AHEAD 2015
ST. PAUL MN
July 13 - 18, St. Paul RiverCentre

Full Conference & Registration Information

AHEAD Association on Higher Education And Disability®
Welcome to AHEAD 2015

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Welcome from the Conference Committees

Welcome to Saint Paul, Minnesota! The conference planners are busy putting together an engaging and exciting week centered around this year’s theme: Diverse Perspectives: Creating A Vision for the Future. Minnesota is well known for being a progressive state making Saint Paul the perfect place to focus on this topic. Education is a key value to Minnesota; the state legislature takes pride in having a college campus within 50 miles of every community statewide. Saint Paul ranks second in the nation for the number of higher education institutions per capita! Nonprofit businesses and organizations are also central to the Minnesota economy; one out of every nine people in the state work for one. We also have a large number of organizations whose purpose centers around working with or for people with disabilities. In addition to embracing disability as a form of diversity, cultural diversity is fundamental to Minnesota. Minnesota has become home to New Americans from all over the world, creating a rich culture, full of diverse perspectives. These individuals from all over the world who live and work in our state have helped to put Minnesota on the cutting edge of research and discovery. Minnesota is a progressive state with visions for the future that are abundant wherever you turn. We rank second in the nation for number of Fortune 500 companies per capita. Currently, 18 companies are shaping the future through innovation and groundbreaking discoveries. Companies like 3M and Medtronic are changing the lives of people across the world, including those with disabilities. With education, focus on nonprofits, working with a population central to our daily work, diversity, and innovation for the future, Saint Paul couldn’t be a better place to hold this conference.

These issues of Diverse Perspectives and Visions for the Future will be explored throughout the week with the myriad of conference events and activities. As our college campuses become more diverse and planning for the future becomes more prevalent each year, this conference will help you prepare for the years to come. During the conference, as we take an in-depth look at strategies that disability services providers can use to increase opportunities to enhance access and engagement while introducing diversified perspectives and directions at institutions of higher education regardless of office size or geographic location. Meet colleagues from around the globe to discuss the ever changing landscape of the field and effective measures to meet or exceed institutional expectations as well as departmental and personal goals.

As always, the week begins with Preconference Sessions Monday and Tuesday. The official Conference kicks off Tuesday night at the Welcome Reception, giving attendees an opportunity to network with fellow colleagues, new and old. Sessions begin Wednesday with topics that will challenge you to think about your perspectives and offices and how you can set yourself up for the future given the changes in higher education and our field. Wednesday afternoon will be the opening of the Exhibit Hall and the President’s Reception. Thursday evening will include a popular city adventure outing you will definitely not want to miss! The Friday Awards Luncheon is a great opportunity to enjoy a meal as one large group and celebrate the accomplishments of AHEAD over the past year, and the Closing Plenary on Saturday includes a presentation by a treasured local personality.

The RiverCentre, located in the heart of Historic Downtown Saint Paul, will be the venue for all Conference sessions, plenary presentations, and the Exhibit Hall. Downtown Saint Paul is located on the top of the bluffs of the Mississippi River near the convergence with the Minnesota River. Land now known as the City of Saint Paul was claimed by Pierre (Pig’s Eye) Parrant in 1838 and known as Pig’s Eye Landing. However, in 1841, a log cabin dedicated to the apostle Paul was built and eight years later, Saint Paul became the capital city of the Minnesota Territory. Saint Paul was officially named the state capital in 1858 when Minnesota became the 32nd state. Since the creation of our state, Saint Paul has been in constant evolution. Designated Conference hotels are all located within reasonable distance to the RiverCentre, and with recent renovations, they won’t disappoint. Minnesota’s green initiative will be showcased in the RiverCentre with their recently awarded LEED, APEX/ASTM, and Green Globes Certifications. With museums, theaters, entertainment, and food all nearby, there is plenty to do to occupy your free time. Be sure to soak in the beauty of a Minnesota summer night. With snow and cold for over half our year, Minnesotans know how to take advantage of every gorgeous moment. Saint Paul is a downtown with a small town feel, for those of you looking for more excitement, you will want to head across the river to Minneapolis for the nightlife and big city feel.
Welcome from the Conference Committees

Whether you explore our great city during your free time or decide to spend a few extra days, there is something for everyone to do. For history buffs, the Wabasha Street Caves showcase the geology Saint Paul was built on and surrounded by. In the early 1900’s Gangster Culture was an integral part of Saint Paul’s history. Take a tour of the caves and get a history lesson about the mark the gangsters left on Saint Paul. Theater enthusiasts will relish in the rich theater culture of the city influenced greatly by Prairie Home Companion and Garrison Keillor. Stick around on Saturday night and check out the show live at The Fitzgerald Theater, just a few blocks from Conference hotels. For lovers of the outdoors, the Twin Cities has a nationally ranked park systems filled with trails, lakes, and open spaces to enjoy a summer day, all within the heart of the cities. Hop on the new Green Line Light-Rail System and take a ride to explore some neighboring sites. For the shopaholics, spend a day at The Mall of America or visit downtown Minneapolis for a different downtown culture and feel. Food fanatics, you’re in for a treat. With the Twin Cities being nationally rated as a top city for food culture and a leader in the nation for craft beer, you will find plenty of ways to indulge while you’re here. Be sure to try one of our food trucks in Rice Park during your lunch break! No matter what you decide to explore while you’re here, the Twin Cities will not disappoint!

We are thrilled to invite you to our wonderful city and hope you enjoy your time in Saint Paul!

Local Committee Co-Chairs
Rachel Kruzel, Augsburg College
Caidin Riley, Saint Paul College

Program Committee Chairs
Danette Saylor, Florida A&M University
Ann Knettler-Smith, Drexel University

Beautiful mansion on historic Summit Avenue. Summit Avenue is a street in Saint Paul, known for having a number of historic houses, churches, synagogues, and schools. The street starts just west of downtown Saint Paul and continues four and a half miles west to the Mississippi River where Saint Paul meets Minneapolis.
(Source: http://en.wikipedia.org/wiki/Summit_Avenue_%28St._Paul%29)
Overall Schedule

Sunday, July 12th, 2015
3:00 – 6:00 pm  Registration & Service Desks Open (Convention Center)

Monday, July 13th, 2015
8:00 am – 6:00 pm  Registration & Service Desks Open
9:00 am – 5:30 pm  Day 1 of 2-Day Preconference Institutes
10:30 – 10:45 am  Refreshment Break (provided)
12:30 – 2:00 pm  Lunch (on your own)
3:30 – 3:45 pm  Refreshment Break (provided)

Tuesday, July 14th, 2015
8:00 am – 7:00 pm  Registration & Service Desks Open
9:00 am – 5:30 pm  Day 2 of 2-Day Preconference Institutes
9:00 am – 12:30 pm  ½ Day Morning Institutes
10:30 – 10:45 am  Refreshment Break (provided)
12:30 – 2:00 pm  Lunch (on your own)
2:00 – 5:30 pm  ½ Day Evening Institutes
3:30 – 3:45 pm  Refreshment Break (provided)
7:00 – 9:00 pm  Welcome to Minnesota Reception!

Wednesday, July 15th, 2015
8:00 am – 5:30 pm  Registration & Service Desks Open
9:00 – 11:00 am  Concurrent Block 1
11:00 – 11:30 am  Refreshments (provided)
11:30 am – 12:30 pm  Concurrent Block 2
12:30 – 2:00 pm  Lunch on your own
12:45 – 1:45 pm  Lunch & Learn Sessions, SIG & Committee Meetings
2:00 – 3:00 pm  Concurrent Block 3
3:00 – 3:30 pm  Refreshments (provided)
3:30 – 5:00 pm  Opening Keynote Session
5:00 – 7:00 pm  Exhibit Hall Grand Opening and President’s Reception

Thursday, July 16th, 2015
7:45 – 8:45 am  SIG & Committee Meetings
8:30 am – 4:30 pm  Registration & Service Desks Open
9:00 – 10:30 am  Concurrent Block 7
10:30 – 12:00 pm  Poster Session 2 with Refreshments (provided)
12:00 – 2:15 pm  Awards Banquet Luncheon and Plenary Speaker
2:30 – 4:30 pm  Concurrent Block 8

Friday, July 17th, 2015
7:45 – 8:45 am  SIG & Committee Meetings
8:30 am – 4:30 pm  Registration & Service Desks Open
9:00 – 10:30 am  Concurrent Block 7
10:30 – 12:00 pm  Poster Session 2 with Refreshments (provided)
12:00 – 2:15 pm  Awards Banquet Luncheon and Plenary Speaker
2:30 – 4:30 pm  Concurrent Block 8

Saturday, July 18th, 2015
7:45 – 8:45 am  SIG & Committee Meetings
8:30 – 11:00 am  Registration & Service Desks Open
9:00 – 11:00 am Noon  Closing Plenary Session
Noon  Hotel check-out time
**Enhanced Programming & Access**

**Regarding Universal Access and Environmental Responsibility**

AHEAD continues to open new doors and set new examples for Conference implementation that elevate universal access, environmental responsibility, and unparalleled professional development for those involved in the intersection of disability and higher education.

In 2015, AHEAD continues to refine enhancements in the design of the Conference to move toward a more strategic, inclusive, and responsible approach to the delivery of outstanding professional information. AHEAD provides opportunities for professional development to those who work to assure usable, sustainable, and inclusive higher education environments for students, faculty, and staff with disabilities and who believe society is ultimately enriched by difference.

In response to full access and environmental responsibility, we are maximizing pre-planning efforts and the use of appropriate technological resources in planning for the delivery of program materials in accessible formats.

In lieu of receiving paper handouts onsite, attendees at the 2015 Conference will access handout and presentation support literature in advance, via Internet download beginning two weeks prior to the events. This will afford attendees the opportunity to access as many different sets of information as they like, in the output format of their choice, well in advance of the conference. All registrants will be provided with easy-to-understand-and-implement instructions for accessing all presentation support materials. Enhancing this practice, materials for the 2015 events will be available both in text and PDF formats to attendees in advance.

While providing the tremendous benefit of universal access for each attendee, this approach greatly reduces the burden on presenters and the environment created by providing handout materials for each attendee in each session – many of which go unused. As an added bonus, it offers attendees the opportunity to access handout materials from sessions that you’ll not be able to attend.

The 2015 Program Chairs and Committees along with the AHEAD Staff and Leaders are committed to consistently improving the experiences of Conference attendees, and look forward to seeing you in St. Paul this summer!

**Scent- and Smoke-Free**

In an effort to provide the most comfortable experience possible for all attendees, the Conference organizers ask that attendees refrain from the use of scented products during all events and observe that all events are smoke-free. All indoor areas of conference venues are also smoke-free.

**Key Dates to Remember**

Save Money! Register (even if you can’t pay) by May 29, 2015 to get the very lowest registration rates.

Specific Accessibility Requirements? Please be sure to register by June 12th, 2015 so AHEAD can make sure everything is set and ready to go.

