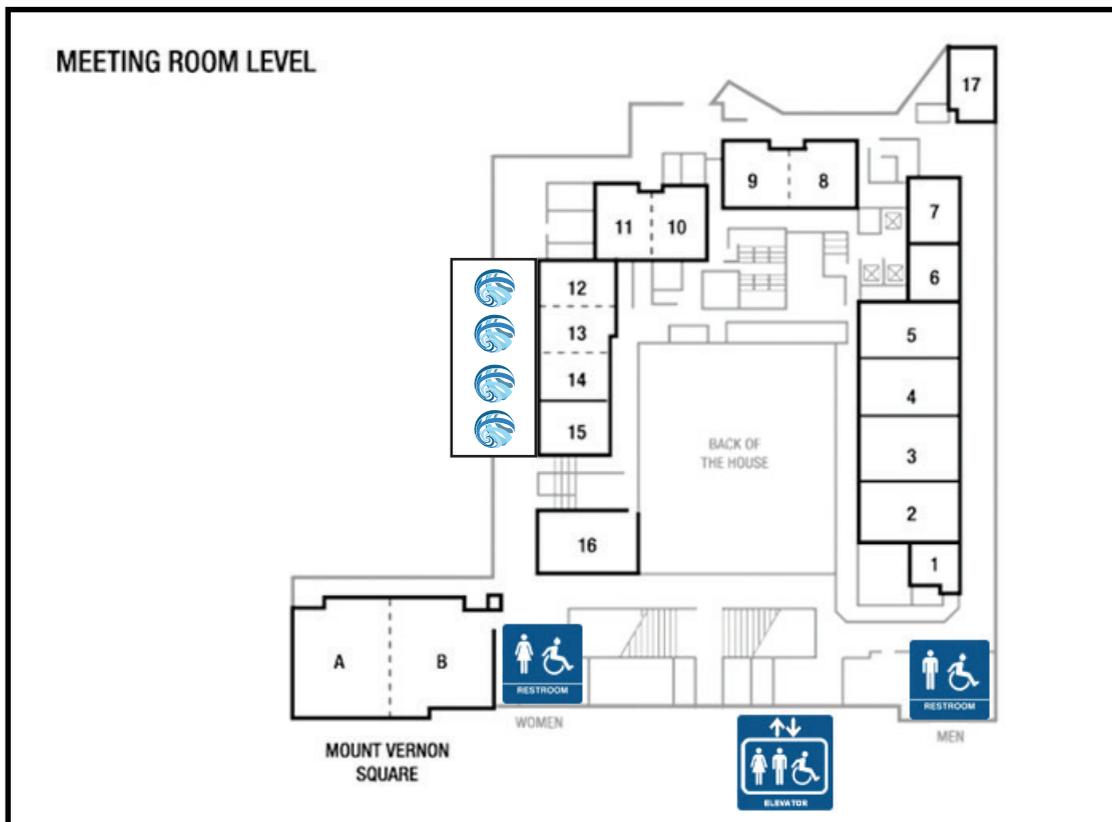
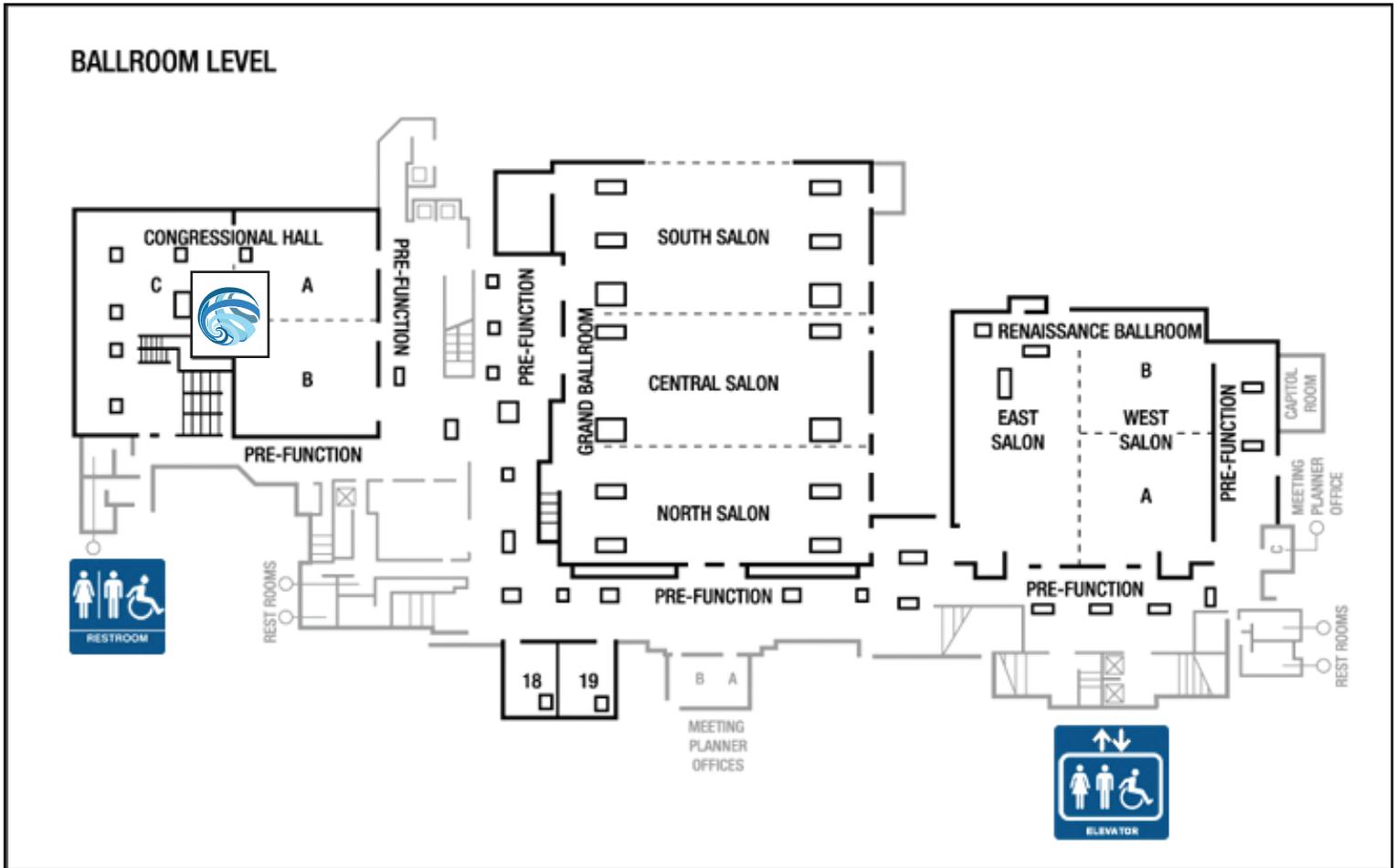


**Michael K. Yudin**  
*Office of Special Education and  
Rehabilitative Services,  
US Department of Education*

Michael Yudin is Acting Assistant Secretary for the Office of Special Education and Rehabilitative Services at the U.S. Department of Education. He serves as the principal adviser to

the Secretary of Education on the education of children and youth with disabilities, as well as employment and community living for youth and adults with disabilities. Michael also served as Principal Deputy Assistant Secretary for the Office of Elementary and Secondary Education, and as Acting Assistant Secretary for Elementary and Secondary Education and spent nine years in the U.S. Senate, serving as legislative director for Senator Jeanne Shaheen of New Hampshire, senior counsel to Senator Jeff Bingaman of New Mexico, and HELP Committee counsel to Senator Jim Jeffords of Vermont. Before joining the Senate, Michael served as an attorney at the Social Security Administration and at the U.S. Department of Labor for nearly ten years. He also served as director of employment policy for the ARC of the United States and United Cerebral Palsy.

# FLOOR MAPS OF RENAISSANCE HOTEL





## CONFERENCE SPONSORS