AHEAD has negotiated great rates with a variety of wonderful hotels convenient to the St. Paul River Center where the conference will be held. However, the rate availability will expire on June 19th, 2015 or whenever the blocks sell out; whichever comes first. Please remember to book as early as possible.
Opening Reception
Tuesday, July 14, 5:00 pm – 7:00 pm
Join us for the official kickoff of the AHEAD 2015 Conference at the Welcome to Minnesota Reception! This is a perfect opportunity to meet up with colleagues and friends from conferences past, and a great chance to meet new people! Featuring local food and beverages set to the backdrop of some fantastic live music, this reception is the perfect way to start the week.

Opening Plenary featuring Dr. Susan Burch
Wednesday, July 16, 3:30 pm – 5:00 pm
We come together at the beginning of our week to see colleagues and friends, meet AHEAD leadership, and to hear about the great work AHEAD is doing on behalf of our members and higher education around the globe. We welcome Dr. Susan Burch, professor of American Studies and former director of the Center for the Comparative Study of Race and Ethnicity at Middlebury College as our keynote speaker.

The 25th anniversary of the ADA invites us to reflect, collaborate, and imagine forward. In this interactive plenary session, Dr. Burch will center on coalition and practice in disability history. Key questions we’ll consider together include: What factors shape our relationships to disability and to disabled people? What other stories are possible, and how might these transform our work and lives? And what roles can disability resources play in this next chapter of history? Highlighting lessons drawn from the ADA’s history and legacy, Burch will offer new ways of approaching coalitional learning and work. This session encourages attendees to imagine forward spaces of opportunities for those engaged in disability resources, disability studies, and higher education inclusion work.

Dr. Burch’s research and teaching interests focus on deaf, disability, race, and gender and sexuality in late nineteenth and twentieth century U.S. history. Susan is the author of Signs of Resistance: American Deaf Cultural History, 1900 to World War II (2002) and coauthor with Hannah Joyner of Unspeakable: The Story of Junius Wilson (2007). Her co-edited anthologies include Women and Deafness: Double Visions (2006), Deaf and Disability Studies: Interdisciplinary Approaches (2010), and Disability Histories (2014). Susan also served as editor-in-chief of The Encyclopedia of American Disability History (2009). Her work has received various awards and honors, including a NEH grant, National Archives Regional Residency Fellowship, Mellon Foundation grant, and Fulbright Scholars award. Susan also is a cofounder and board member of the Disability History Association and has served on the Society for Disability Studies’ board of directors.

AHEAD Awards Luncheon
Friday, July 17, 12:00 pm – 2:00 pm
The annual awards luncheon is one of AHEAD’s most popular events; we all gather over a lively meal to meet old friends and new colleagues. You’ll hear highlights of AHEAD’s year and future developments. We will honor those who excel in their contributions to disability services in higher education, and celebrate the work done in the 25 years since the passage of the ADA.
Featured Presentations & Events

Closing Plenary featuring Kevin Kling
Saturday, July 18, 9:00 am – 11:00 am

We are excited to welcome Kevin Kling, charming storyteller and narrator of 2013’s *The Real Thing*, a documentary on disability in the media, to close the 2015 conference on an engaging and thought-provoking note.

Monologist and playwright Kevin Kling grew up in Osseo, Minnesota and graduated from Gustavus Adolphus College. He has performed his plays in Sweden, Sydney and Perth, Australia, Edinburgh, Scotland and in the Czech Republic. His autobiographic piece *Home and Away* premiered at the Seattle Rep and moved to Second Stage Theater, off Broadway, under the direction of David Esbjornson, where it received a Drama Desk Award nomination.

His plays have been produced at The Goodman Theater, The Jungle Theater, the Denver Center Theater, Seattle Rep, the Cincinnati Playhouse, Interact, the Guthrie and regional theaters throughout the country. He has been awarded fellowships from the National Endowment for the Arts, The McKnight Foundation, The Minnesota State Arts Board, The Bush Foundation, The Jerome Foundation. He is a McDowell Fellow and has received the Whiting Award, the A.P. Anderson Award, the VSA Jeahny, and the Eric Peterson Award.

He appears often at the National Storytelling Festival in Jonesborough, Tennessee, is a commentator for National Public Radio’s “All Things Considered” and has authored five books published by Borealis Books, *The Dog Says How*, *Holiday Inn*, *Big Little Brother*, *Big Little Mother*, and *On Stage with Kevin Kling*. His book, *Come and Get It*, was chosen as the 2012 Minnesota Center for Books Arts “Winter Book”. Kevin has produced six storytelling CDs. His website is: www.kevinkling.com
Might You Need a Roommate?

Conference organizers will collect a list of individuals who are interested in securing a roommate for the Conference and will distribute that list June 1, 2015, to all who have expressed an interest. Individuals will then be responsible for contacting each other and arranging shared housing.

If you would like to be included in the roommate referral program, please email the following information to Jane Johnston, Member Services Coordinator, at Jane@ahead.org:

Name;
Institution;
Gender;
Planned check-in date;
Planned check-out date;
Telephone number, and
Email address

The deadline to submit your information for inclusion in the roommate referral program is May 29, 2015.

Please be aware, the information you supply will be shared with all who register for the roommate referral program. The information you provide will NOT be kept private, and AHEAD can make no guarantees of successful shared housing arrangements.

If you are interested in spending a couple (literally, just 2) hours volunteering at the 2015 Conference, please indicate your interest on the attached registration form. The volunteer coordinator will contact you closer to the time to work out a scheduled time. Thank you in advance!

Want a Lift from time to time?

While the distances between venues and meeting spaces are not great (all within a few blocks); we realize that some folks may want or need a lift from time to time. Conference organizers have arranged to have a “fleet” of a dozen scooters available for check out at the registration area of the convention center beginning on Monday morning through Friday afternoon. Scooters will be available on a first-come, first-serve basis; signed out for up to four hours at a time at no cost to attendees, and will be charged between uses and overnight.

While not an answer for everyone; we’re hopeful that for some who experience fatigue or maybe just are not longer-walk-friendly and don’t have their own options available – this “getting a lift from time to time” will be just the right answer.

Need Some Wifi?

Realizing that most attendees now have their “smart phone” and don’t need wifi; conference organizers have made two additional arrangements to assist attendees in staying connected for free.

All hotels rooms within the AHEAD block will include high-speed internet at no charge as a part of the standard room rate, and wifi will also be available to conference attendees throughout the Convention Center where all Conference sessions will be held at no charge to attendees.
The 2015 AHEAD Program

As you look through the following sessions, you’ll see that we’ve labeled keywords as well as intended audience level to help you decide which ones to choose. In addition to our General Sessions, the Program Committee has developed topical tracks, including Disability Studies, Diversity, Civil Rights & Disability Law, and Access Technologies – Hands-on Lab and Lectures. **Two highlighted tracks are designed for those new to the field of Disability Resources management, and those who are more seasoned:**

**AHEAD Start: A Coordinated, Comprehensive Conference Program for New Professionals**

AHEAD’s Standing Committee on Professional Development is once again pleased to offer a strand of concurrent sessions designed specifically for the newer disability service professional. In keeping with the evolving role of disability resource offices, this year’s program balances concurrent sessions on serving the individual student with sessions on the institution-wide consultative role of the office. While we recognize the importance of working individually to identify student barriers and appropriate accommodations, we believe that active collaboration with faculty and institutional colleagues in the physical and information/technology departments of our colleges and universities is essential to creating access. We hope you’ll find the concurrent sessions informing and motivating. We thank the exceptional slate of presenters in advance.

**AHEAD Leadership and Management Strand Running A DS Office: It is YOUR Business!**

The work that we do in our disability offices often has all of the same demands and expectations of a business. While it is important to know about various disabilities and reasonable accommodations in order to do our jobs, we also have to satisfy the demands and expectations of our core customers/stakeholders (students, faculty and the campus community) while working effectively with our office and campus colleagues. It does not matter how much you know about disability specific content if it cannot be packaged in a way that genuinely meets the needs of those to whom our office is designed to be a resource. Meeting the needs of our campuses requires effective leadership and management.

The sessions in the AHEAD Management Strand, entitled Running a DS Office: It is YOUR Business!, are intended to offer you information that you can use to be a better manager and leader of your office through your position no matter where it fits within the office hierarchy. General concepts to be discussed within the sessions of this strand include:

- Vision and strategic planning;
- Leading people within the office, including yourself;
- Being a leader and collaborator beyond the DS office walls.

Through this strand, gain insights that can make you a better leader and your office a more successful business and a better resource for your campus.
The AHEAD 2015 Preconference Institutes provide opportunities for attendees to participate in intensive, topic-specific, workshop-style events taught by notable and well-respected experts in their field. Ranging from 3 1/2 hours to two full days, the Institutes are an outstanding chance for Conference attendees to receive in-depth professional development.

Preconference Institutes do require advance registration by July 1, 2015 and an additional tuition fee (separate from the Conference registration fee). On-site registration for Preconference Institutes is not available. Registration for Preconference Institutes includes all instruction materials and refreshment breaks. Meals, housing and travel are not included. Please see the registration form for applicable tuition charges.

Two-Day Preconference Institutes
Monday July 13 & Tuesday July 14
9:00 am-5:30 pm each day

#PC 1 AHEAD Start: Setting the Landscape for New Professionals
Carol Funckes–University of Arizona

Designed specifically for disability resource professionals who are new to the field, this two-day institute offers a comprehensive overview of the issues that shape postsecondary disability services. No longer only a service office of the campus community. Higher education administrators, faculty, and students rely on disability resource personnel to provide effective consultation and services to lead the institution in creating inclusive, welcoming campus environments.

Through lecture, discussion, and resource sharing, we will explore how legal principles and philosophical constructs intersect with the practical realities of working in higher education disability services today. We will discuss strategies for moving our campuses beyond a compliance narrative and provide the opportunity for participants to develop a professional network and find confidence in their dual role of service provider and campus consultant. Topics to be covered include:

- Basics of disability service in higher education, including foundational legal concepts, perspectives of disability, the power of design, and lessons from history and disability studies;
- Promising approaches for using interview and a variety of forms of information, including third-party documentation, to assess barriers and plan individual accommodations;
- Strategies for designing service delivery practices that minimize extra efforts by disabled students and frame problems of access as resulting from poorly designed environments;
- The institution-wide role of the disability resource office in collaborating and consulting on physical, curricular, policy, and information access;
- Office management: record keeping, budgeting and resource management, and program review and assessment.

AHEAD Start; Audience: Novice

#PC 2 Introduction to Disability Law for DS Professionals
L. Scott Lissner–The Ohio State University
Paul Grossman–Hastings College of the Law; Retired Chief Regional Attorney, OCR, San Francisco

This presentation will give DS professionals a comprehensive introduction to postsecondary disability law and establish a framework for answering the questions they encounter on a daily basis. This institute will begin by placing the responsibilities of a DSS officer into its civil rights context; reinforcing the importance of a career in DSS services with a review of the history of discrimination against individuals with disabilities and the emergence of the disability rights movement culminating in the adoption of disability laws. We will learn what legal traditions and concepts all antidiscrimination laws share and then what is unique to disability law. As the law shifts emphasis from who is “an individual with a disability” to “qualification” how are the responsibilities of a DSS Officer impacted? We will provide an exploration of the practical implications of the ADAAA’s definition of disability and the implementing EEOC and impending DOJ regulations, as well as their relationship to the AHEAD Guidance on Documenting Accommodations.
Once disability is established what must be done to make programs and facilities accessible to persons with disabilities? What accommodations are, or are not, required in the college and university setting. This will include an exploration of the digital world (websites, academic management tools, on-line learning and adaptive technology), service and comfort animals, housing, ticketing, mobility devices, emergency planning, and more. Topics unique to higher education, such as admissions, discipline and conduct, academic accommodations, and internships will be covered. Individuals with expertise in students with psychiatric disabilities, digital world, and facilities access will join the presentation team.

Included in the registration for this class is a copy of Colker and Grossman, The Law of Disability Discrimination for Higher Education Professionals. The content of this resource is well-aligned with the content of the preconference institute, comprehensively covering most major court decisions and Federal guidance pertaining to the definition of disability and disability discrimination law in the post-secondary setting. For those professionals who must advise their campuses on employment questions, this publication also contains a full chapter on employment discrimination with regard to disability.

**Audience: All**

## PC 3 Learning Disabilities/ADHD, Psychoeducational Assessment, and Professional Judgment

*Rhonda H. Rapp—St. Mary’s University*

It is a well-known fact that students with learning disabilities/ADHD are the largest populations of students with disabilities on college campuses today. Most colleges and universities require recent, comprehensive psychoeducational evaluations of students with learning disabilities/ADHD in order to best shape the students’ academic accommodations and related services. However, many postsecondary disability services professionals come to their positions with little knowledge in the complexities of learning disabilities/ADHD and the administration and/or interpretation of psychoeducational evaluations, even though they request assessment documentation in order to prescribe appropriate academic accommodations for students. Now under the ADA, as amended, acceptable sources of documentation for substantiating a student’s learning disability and subsequent request for particular accommodations can take a variety of forms. The first two levels of “acceptable documentation” under the ADA Amendments Act (Student’s Self-Report at the primary level and Observation and Interaction at the secondary level) rely heavily on the disability service provider’s “professional judgment.” In addition (ADA Amendments Act’s *ad seriatim* process), the possible breadth and depth of the information available at both the primary and secondary levels of acceptable documentation could entirely negate the need for tertiary level documentation (psychoeducational evaluations).

The goal of this institute is to provide an in-depth understanding of learning disabilities; to make psychoeducational reports accessible, meaningful, and useful; and to demonstrate how the information gathered through “student self-report” and/or through “observation and interaction” can be as reliable and valid as information obtained during formal LD standardized assessments. This Institute will provide information focusing on the assessment of learning disabilities from a psychoeducational perspective and from a professional judgment perspective, as well as focusing on how to use the obtained information when providing accommodations and other services for students with learning disabilities. In addition, participants in this session will get a chance to experience first-hand the true purpose of a psychoeducational assessment through participation and/or observation during the administration of several portions of a psychoeducational assessment. This two-day institute will be highly interactive and hands-on; designed to provide ample time for specific questions, examples, demonstrations, case-studies, and discussion.

**Audience: Novice**
Preconference Institutes

#PC4 Writing to Win! Mastering Program Planning, Fund Research, and Proposal Composition Strategies
Stephan J. Hamlin-Smith–AHEAD Executive Director

As traditional funding sources for quality inventive programs and services become ever-more scarce, the absolute need for higher education disability professionals to have refined abilities in program planning, funding research, and proposal writing is increasingly essential. Through a combination of expert lectures, interactive exercises, and practical activities; participants in this highly engaging institute program will become adept in the crucial skills necessary to research, plan, and deliver effective grant proposals. Participants will immerse themselves in an “apply while learning, and learn while applying” model, through working on the fundamentals of their self-chosen real-world proposal throughout the classroom time. The institute content will focus on three major areas:

- **Essential elements and processes of program planning**
  This institute is centered in the understanding that “it’s all about the program.” This intensive course will teach professional program development essentials and program evaluation. Most grant writing “workshops” address program development and evaluation as separate from the writing of a proposal; this institute will build on the crucial relationship between overall program planning and grant writing.

- **Funding and support research**
  This institute will address the essential elements of foundation, corporation, and government grant research. The research process will be addressed as a strategic approach that focuses on research as an integrated part of the grant seeking process. This program will teach participants how to use research as a crucial component of the strategic grant acquisition effort.

- **Professional quality grant composition**
  This program is specifically designed to benefit both the novice and experienced grant proposal writer or program planner. In addition to addressing the basic components of a grant proposal, this institute is infused with expert principles that will lead to a mastery of the process. Strategy resides at the forefront of this institute’s intent to illustrate grant writing as an integrated, multidimensional, and dynamic endeavor.

Participants will complete this two-day institute with a thorough understanding of, and expertise in, the holistic approaches necessary to secure funding through quality program planning, research, and grant proposal writing.

**Audience: Intermediate to Advanced**

#PC5 Exploring Power and Privilege Dynamics in Disability Services
Amanda Kraus–University of Arizona
Sharon Downs–University of Arkansas at Little Rock

Many of us are drawn to disability services work because of our commitment to social justice and inclusion. System change requires continuous reflection on our individual roles and responsibilities in the larger system. In this two-day preconference workshop, we will explore dynamics of power and privilege and how they inform our thinking as well as work with students, faculty and other campus constituents.

We must enter into this work with a reflective posture, as we must recognize that we too can be part of the problem—inadvertently contributing to dynamics that maintain the status quo. Participants will reflect on their personal power and privilege and connect to professional practice in disability services.

By situating disability along other community and identity experiences, participants will have time and space to reflect on their personal power and privilege. We will relate to professional practice by exploring how our professional positions may impact building authentic relationships with disabled students and how we may represent disability to campus audiences.

We will then move on to explore how these dynamics impact contemporary and professional concepts of disability. Borrowing from disability studies and disability history, we will look at how disability is currently framed in society. We will explore conscious and unconscious biases about disability and how these ideas may shape our personal and professional ideas.

After reflecting on the impact of bias on disability services, we will focus specifically on disability-related microaggressions, an emerging area of scholarship with important implications for our work. We will review the literature and work collectively to unpack examples of microaggressions and the role we play in either perpetuating or dismantling these experiences.
Finally, we will discuss our roles as allies and advocates. Ally development is a powerful, but potentially contentious, way to declare support and commit to change together – disabled and non-disabled people alike. As disability services professionals, are we de-facto disability allies? Together we will explore questions authenticity in ally development and representation in disability services. We will end with participants developing and discussing specific action items.

**Audience: Intermediate to Advanced**

**#PC 6 Accessible Instructional Materials Program Design and Management**
*Teresa Haven–Northern Arizona University*
*Ron Stewart–AltFormatSolutions*

Meeting the increasing demand for e-text as an accessible text format depends on sophisticated techniques for production and delivery, as well as understanding of our legal obligations and methods for managing all of the above. While many colleges are creating e-text for students with print disabilities, many more are unaware of the process and requirements of creating e-text.

This two-day workshop will cover the development of alt format production and management techniques, the use of a variety of tools for the creation and editing of digital curricular content, and the development of techniques for data storage and management.

- Day One will provide theory and foundations.
- Day Two will provide advanced topic discussions and hands-on techniques.

**Audience: All Access Technologies**

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### Half-Day Preconference Institutes

**Monday July 13, 9:00 am – 12:30 pm**

**#PC 7 Basic STEM Access and Document Creation with Central Access Reader (CAR) and CAR Check**
*Marshall Sunnes–Central Washington University*
*Wendy Holden–Central Washington University*

Participants will learn how to quickly create basic accessible math in Word with CAR Check, a free add-in for Word. Participants will then learn to how access and even export content quickly to mp3 and HTML within CAR. Central Access Reader (CAR) is a highly customizable, math accessible TTS application for Mac and PC, especially geared for STEM content.

**Audience: All Access Technologies-Hands-on Lab**

**Monday July 13, 2015, 2:00 pm – 5:30 pm**

**#PC 8 3D Printing : How to Create and Use Tactile Learning Objects**
*Gaeir Dietrich–California Community Colleges, HTCTU*
*Kaela Parks–Portland Community College*

This pre-conference session will provide participants with hands-on exploration of lending libraries that contain high quality print-ready educational 3D models. In addition, participants will see a 3D printer in action, learn how to optimize the usefulness of tactile learning objects in colleges and universities, and gain exposure to emerging resources and best practices.

**Audience: All Access Technologies-Hands-on Lab**
Preconference Institutes

Full-Day Preconference Institutes
Tuesday July 14, 9:00 am-5:30 pm

#PC 9 Taking the Lead on the Path to Access: Ways to Make a Difference on Your Campus
Adam Meyer—University of Central Florida
Kristie Orr—Texas A&M University

We may know a lot about accommodations, processes and specific disabilities. But as employees at our institutions who are expected to develop and maintain access on campus, progress will stall if we do not know how to lead our office and our campus partners on this journey toward greater accessible thinking. This hands-on, interactive session will explore essential concepts all disability professionals need to know in order to make a difference on campus. Topics include:

- Exploring the purpose of your office
- Characteristics of leadership
- Effective communication
- Building trust
- Creating and working through change
- Working intentionally within your office culture
- Collaborating beyond your office walls

Familiarity with social model thinking as an office direction is beneficial but not required. Those in attendance will be expected to participate in various ways, such as small and large group discussion and role plays. At the end of the discussions, participants will have more tools in their leadership tool kit. From there, the excitement begins in taking it back to campus and figuring out how to further develop your effectiveness as a leader. Disability personnel in all positions and sizes of offices are welcome.

**Audience: Intermediate to Advanced**

#PC 10 An Interactive Introduction to Faculty Development: Reshaping the Focus of Disability Services
Elizabeth Harrison—University of Dayton

This interactive workshop will (1) introduce participants to faculty development as part of their own work on their campus; (2) explore ways to effectively embed discussion of inclusive design into faculty development; and (3) provide opportunities to practice talking about accessibility in faculty development terms. The facilitator has extensive experience in faculty development and universal design.

**Faculty Engagement, Universal Design; Audience: All**

#PC 11 Crippin’ the U: ‘Doing’ Disability Studies
Tammy Berberi—University of Minnesota, Morris
Susan Burch—Middlebury College

The inaccessible stadium, the dorm with steps but compliant essentials at entry level; course textbooks—but no bestsellers—in alternative formats; inaccessible athletic facilities; no adaptive sports; a degree but precious little attention to career development. When we think about affording access to students, are we focused exclusively on classroom accommodation, or do we aim to support the kind of once-in-a-lifetime opportunity and transformation that we believe higher education to be? Do our campus environments support the holistic growth and relationships that enable students not just to succeed, but to thrive? This pre-conference workshop explores the impact of disability studies for our work, in terms of equity, full participation, and *joy* in campus life, showcasing successful examples of participation beyond the classroom and imagining leadership and collaborative strategies for implementing the foundational principles of disability studies.

**Disability Studies; Audience: All**
#PC 12 Mental Health Conditions: What DS Providers Should Know

Gordon Dionne–Access Centre, Concordia University
Anna Barrafato–Access Centre, Concordia University

This pre-conference institute will support DS providers in their work with students with mental health conditions focusing on those who present with suicidal ideation, engage in self harm, have eating disorders, or addictions. The goal is to support DS professionals so that they feel confident in making referrals and working with their students, beyond just providing academic accommodations. This session will take a skills-based approach using case studies, group discussions, and is designed for new DS professionals and those without a background in psychology or related fields.

*Psychiatric Disabilities; Audience: Novice*

#PC 13 The University of Minnesota Disability Resource Center (DRC): An On-Site Experiential Visit

Susan Aase–University of Minnesota
Donna Johnson–University of Minnesota
Mari Magler–University of Minnesota
Cynthia Fuller–University of Minnesota

The Disability Resource Center (DRC), a unit within the Office for Equity and Diversity at the University of Minnesota Twin Cities, has long been viewed as an exemplary postsecondary education disability resource center. This past year the DRC: served 2,125 students and 1,886 employees; delivered 10,554 interpreting hours, 3,822 real-time captioning hours, 925 media hours captioned; 5,660 tests administered; 214,004 document pages converted; and participated in 189 outreach activities.

Participants will visit the Disability Resource Center at the University of Minnesota Twin Cities and experience first hand the work of its eight units: Student Access; UReturn/Employee Services; Document Conversion; Interpreting/Captioning Unit (ICU); Computer Accommodations Program (CAP); Testing Center and Access Assistance; Physical Access; and Outreach/Education and Training.

Each unit’s staff will host a station showcasing the work, processes, and procedures of the unit through interactive experiences, demonstrations and discussion. Participants will have an opportunity to visit each station and gain practical strategies and tools that can be applied to their respective disability resource programs.

Participants will gain practical strategies and tools that can be adapted and applied to their respective disability resource programs.

This full-day session takes place off-site at the University of Minnesota. AHEAD will make arrangements for transportation to and from the site. Full details will be supplied to registrants prior to the conference.

**Audience: All**

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Half-Day Preconference Institute

**Tuesday July 14, 9:00 am-12:30 pm**

#PC 14 Overview of Services for Individuals who are Deaf or Hard of Hearing

Shannon Aylesworth–pepnet 2
Cassie Franklin–pepnet 2

Participants will be given an overview of accommodation options available to individuals who are deaf or hard of hearing. Discussion about innovative applications of accommodations within an ever-changing postsecondary learning environment will be included. pepnet 2 resources designed to support DSS professionals and individuals who are deaf or hard of hearing will also be shared.

**Access Technologies-Lecture, Deaf/Hard of Hearing; Audience: All**

#PC 15 Are You an Access Barrier Breaker or Contributor?

Lance Alexis–Middle Tennessee State University

The trend of appropriations for higher education budgets being based on retention and graduation rates along with persistence combined with a continued presence of trepidation from faculty and staff when working with students and other patrons with disabilities makes it increasingly difficult for Disability Services Providers to hold firm to a philosophical hallmark of the profession: access not success. This session is intended to generate a discussion that will lead participants to understandings of ways to speak the language of success while holding true to the tenets of an access
Preconference Institutes

based model. The discussion will also focus on guiding principles that will help Disability Services Providers fight the temptation to “give in” and “buy in” by attempting to do everything in house so their offices can show more direct student interaction and avoid dealing with expressed pushback and anxiety from other campus departments when working with patrons with disabilities.  
Seasoned DS, Theory, Universal Design; Audience: All

Half-Day Preconference Institute  
Tuesday July 14, 2:00 pm-5:30 pm

#PC 16 Developing an Accessible Information and Communication Technology Policy
Jamie Axelrod–Northern Arizona University  
Terrill Thompson–University of Washington  
Gaier Dietrich–California Community Colleges, HTCTU

This pre-conference session will provide an opportunity for participants to discuss and explore both challenges and strategies related to the development of information and communication technology policy. Facilitators will bring perspectives and experiences from their institutions and will share resources that could help participants continue or begin this work at their own institutions.  
Access Technologies-Lecture; Audience: All
Concurrent Sessions

The AHEAD 2015 Conference offers an array of informative concurrent sessions arranged by Topical Tracks. While you may choose any session that you’d like, we offer these themes for those who want to explore particular topics in depth. Words in italics after each description indicate the topical tracks and themes along with the intended audience level. Information below is current to date and may be subject to change.

Pre-selection of sessions you will attend is required. Please review the following session information below or online, choose the one session during each block that you will attend, and indicate those choices on your Conference Registration Form.

Concurrent Block 1
Wednesday July 15
9:00 am-11:00 am (2 hours)

#1.1 There Will be Blood: Becoming an Effective Change Agent
Sue Kroeger–University of Arizona

DS Directors and their staffs literally need to be visible and persistent change agents in every corner of the institution. From onsite and online instruction, to the workplace, to strategic planning, to electronic information systems, to facilities design and construction, campus components and disability constantly intersect. Yet, oftentimes DS Directors feel powerless/helpless to take the initiative and galvanize their institution’s commitment to act. They may say that they don’t have enough clout or resources, that their “boss” would not be supportive, that disability is not part of their institution’s diversity agenda, that their administration is only concerned with what “must” be done, and that the parameters of their offices limit their ability to help move the institution beyond compliance. In this session we will address the work a talented and productive DS Director should undertake to build a credible and effective office, ensure comparable, full participation of individuals with disabilities, infuse inclusive design into the total operation of the institution, and promote an appreciation of the disability experience.

AHEAD Start; Audience: Novice

#1.2 OCR Year in Review
Karen Mines–Chief Attorney, U.S. Department of Education, Office for Civil Rights, Chicago Office
Dan Altschul–Senior Civil Rights Attorney, U.S. Department of Education, Office for Civil Rights, Chicago Office

The Office for Civil Rights ensures equal access to education and promotes educational excellence through active enforcement of federal civil rights laws. OCR assists individuals with disabilities facing discrimination and guides advocates and institutions in developing systemic solutions to civil rights problems by investigating complaints, initiating compliance reviews and providing proactive technical assistance. This session reviews illustrative decisions over the last year which may help you in formulating policy and practice on your own campus.

Civil Rights & Disability Law; Audience: All

#1.3 Introduction to Disability Studies: What Every Professional Wants to Know
Susan Mann Dolce–University at Buffalo

Interested in learning about Disability Studies? At this session you will learn the theoretical underpinnings, historical outline, essential definitions, and fundamental concepts of Disability Studies. We will also provide information and discuss the relevance of Disability Studies to providing services for the students who utilize our offices. A list of suggested introductory readings, films, videos and blogs will be provided.

Disability Studies; Audience: Intermediate to Advanced
Concurrent Sessions

#1.4 Negotiating Accommodations with Faculty... with Confidence!!!
Adam Meyer–University of Central Florida

In our role as disability service providers, we need to regularly facilitate access in classroom environments more than anywhere else on campus. Working with faculty can be positive, challenging or sometimes downright intimidating. Based on notable leadership strategies, this session will offer thoughts and insights on how to have the conversations you want with faculty to create the access you need for students and the university.

Running a DS Office: It is YOUR Business!
Audience: Intermediate to Advanced

#1.5 Exploring our Identities and Privilege in Service to Social Justice
Scott Marshall–University of Minnesota
Sara Paul–University of Minnesota
Sue Lindgren–University of Minnesota

Oppression. Power. Privilege. Self-awareness. For many people these are difficult concepts to consider, let alone discuss. We don’t like to admit we have privileges that oppress others, but these concepts are insidious and ubiquitous. This session will invite participants to see their part in creating social justice by reflecting on their own identities, privileges, and experiences of oppression.

Diversity; Audience: All

#1.6 Advancing Technology Use Beyond Tradition
Gabriel Merrell–Oregon State University
Jenniffer Gossett–Portland Community College
Kaela Parks–Portland Community College

Have you ever wondered how we could use technology beyond the standard methods to improve access? Come learn how two institutions are thinking outside of the box, to provide technology solutions such as tracking furniture used for accommodations, providing real-time information on accessible parking availability, creating accessible wayfinding through mapping and smartphones, and using rapid prototyping for DIY AT.

Access Technologies-Lecture; Audience: All

#1.7 Creating Accessible PDF Documents
Jayme Johnson–California Online Education Initiative

In this workshop, participants will learn how to assess and repair accessibility issues with PDF documents using Acrobat Pro. Workflows for creating PDF documents will be discussed, and hands-on activities will allow participants to practice using the accessibility tools within Acrobat Pro to address common accessibility issues and challenges with PDF documents.

Access Technologies-Hands-on Lab; Audience: All

#1.8 Going Beyond the ADA Case Studies: An Interactive Workshop
Mary Lee Vance–UC Berkeley
Paul Grossman–Hastings College of the Law; Retired Chief Regional Attorney, OCR, San Francisco
Neal Lipsitz–College of the Holy Cross
Kaela Parks–Portland Community College

Beyond the Americans with Disabilities Act: Inclusive Policy and Practice for Higher Education was published by NASPA in 2014, and featured contributions predominantly written by AHEAD members. Many of the original book contributors will join together to facilitate discussions of case studies based on the book’s best practices and themes. The session will be highly engaging, educational and fun.

Curriculum & Instruction DS Practice; Audience: All

#1.9 Math Redesigns, Learning Strategies, Accommodations, and Substitutions for LD/TBI/ADHD/PTSD Students
Paul Nolting–State College of Florida

The national math redesign movement is affecting math success for students with disabilities. Participants will learn math course advisement strategies, effective math study skills, how processing deficits affect math learning, appropriate recommendations for classroom accommodations, testing accommodations and course substitutions. An additional focus is staffing failing students and developing individual math success plans for students with disabilities and wounded warriors.

Instruction, Veterans; Audience: All
Concurrent Sessions

#1.10 Top Ten Tools to Create your ASD Toolbox
Michelle Rigler–University of Tennessee Chattanooga
Lisa Meeks–University of California San Francisco
Jennifer Murchison–University of Memphis
Amy Rutherford–University of Tennessee Chattanooga

The purpose of this program is to provide disability service providers with the tools they will need to work effectively with people on the Autism Spectrum. Participants will learn about tools used effectively by the presenters and will be given the top ten resources for supporting this population. The audience will be given a resource list to develop their own tool kit.

*Autism Spectrum Curriculum & Instruction; Audience: All*

#1.11 Post Production Captioning: What’s the Big Deal?
Cindy Camp–pepnet 2

With recent legal decisions concerning accessibility, the topic of captioning has been brought into the spotlight. Captioning, media shown in the classroom and digital media posted online, is no longer an option but a legal mandate. This workshop will talk about the process of captioning media, various software options, and the importance of quality captioning. Bring your questions and be ready to learn.

*Deaf/Hard of Hearing, Universal Design; Audience: All*

#1.12 Disability Services and Programs for Students with Intellectual Disabilities - An Online Module
Cate Weir–University of Massachusetts Boston
Tom Thompson–Private Consultant
Michaeline Hayes–University of South Florida
Karen Pettus–University of South Carolina

The AHEAD Task Force on Students with Intellectual Disabilities, in partnership with Think College, has developed an online module to help support understanding and collaboration between disability services offices and programs that serve students with intellectual disabilities. This session will describe the module and highlight how Disability Services professionals can use it to find common ground when working with programs for students with ID.

*Students; Audience: All*

#1.13 How to Apply Principles of Universal Design in Teaching: Online and in the Classroom
Estela Landeros Dugourd–Northern Virginia Community College
Stephanie Gernert–Northern Virginia Community College

Based on the Principles for UID implemented at the University of Guelph, Canada, this workshop will review the fundamental grounds of universal design from the architectural approach, to Vygotsky’s theory of the brain processes of learning. Through several hands-on activities, attendees will have the opportunity to evaluate their current syllabus using the UDL and UID principles and suggest appropriate changes to make their classroom a more universally designed environment with ideas for creating instructional materials and evaluation tools that are accessible for all. This workshop will discuss Universal Design, including Universal Design for Learning, Universal Instructional Design, and the Seven Principles of UID researched and implemented by the University of Guelph, Canada. Through several hands-on activities, attendees will learn how to evaluate their courses and gain suggestions for appropriate changes to create a more universally designed learning environment, including course materials and evaluation tools.

*Universal Design Curriculum & Instruction; Audience: All*
Concurrent Block 2
Wednesday July 15
11:30 am – 12:30 pm (1 hour)

#2.1 AHEAD: Getting the Most from Your Organization
Bea Awoniyi–AHEAD President / Santa Fe College
Stephan Smith–AHEAD Executive Director

Are you a new AHEAD member who is attending your first conference? Do you wonder about AHEAD’s work beyond the annual conference and its role in leading the national dialogue? Are you interested in becoming more involved? Do you have ideas about how AHEAD could better serve your interests? Join AHEAD’s President and Executive Director for an informing conversation about the Association’s foundational principles, member resources, national agenda, opportunities for involvement, and the ways in which AHEAD can assist you in advancing your career. *AHEAD Start; Audience: Novice*

#2.2 We’re from the Government. How Can We Help You?
Irene Bowen–ADA One, LLC
Marcie Roth–Federal Emergency Management Agency
Roberta Kirkendall–Special Legal Counsel, Civil Rights Division, U.S. Department of Justice


The past year has brought significant developments on the federal front, and we’ve invited representatives of federal agencies to brief us and let us know what might be next. For an update, join officials from departments like Education, Housing and Urban Development, Veterans Affairs, and Justice, and the Federal Emergency Management Agency. Bring questions about testing accommodations, websites, information and communication technology, emergency evacuation, housing accommodations, or whatever issues the agencies can clarify. *Civil Rights & Disability Law; Audience: All*

#2.3 Re-thinking the Disability Paradigm: A Conversation to Have with Faculty and Staff
Randall Ward–Eastern Michigan University

The presenter took part in a faculty development opportunity and introduced faculty to the concept of the social construction of disability. Faculty feedback was very positive and reflected faculty were ready to think of disability as another form of diversity, civil rights and social justice. *Disability Studies; Audience: All*

#2.4 How to Win Over Faculty and Influence Campus Culture
Katheryne Staeger–Wilson, Missouri State University
Kimberly Tanner–Valdosta State University

As disability services professionals, we are often called upon to host trainings on topics that do not advance our mission. The presenters will share strategies that go beyond training to “infiltrate” the campus by identifying and nurturing allies who will then assist in efforts to generate inclusive design and sustainable change. Participants will have an opportunity share unique tactics that have been successful on their campuses. *Running a DS Office: It is YOUR Business! Audience: Intermediate to Advanced*

#2.5 S(EXploring) Disability: Normalizing Disability and Sexuality
Margaret Camp–University of South Carolina Upstate
Tiffany Bailey–University of North Carolina Chapel Hill

The words “disability” and “sexuality” have rarely shared the same spaces in discussion, but as we explore disability identity, we cannot leave out one of the most normalizing aspects of humanity - sexual identity and expression. We will examine the relationship disability and sexuality have shared in the past, from oppression to avoidance to taboo and even perversion. Emerging media and fresh attitudes bridge disability and sexuality to open doors that normalize the lived experience of disability. *Diversity; Audience: All*
Concurrent Sessions

#2.6 Computer-Based Testing: Advances in K12 and Implications for Higher Education
Cara Laitusis–Educational Testing Service
Elizabeth Stone–Educational Testing Service

This presentation will include an overview of testing accommodations that are being integrated into K12 state assessments and the resulting impact on higher education. Technologies include text to speech, on-demand embossing, refreshable braille, ASL videos, and more. Attendees will also hear about future research plans to examine the impact of these accommodations on college readiness for students with disabilities.

Access Technologies-Lecture; Audience: All

#2.7 Open Source Web Accessibility Auditing Tools
Jon Gunderson–University of Illinois

The Functional Accessibility Evaluator (FAE) 2.0 and AInspector Sidebar are open source tools to evaluate and inspect compliance with the requirements of the W3C Web Content Accessibility Guideline (WCAG) 2.0. WCAG 2.0 is an international standard and part of the Section 508 refresh for information technology. Open source tools can be freely used and customized for individual needs.

Access Technologies-Hands-on Lab; Audience: All

#2.8 Assuring Access for Deaf Students with Multiple Disabilities in Practice
Patricia Tesar–Gallaudet University
Jeffrey Shaumeyer–Gallaudet University

Serving post-secondary Deaf students who have multiple disabilities with Section 504 and ADA accommodations seemingly requires as many strategies as there are students. At Gallaudet University, a bilingual institution that teaches in American Sign Language and English, we search for best practices in confronting those challenges through an in-depth study of our DSS students from the past seven years.

Deaf/Hard of Hearing Students; Audience: All

#2.9 Campus “Word Maps” Orientation Information for Blind/Visually Impaired: A Non-Technical Application
Jim Kessler–AHEAD

Access to campus (orientation) information is readily available in print and on-line formats, and through out the campus that allows (new) faculty/staff/students and guests independent way-finding. After initial orientation services there are no resources for blind/visually impaired to independently move around campus. In this session participants will learn about the concept and development of a “word map” that is downloadable, navigable and easily updated.

Universal Design, Blind/Visually Impaired Students; Audience: All

#2.10 Access Abroad Accommodations and Faculty-Led Programs
Heidi M. Soneson–University of Minnesota
Barbara Blacklock–University of Minnesota
Lindsey Lahr–University of Minnesota

Faculty-led programs are a common offering among US undergraduate study abroad programs. These types of programs involve unique considerations when providing accommodations for students with disabilities. This session will provide guiding principles and discuss concrete examples of student accommodation requests on faculty-led study abroad programs through the University of Minnesota. Consideration will also be given to requests for faculty leader accommodations.

Curriculum & Instruction; Audience: All

#2.11 From Combat to Classroom - Student Veterans with PTSD/TBI
Lauren Sebel–Austin Community College

This workshop will help disability services staff gain a better understanding of what these student veterans are dealing with as they transition from soldier to student. Presentation includes information on PTSD/TBI, how these diagnoses affect students in the classroom, and classroom accommodations that are appropriate to level the playing field for this growing student population.

Veterans; Audience: All
Concurrent Sessions

#2.12 Beyond Accommodations: How Academic Coaching Supports College Success for Students with Disabilities
Alexis Petri–UMKC Institute for Human Development
Ronda Jenson–UMKC Institute for Human Development

Academic coaching is a method of supporting college students as they set and work toward goals that support retention and persistence. KC-BANCS has found academic coaching to be beneficial to college students with disabilities. This presentation will share insights and successes of academic coaching for college to career including student outcomes and operational insights for colleges and universities. Coaching Students; Audience: All

#2.13 Supporting Staff Through Internal Professional Development: Two-Year Review of a Current Model
Lisa Toft–University of Denver

How do we as student service providers provide support and professional development to our staff members when time and budgets are so limited? How do we establish a solid, shared foundation of knowledge and skills? In this interactive, round-table discussion, we will share our model for Professional Development from the past two years, including the framework, resources, topics, tools, lessons learned and best practices. Professional Development Staff Development Skill-building Audience: All

Concurrent Block 3
Wednesday July 15
2:00 pm-3:00 pm (1 hour)

#3.1 The Student Interview: A Tool for Gaining Essential Information
Margaret Camp–University of South Carolina Upstate
Kimberly Tanner–Valdosta State University

Understanding a student’s disability experience is a core skill for disability resource professionals that involves the ability to listen, ask informed questions, reflect, analyze, and apply professional judgment. The initial conversation with the student is a powerful tool in acquiring the information necessary for decision-making and often sets the tone for the student’s perception of the disability resource office. In this session, the facilitators will discuss strategies and provide a model for the student interview process that uses self-report, professional judgment, and third-party documentation to focus on barrier removal and create a campus culture of access and inclusion. AHEAD Start; Audience: Novice

#3.2 Sneak Preview: New Resource for Accommodating Students who are Deaf or Hard of Hearing
Irene Bowen–ADA One, LLC
Lisa Caringer–pepnet 2
Scott Lissner–The Ohio State University
Jamie Axelrod–Northern Arizona University

Be among the first to learn – straight from some of the authors -- about an upcoming pepnet 2 resource. Join this panel, including attorneys, ADA and DSS coordinators as they explore policy and practice. Practical tips and case studies will be used to explore in-class and out-of-class accommodations. Auxiliary aids, internships, access to facilities, and budget concerns will be highlighted. Civil Rights & Disability Law; Audience: All
Concurrent Sessions

#3.3 Integrating Disability Studies and Disability Services: At the Intersection of Theory & Praxis
Lauren Rose Strand–The Ohio State University
Disability Studies has much to offer Disability Services offices and providers! This interactive program will highlight the major contributions of Disability Studies, including a brief overview of the various “models” of disability and Universal Design concepts, foreground the intersectional approach taken in Disability Studies, and explore how “person first” rhetoric factors into student identities and service requests.

Disability Studies; Audience: All

#3.4 Transformational Leadership in Disability Services: How to Respond when your Iceberg is Melting
Grace Moskola–University of Central Florida
Embracing the social model approach to disability services in higher education causes a sometimes disruptive cultural shift. Transformational leaders take a team approach to such transitions, embracing new opportunities and helping bring forth the unique potential of each individual. This leadership style will be discussed through the lens of John Kotter’s (Professor of Leadership, Emeritus, at the Harvard Business School) book, Our Iceberg is Melting, an empowering parable using penguins to demonstrate how to navigate institutional change successfully.

Running a DS Office: It is YOUR Business! Audience: Intermediate to Advanced

#3.5 Capitalizing on the Sustainability Movement: Reinforcing the Importance of Accessibility and Inclusion on Your Campus
Jen Dugger–Portland State University
Sharon Downs–University of Arkansas at Little Rock
Is your institution increasing its focus on sustainability? Is the conversation mostly about reducing, reusing, and recycling? A truly sustainable community is one that actively supports environmental, economic, and social justice. This session will be a brief introduction to the topic of social sustainability and will examine the role of the DRS professional in campus sustainability initiatives. Emphasis will be placed on the identification of strategies to promote social sustainability on our campuses.

Diversity; Audience: All

#3.6 How to Evaluate Technology for Accessibility
Terrill Thompson–University of Washington
Our colleges and universities are increasingly reliant on information technologies (IT) that are procured from vendors. How can we tell whether these IT products are accessible? This session will explore issues, methods, and strategies for evaluating IT products and helping to influence their accessibility. The session will include practice activities evaluating products, and is rated NT (Non Technical).

Access Technologies-Lecture; Audience: All

#3.7 Creating Accessible Emails
Brad Held–University of Central Florida
This session will focus on the everyday yet highly important task of creating accessible emails. Although similar to creating accessible documents, email creation has its own details and quirks that participants will learn to pay attention to and incorporate into their routine correspondence.

Access Technologies-Hands-on Lab; Audience: All

#3.8 Bridges from College to Career for Students on the Spectrum
Lisa King–St. Katherine University
Jane Thierfeld Brown–University School of Law
In this session we will provide DS providers information regarding the challenges that students with Asperger Syndrome face when transitioning from college to employment settings and strategies for supporting the student and campus constituencies. Ideas will be discussed for assisting the student to secure and retain internship opportunities. In addition, ways in which to engage key departmental staff, career services, and potential work sites will be provided. We will equip attendees with strategies and tools to facilitate a smoother transition to internships, while still on campus and career employment beyond college.

Autism Spectrum, Career; Audience: All
Concurrent Sessions

#3.9 Accommodated Testing: The Quest for Equity
Jean Ashmore–Past-President AHEAD
Carol Funkes–University of Arizona
Kristen Vickery–Anne Arundel Community College/
    National College Testing Association Board Member
Tim O’Connor–University of Wisconsin Madison/
    National College Testing Association Member

Taking tests is a regular part of the college experience, but for disabled students there usually isn’t much “regular” about the experience. Too often the tests faculty design are inaccessible and can be ineffective in measuring learning for disabled students. To address this, accommodations are arranged through testing centers, disability service offices, or provided through separate testing arranged by faculty. In this panel session, we will share promising practices for providing test accommodations, reducing student burden, and working with faculty to reduce the need for accommodations. The panel includes representatives from the National College Testing Association, a large DS office that operates efficient in-house testing, schools where DS does no accommodated testing, and a community college test center that administers tests to all campus students.

Curriculum & Instruction; Audience: All

#3.11 Overcoming Obstacles to Writing for Students with Learning Disabilities
Caroline Le–Beacon College
William Nesbitt–Beacon College

College students struggling with learning disabilities or ADHD often experience extreme writer’s block, only able to produce material when there is a “gun to their head.” Throughout the presentation, participants will engage in writing exercises which will implement the teaching strategies and modalities being discussed.

Curriculum & Instruction LD/ADHD; Audience: All

#3.10 Building Allies: Embedding Disability in Diversity and Social Justice Education and Training
Susan Aase–University of Minnesota
Mari Magler–University of Minnesota
Anne Phibbs–University of Minnesota
Linda Wolford–University of Minnesota

Through lecture, examples, and interactive demonstrations, participants will experience various elements of the University of Minnesota Office for Equity and Diversity’s successful equity and diversity certificate program focusing on social justice, ally development, and multiple identities. Participants will gain practical strategies and tools that can be applied to their respective diversity initiatives and programs.

Social Justice Theory-to-Practice, Audience: All

#3.12 Aligning Disability Services With College Cultures: What Will Work On Your Campus?
Andy Christensen–Carleton College

How can you match your work to your campus? Most professional development focuses on standards across campuses, such as federal law. But that doesn’t answer all questions. This presentation will describe strategies for identifying general characteristics that should be incorporated into disability services. Knowing your college is essential for serving your students, but how to uncover that identity is typically not expressed ...until now.

Campus Collaborations; Audience: Intermediate

#3.13 30 Ways to Retain Students and Support Universal Design on Your Campus
Paul Brown–John Carroll University
Doug Rosette–Salem State University

As many as 60% of students entering the Higher Education setting are not prepared to succeed. Fortunately, technology can help. This fast-paced session will share the top tools needed by struggling learners, ideas for increasing usage of the tools across campus, and tips for making sure materials are accessible.

Universal Design Curriculum & Instruction Audience: All
Concurrent Sessions

Concurrent Block 4
Thursday July 16
11:00 am – 12:30 pm (90 minutes)

#4.1 Disability Services: Roots in the American Civil Rights Movement; Future in Educational Reform and Improvement
Paul Grossman–Hastings College of the Law; Retired Chief Regional Attorney, OCR, San Francisco

The purpose of this presentation is to provide disabled service providers, particularly new ones, with the positive, historical civil rights framework for the compelling importance of their work. We will discuss how disability rights were developed from principles initially asserted in race, sex, and national origin judicial precedents and explore how the duty to accommodate can be an engine for educational reform and improvement for all students.

AHEAD Start; Audience: All

#4.2 Dogs, Cats, & Hedgehogs: Accommodating Students with Service and “Assistance” Animals
Scott Parrish–Baird Holm LLP
Christy Horn–University of Nebraska

Managing accommodation requests for service and assistance animals is becoming increasingly challenging for service providers. Scott Parrish Moore, Former DOJ Fair Housing Attorney, and Christy Horn, ADA/504 Compliance Officer will discuss the complexity of federal regulations and provide practical tips on how to develop policies and procedures to reasonably accommodate students with disabilities who request service and assistance animals.

Civil Rights & Disability Law; Audience: All

#4.3 Discovering our Pasts: Using Archival and Oral History Research in Disability Services
Adam Crawford–The Ohio State University
Katheryne Staeger-Wilson–Missouri State University

George Santayana said, “Those who cannot remember the past are condemned to repeat it.” This session will present archival and oral history research techniques for discovering and maintaining the history of disability culture and services on your campus. Presenters will share findings from their own research, including audio/visual samples. Participants will brainstorm ways to integrate these techniques into current practices.

Disability Studies; Audience: All

#4.4 Strategically Managing Your Office and Planning for the Future
Emily Lucio–Catholic University of America

Managing a disability services program is similar to running a small business. Effectively managing issues are critical to a manager’s achievement. Developing effective policies and procedures will ensure a program’s goals and objectives are realized. Program development is accomplished through thoughtful assessment, strategic planning, developing learning outcomes and evaluation. The goal of this session is to provide newcomers a foundation of information and best practices in managing a disability services program.

Running a DS Office: It is YOUR Business! Audience: Intermediate to Advanced

#4.5 Ensuring Every Voice is Heard
Sharon Downs–University of Arkansas, Little Rock
Amanda Kraus–University of Arizona

Meeting structure plays an important role in determining who does and doesn’t participate and which ideas are heard. If we want to create an environment in which diversity is valued, we need to think more about how we structure the time we spend together. Liberating Structures are microstructures that foster participation and make it possible to include everyone.

Diversity, Audience: All

#4.6 How to Sustain Standardized High-Quality Electronic Formats for Students with Disabilities: A Training Program
Angella Anderson–University of Illinois
Ann Fredricksen–University of Illinois

How do you consistently train a transient staff of student workers who convert a large volume of print materials a year? After creating a list of standards and best practices, the staff at the University of Illinois, Urbana-Champaign, implemented a universally designed training program for their student workers that drastically eliminated errors and increased consistency in the output of materials.

Access Technologies-Lecture; Audience: All
#4.7 Post-Production Captioning: Tools of the Trade!
T.J. DiGrazia–PostCAP LLC

The goal of my session is to educate Service Coordinators on available captioning tools ranging from free “Do It Yourself” (DIY) methods to professional softwares. I will provide an opportunity for service coordinators to experience these tools “live”. Each service coordinator will have the option to create a one-minute captioned video using DIY software. We’ll evaluate the results of our findings during the last portion of the session.

Access Technologies-Hands-on Lab; Audience: All

#4.8 Conduct and Students on the Autism Spectrum
Jane Brown–University of Connecticut School of Law

The majority of students on the autism spectrum contribute to our communities in many positive ways. A small number of students have behaviors which challenge our campuses and our conduct boards. This session will address how to best work with students on the spectrum who may present these challenges. Issues for classrooms, residence halls and students organizations will be discussed as well as dealing with parents.

Autism Spectrum; Audience: All

#4.9 Outside the Box but All In: Creating a Consortium to Provide Universal Design to All Students
Tammy Berberi–University of Minnesota, Morris
Michelle Nario–Redmond-Hiram College
Elizabeth Grace–National Louis University
Wendy Harbour–Syracuse University

This discussion between faculty in psychology, education, world languages, and the associate director of a disability resource center explores a universal approach to serving all students and the evolving role of disability services representative(s) in supporting transformation. Our shared vision of a regional consortium to better serve the needs of all students expands collaboration and support networks.

Universal Design, Small DS Office; Audience: Advanced

#4.10 Unraveling the Complexities of Traumatic Brain Injury (TBI) Documentation in College Students
Loring Brinckerhoff–Educational Testing Service
Nora Pollard–Educational Testing Service
Morgan Murray–Educational Testing Service

Returning veterans, student athletes, and accident victims frequently request accommodations from testing agencies and college DS providers due to TBIs. Because of the complicated nature of these injuries, the documentation can take various forms: medical records, notes from doctors, or neuropsychological reports. To streamline the documentation review process ETS has just developed documentation guidelines for TBI in adolescents and adults.

Veterans TBI; Audience: Intermediate

#4.11 It’s a Brave New (Virtual) World
Marcia Kolvizt–pepnet 2
Cindy Camp–pepnet 2

For professionals in education and social service settings, the use of online sources for professional development represents a significant shift in the learning environment. In this session, the presenters will discuss how technology may be used to deliver technical assistance and professional development to different types of audiences or stakeholders.

Deaf/Hard of Hearing Online Education; Audience: All

#4.12 Up, Up, and Away AKA A One Year Transition Pilot For Success
Judyann Mika–Illinois Valley Community College

When transition meetings prior to the first semester and appropriate accommodations failed to provide students skills for success and retention, we developed a collaborative year long process to work with first year students. This presentation will discuss how students learned to identify their unique learning style and strategies, recognize potential problems, implement problem-solving strategies, increase self-confidence, and develop self-advocacy skills.

Community College Small DS Office; Audience: All
Concurrent Sessions

### #4.13 Students with Disabilities: Peer Mentoring for College Success
Jayne Fraley-Burgett—Western Michigan University
Kathleen Camire—Western Michigan University

Research indicates that student engagement, like that fostered by a peer mentoring program, is a predictor of success and retention. As transitioning to college can be difficult for students with disabilities, their engagement is a priority. This session will detail how employing peer mentors for students with disabilities, rather than professionals, benefits students, staff, and institutions. Discussion will include steps to design and implement the Peer Mentor Program, giving participants opportunities to learn strategies for implementing programs on their campuses.

*Students Curriculum & Instruction Research*

**Audience:** All

### #5.1 Of Bricks and Mortar; Collaboration and Access
Jim Kessler—Consultant

An important role for disability resource professionals is leading their institutions in identifying and addressing access barriers in the campus’ physical environment. In this session we will take a “tour” of the many components of an institution that impact the school’s students, staff, faculty, and campus visitors. Discussion will address standard facilities (buildings, sidewalks, and roads) that one would expect to find on a campus but also consider components of a campus that create the school’s unique character. Strategies for getting to know your campus and developing relationships to impact the campus’ physical access will be explored.

*Audience: All*

### #5.2 DOJ on Testing Accommodations for Standardized Examinations: Recent Developments and Guidance
Roberta Kirkendall—Special Legal Counsel, Civil Rights Division, U.S. Department of Justice
Nabina Sinha—rial Attorney, Civil Rights Division, U.S. Department of Justice

DOJ attorneys will discuss recent litigation and the effect of revised regulations in the testing accommodation area. Topics addressed will include: documentation requirements, timeliness of review of requests for testing accommodations, and flagging. We’ll also discuss the Best Practices recommended by a panel of experts convened pursuant to the nationwide consent decree reached in DFEH v. LSAC, and how those recommendations can be applied in other contexts.

*Civil Rights & Disability Law; Audience: All*

### #5.3 The Tropes Trap: Cultural (Mis)Representations of Disability
Margaret Camp—University of South Carolina Upstate

We will delve into problematic cultural (mis)representations of disability using classic and modern examples from television, film, literature, cartoons, advertising, and social media. Modern trends such as ‘inspiration porn’ and ‘shoc$kumentaries’ will be examined from a disability studies perspective. A taxonomy of disability tropes will be proposed, including the emerging ‘Disability Superpower’ role, with reference to Oscar Pistorius and the documentary ‘FIXED: The Science/Fiction of Human Enhancement’.

*Disability Studies; Audience: All*

### #5.4 Working Together: Involving Your Whole Campus in Providing Access
Kristie Orr—Texas A&M University
Larry K. Phillippe—Texas Tech University

Disability Service providers often find themselves as the “disability police” and provider of access for all individuals on their campus. The presenters will describe ways that they have engaged many other campus entities in access issues so that they have become the champion of the cause, not the provider of all accommodations.

*Running a DS Office: It is YOUR Business! Audience: Intermediate to Advanced*
#5.5 Socially Just Disability Awareness Programming  
*Amanda Kraus—University of Arizona*

Unintentionally, disability awareness events often leave participants with feelings of pity for disabled folks or relief that they are not disabled, rather than pride or respect for the community. This panel will engage members of the Diversity Standing Committee to explore challenges to progressive disability programming, problematize popular awareness activities like simulations, and generate strategies to implement programming congruent with values around social justice and community.  
*Diversity, Audience: All*

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#5.6 Do Content and Readers Play Well together:  
*Testing Mainstream Reading Systems for Accessibility*  
*George Kerscher—DAISY Consortium*  
*Varju Luceno—DAISY Consortium*

In this session (lecture and a demonstration), participants will learn what initiatives are underway that will deliver enhanced accessibility for educational materials. We will review new standards and resources that are available to educational content creators to help them develop “born accessible” materials.  
*Access Technologies-Lecture; Audience: All*

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#5.7 Accessible Online Maps: Placemarks to the People!  
*Kaela Parks—Portland Community College*  
*Jennifer Gossett—Portland Community College*

Portland Community College developed a partnership in which facilities, webteam, disability services, and the architecture and drafting program all worked together to produce online maps that show building floorplans, noting the location of accessible features such as elevators, door openers, and more. The maps are all keyboard navigable, and screenreader friendly. Learn about the project in a hands-on environment.  
*Access Technologies-Hands-on Lab; Audience: All*

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#5.8 Beyond Accommodations: Strategies for College Students with LD and/or ADHD  
*Mary Barrows—Northeastern University*  
*Jennifer Newton—Northeastern University*

Recently published by AHEAD, Beyond Accommodations provides supports to DS professionals working with students with LD and/or ADHD. This manual includes materials for enhancing students’ academic or executive function skills; with the “consumables,” instruction of strategies, self-awareness, and advocacy is a more seamless process. The authors of the manual will present with real-life scenarios, demonstrating how to maximize this resource.  
*ADHD & LD Instruction; Audience: Novice*

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#5.9 Adapting Chemistry Laboratories for Undergraduate Students with Disabilities  
*Joanna Boval—University of California, San Diego*  
*Sheila Kennedy—University of California, San Diego*

Since more students with disabilities are studying STEM fields, universities must continually re-examine laboratory environments to ensure accessibility. At UC San Diego, the Office for Students with Disabilities and the Safety Coordinator for the Department of Chemistry and Biochemistry Teaching Laboratories have teamed up to proactively meet students’ needs while still maintaining the health and safety of all laboratory participants.  
*Universal Design, Instruction; Audience: All*

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#5.10 Internships, Co-ops and Clinic Accommodations  
*Jane Thierfeld Brown—University of Connecticut, School of Law*  
*Karen DeMeola—University of Connecticut, School of Law*  
*Jennifer Cerny—University of Connecticut, School of Law*

Students are increasingly required to participate in practical education experiences in order to fulfill graduation requirements. Since many of these clinical placements, internships, etc occur in real world employment settings, how do accommodations and higher ed disability law apply? This session will discuss the issues confronted in legal education and other professional, undergraduate and graduate settings where practical experience is part of the curriculum.  
*Career; Audience: All*
#5.11 Campus-Wide Universal Design Software Implementation
Rachel Kruzel–Augsburg College

Augsburg College shares their story and strategies of bringing the literacy software package Read & Write Gold to all students on campus to help with retention efforts. Through campus partnerships, marketing, trainings, and word of mouth, this program is supporting all students, not just students accessing services through the Disability Services Office.

*Universal Design; Audience: All*

#5.12 What’s In a Name: Implications of Position Titles in Disability Resources
Grace Moskola–University of Central Florida
Kimberly Tanner–Valdosta State University

How do professional titles limit or enhance the interactions we have with others? This session will focus on the perceptions and hidden meanings in commonly used position titles and how these choices shape our interactions. A shift from medical model language to social justice affirming titles will be considered and a resource presenting alternatives will be introduced and explored.

*Disability Services; Audience: All*

#5.13 Faculty Engagement Through Universal Design For Learning: Towards the Vision of an Inclusive Campus Culture
Anita Moore–Heartland Community College
Johnna Darragh–Heartland Community College

This presentation highlights an innovative partnership developed at Heartland Community College using Universal Design for Learning (UDL). Staff from Disability Support Services and college faculty will share how access and participation of students with disabilities was enhanced across the college curriculum through the development of a Faculty Fellows program and the embedding of UDL within various college structures and processes.

*Universal Design Curriculum & Instruction; Audience: Intermediate*

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**Concurrent Block 6**

**Thursday, July 16**

**4:00 pm – 5:30 pm (90 minutes)**

#6.1 An Essential and Strategic Role for Disability Services: Faculty Developer
Elizabeth Harrison–University of Dayton
Randall Ward–Eastern Michigan University

When we accept that barriers to curricular access stem from the design of academic programs, courses, and experiences, it changes the work of the DS office. Rather than focusing primarily on the individual student’s disability, active faculty outreach, consultation, and collaboration become central. Join us to explore how sustained and strategic faculty development is an important part of DS work when we embrace a socio-political understanding of disability.

*AHEAD Start; Audience: Novice*

#6.2 The Legal Year in Review
Jo Anne Simon–Attorney
Paul Grossman–Hastings College of the Law; Retired
Chief Regional Attorney, OCR, San Francisco

Every year is active in the Federal and state courts. Our esteemed and knowledgeable colleagues will analyze key illustrative cases and decisions in 2014 that have potential impact on college students and campus policies, practices and environments.

*Civil Rights & Disability Law; Audience: All*

#6.3 The Tension Disability Studies Creates in the Academy
Carol Marfisi–Temple University

Reflective discussion of possible reasons underlying the problematic and contentious climate that Disability Studies often creates among academy faculty and administration.

*Disability Studies; Audience: All*
#6.4 Strategies for Successful Supervision and Team Collaboration  
*Adam Meyer—University of Central Florida*

Supervising and building office teams requires intentional effort and focus. This session will explore positive strategies for creating an environment that benefits the individual employees, the team and the supervisor. The presenter will start the conversation by offering ideas based on best leadership practices and personal experience. Those in attendance will be asked to share their ideas and experiences so that everyone can leave the session with many ideas and approaches to take back to the office.  
*RUNNING A DS OFFICE: IT IS YOUR BUSINESS! AUDIENCE: INTERMEDIATE TO ADVANCED*

#6.5 Welcoming and Effectively Including International Students with Disabilities in Your Institution  
*Michele Scheib—Mobility International USA*  
*Sue Jin Hee Lindgren—University of Minnesota*  
*Lucas Nadośkis—University of Minnesota*

Just as students with disabilities should be effectively served by all campus offices, international students should be too. Disability professionals need to look at how their processes and services are meeting needs of international students with disabilities. Attendees will learn strategies for student outreach and retention directly from disability and exchange professionals and an international student with a disability.  
*DIVERSITY, INTERNATIONAL EXCHANGE; AUDIENCE: INTERMEDIATE*

#6.6 Lessons Learned: How the University of Colorado Boulder is Addressing Digital Accessibility  
*Jill Sieben-Schneider—University of Colorado Boulder*  
*John Meister—University of Colorado Boulder*  
*Mark Werner—University of Colorado Boulder*  
*Paul O’Brien—University of Colorado Boulder*

With information and communication technology (ICT) evolving at a rapid pace, institutions are finding it difficult to remain proactive in implementing digital accessibility standards. This group of IT and DS staff will share the University of Colorado Boulder’s Department of Justice investigation and what your institution is experiencing regarding ICT accessibility (Google apps, placement exams, learning management systems, etc.).  
*ACCESS TECHNOLOGIES—LECTURE; AUDIENCE: ALL*

#6.7 Able Player: A Fully Accessible Media Player for Higher Ed  
*Terrill Thompson—University of Washington*

Able Player is a free, open source media player for the Web that supports captions, audio description, and sign language; plus includes a full set of accessible controls and engaging features. This session will discuss the variety of potential problems people have accessing video and audio content, and will demonstrate Able Player as a viable solution.  
*ACCESS TECHNOLOGIES—HANDS-ON LAB; AUDIENCE: ALL*

#6.8 What Could we Possibly Have in Common with the NCAA?  
*Jamie Axelrod—Northern Arizona University/AHEAD*  
*Chris Ruckdaschel—National Collegiate Athletics Association*  
*Marcia Ridpath—MAR Educational Consulting*

In 2010 the NCAA’s Office of Inclusion adopted an “inclusion statement” which contains disability as a dimension of diversity. This statement outlines their commitment to “provide or enable programming and education, which sustains foundations of a diverse and inclusive culture”. Come find out about the initiatives the NCAA is undertaking around disability and why they would value our help!  
*STUDENT ATHLETICS; AUDIENCE: ALL*

#6.9 Knowledge is Power: Tips for Deconstructing Research Articles and Finding Useful Information  
*Sally Scott—AHEAD*  
*David Parker—CRG (Children’s Resource Group)*

This session will provide a discussion of barriers to using research findings in our daily practice drawn from a recent AHEAD membership survey. The presenters, both experienced DS professionals and researchers, will provide strategies for locating, understanding and applying relevant research in our work. Participants will be encouraged to share and discuss their own successful strategies and practices.  
*DS PRACTICE; AUDIENCE: ALL*
#6.10 Owning Our Stories: Expanding the Diversity Dialogue on Campus  
Karen DeMeola–University of Connecticut School of Law  
Jennifer Cerny–University of Connecticut School of Law

In 2007, an event occurred at UConn Law that illuminated the need for the institution to examine their identity and campus culture. The fallout from this divisive event sparked a movement to redefine “diversity” and create comprehensive programming on campus to address the issue head on. This presentation will discuss how we’ve used our story to create a platform for growth and inclusivity.  

*Campus Diversity; Audience: All*

#6.11 Improving Systemic Access for Positive Post-school Outcomes with Deaf/Hard of Hearing Individuals  
Cassie Franklin–pepnet 2  
Shannon Aylesworth–pepnet 2

A recent study revealed that the lack of systemic access for individuals who are deaf/hard of hearing negatively impacts postsecondary outcomes. Identifying these systemic barriers at will allow for improved access and positive outcomes. This workshop will focus on the types of systemic barriers and offer standard practice options to consider implementing at your institution.  

*Deaf/Hard of Hearing, Strategic Planning; Audience: All*

#6.12 Engaging University Personnel Through Discussions/Trainings for Working with Students with Autism  
Gina Oswald–Wright State University  
Heather Rando–Wright State University

This panel discussion, facilitated by a DS staff member and a faculty member, will engage the audience in an honest discussion about the current attitudes and resistance encountered when attempting to connect with university personnel and faculty to improve the experiences of students on the autism spectrum. Innovative ideas and training activities will be provided.  

*Faculty, Autism Spectrum; Audience: Intermediate*

#6.13 LD Students’ Perceptions of Their Academic Success Attributes: A Four-Year Study  
Karen Wold–University of Illinois/DRES

This session will present the results of a four-year study the presenter conducted measuring perceptions of college students with learning disabilities on six attributes of success. This presentation will take participants through the process of survey development, results and outcomes that resulted in follow up workshops for students, all of which can be adapted for use on their own campuses.  

*LD Research; Audience: All*

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**Concurrent Block 7**  
**Friday, July 17**  
9:00 am – 10:30 am (90 minutes)

#7.1 Am I on the Right Track?  
Richard Allegra–AHEAD, moderator

It’s often said that the best source of professional development for disability resource staff members and administrators is a network of colleagues. But for the newer service provider who needs a sounding board but is still developing professional relationships, AHEAD offers support at the end of a telephone line. Join Richard Allegra, AHEAD’s Professional Development Director, and a panel of experienced colleagues, in a discussion of the issues that most often fill his inbox and telephone time. Bring your own questions to get feedback and further the discussion.  

*AHEAD Start; Audience: Novice*

#7.2 Interactive Panel Discussion of Reasonable Accommodations in Law School Environments  
Gracie Hyland–University of Minnesota  
Cynthia Fuller–University of Minnesota

Law schools are frequently viewed as presenting an inhospitable learning environment for students with disabilities. DS staff can work collaboratively with law school administrators and faculty to facilitate inclusion. This diverse panel of law school administrators/faculty and DS providers will discuss differing perspectives and practices and engage in discussion with participants about key issues and next steps.  

*Curriculum & Instruction; Audience: Novice*
Concurrent Sessions

#7.3 You Say Tomato: A Workshop on Bridging the Gap between Disability Services and Studies
Sue Kroeger—University of Arizona
Donna Johnson—University of Minnesota
Tammy Berberi—University of Minnesota, Morris

An uneasy partnership: what can disability studies learn from the provision of accommodation? What can providers learn from theory? What shifts in practices and mindset leverage the strengths of theory and practice to mutual benefit? Disability Studies; Audience: All

#7.4 How important is Building Trust and Credibility?
Let us Count the Ways
Linda Nissenbaum—St. Louis Community College at Meramec
Barbara Hammer—University of Missouri

How important is it for your office to be respected and valued on campus? And for you to be able to influence important policy decisions, program development, and system changes? What core characteristics must be there for that to happen? Trust and credibility. In this interactive session, you will work through case studies (the presenters and yours) to learn how to cultivate those essential qualities in yourself and your office. Running a DS Office: It is YOUR Business! Audience: Intermediate to Advanced

#7.5 Trans* and Disabled 101: A Practitioner’s Guide for Getting it Right
Jen Dugger—Portland State University
Dr. Joe Ippolito—Metropolitan State and Argosy Universities & Allina Health Systems

This session is geared toward all disability resource professionals who want to be able to fully support their students on the gender spectrum but don’t know where to begin! Come join us as we introduce you to a of myriad transgender identities and experiences, respectful language, intersections of the trans* and disability experiences, and more! Diversity, Audience: All

#7.6 Small School; Big Changes: Growing Your Higher Ed Assistive Technology Program
Rachel Kruzel—Augsburg College
Janet Peters—Great Lakes ADA Center

An Assistive Technology Provider provides methods, tools, resources, and ideas for building your Assistive Technology program and providing increased services to your students. Using the QIAT-PS as the baseline for service delivery measurement, new initiatives and projects were developed to help increase Assistive Technology use and delivery with students in the Disability Services Office and campus-wide at Augsburg College. Access Technologies-Lecture; Audience: All

#7.7 What’s AT? I’m Not a Tech Geek - HELP!
Heidi Scher—University of Arkansas

Not a tech geek? Stumbling over what to do for students who need alternative formats or assistive technology? Not sure how to even get started? Come on in and let’s talk! We’ll discuss the basics of how to begin developing your AT expertise as well as how to work with students who need AT. Access Technologies-Hands-on Lab; Audience: All

#7.8 Establishing a Campus-Wide Approach for Addressing Food Allergies and Celiac Disease in Higher Education
Kristi Grim—Food Allergy Research & Education
Kristie Orr—Texas A&M
Laura Patey—Wesleyan University

More students are arriving on college campuses with food allergies and sensitivities than ever before. While schools recognize that they need to meet the needs of those students, they often don’t know how. This presentation will present recently adopted guidance for best practices for working with college students with dietary needs. Students Campus Environments; Audience: All
#7.9 Hybrid Model of Academic Advising as Intervention for College Students with ADHD
Manju Banerjee–Landmark College
Loring Brinckerhoff–Educational Testing Service

High functioning college students with ADHD often drop out of college not because of academic deficiencies but because of executive dysfunction in social and emotional areas of competency. This presentation will describe an innovative approach to retention based on a proactive model of advising which draws on elements of coaching. Case study results will be shared for maximum audience engagement.

ADHD; Audience: Advanced

#7.10 Using Campus-Based Data Strategically: Learning from the Experts
Sally Scott–Educational Consultant, AHEAD
Linda Sullivan–Tufts University
Sharon Downs–University of Arkansas at Little Rock
Martha Smith–Oregon State University

How can we use data to educate our administrators, advocate for office needs, and evaluate our programs? Come hear the results of a survey of AHEAD members and learn from a panel of very experienced disability resource professionals who will share their strategies, advice, and tips. Participants will be encouraged to share and discuss their own successful strategies.

Strategic Planning; Audience: All

#7.11 Project Access: Promoting an Inclusive Learning Environment for Deaf and Hard-of-Hearing Students
Judith L. Gonzales–Ohlone College
Stefanie D. Ellis-Gonzales–Ohlone College

Faculty awareness and support are key to ensuring an inclusive learning environment for deaf students. Explore resources available to disabilities services staff that enhance faculty efforts, including a free website and Project Access faculty workshops that can be conducted at your campus free of charge. Join us to experience a sample workshop designed to increase faculty understanding and improve access.

Deaf/Hard of Hearing Community College; Audience: All

#7.12 Using Work Life Balance to Improve Consulting Skills
Deanna Arbuckle–University of Dayton

Work-life balance (WLB) is all about managing the work and expectations without significant conflict. If you are not addressing WLB, the negative implications can be seen in your work quality, physical/mental health, and in relationships. As disability service professionals, we not only need to address our own WLB, but we may need to work with our students on WLB issues.

Professional Development; Audience: All

#7.13 Better UDL Practices: Considering the Trauma Histories of Students with Disabilities
Ronda Jenson–UMKC Institute for Human Development
Linda Thurston–Kansas State University
Alexis Petri–UMKC Institute for Human Development

Merging the principles of universal design for learning (UDL) and trauma-informed practices enhances access to and engagement in learning. Students with disabilities, including veterans with service-connected disabilities, bring a range of trauma-histories, in addition to learning-histories, to their college experience. There are specific strategies exemplifying both UDL and trauma-informed practices that faculty and disability services staff need to know.

Students Mental Health; Audience: All
Concurrent Sessions

Concurrent Block 8
Friday July 17
2:30 pm – 4:30 pm (2 hours)

#8.1 Technology: AT, EIT, and What You Need to Know
Teresa Haven—Northern Arizona University
This session for new and newer professionals will focus on providing an overview of two major areas of technology we all need to know something about: Assistive/Adaptive/Access Technology (AT) and Electronic and Information Technology (EIT). Participants will learn about different categories of AT, discuss typical AT use cases, and leave with resources for finding AT solutions. We will then discuss accessibility in your institution’s EIT environment. We’ll explore the importance of cross-campus collaboration and discuss basic strategies for paying proactive attention to creating an accessible EIT environment.

AHEAD Start; Audience: Novice

#8.2 The Trials and Errors and Fun of Managing Modified Attendance Accommodations
Jamie Axelrod—Northern Arizona University
Adam Meyer—University of Central Florida
Disability Resource offices are getting more requests to modify classroom attendance policies. If you are considering these requests and providing this accommodation, you want to be sure that your process is sound and does not require the student to negotiate the accommodation outcome. A panel of representatives from various disability offices will share how they are exploring new ways to coordinate this challenging accommodation.

Curriculum & Instruction; Audience: All

#8.3 Exploring the Intersections of Disability with Other Identities and Experiences
Jay Wilson—University of Minnesota
Linda Wolford—University of Minnesota
Guided by a Disability Justice Movement framework, disability cultures, and the Social Model of Disability, presenters will explore how complex identities and experiences intersect with disability. Through multimedia-infused discussion, facilitators will share from diverse identities using community narratives, storytelling, learning activities, and personal reflection that include the complexities of disability (apparent and less apparent), race, class/poverty, sexuality, gender identity, trauma, and more. Learn how identity-based groups can ally together in solidarity to support all community members.

Diversity, Disability Studies; Audience: All

#8.4 Identifying and Changing Habits as a Key to Individual and Organizational Change
Elizabeth Harrison—University of Dayton
Routines or habits rule our daily work—faculty habits in teaching, students’ habits in studying, DS center habits in conducting business, relating to clients, and thinking about disability. This session will explore current thinking about how to change habits and the accompanying need to acknowledge grief or regret as we change both individually and organizationally.

Running a DS Office: It is YOUR Business!
Audience: Intermediate to Advanced

#8.5 Best Practices for Accommodating Students in Health Science and Professional Schools
Lisa Meeks—University of California, San Francisco
Neera Jain—University of California, San Francisco
Elisa Laird-Metke—University of California, San Francisco
Tim Montgomery—Northwestern School of Medicine
The clinical and performance based settings in the Sciences, Health Sciences, and Medical education present unique challenges for students, which may be considerably different from the accommodation model typically employed in the classroom setting. This panel of providers from the Coalition for Disability Access in Health Science and Medical Education will guide participants around promising practices in the context of case examples with associated OCR guidance.

Health Sciences, Career; Audience: Advanced
Concurrent Sessions

#8.6 Technology Roundtable
*AHEAD Technology Standing Committee Members*

This session provides an opportunity for members to share ideas for technology webinars or conference sessions they would like to see in the future, and also invites feedback on the AHEAD website.

*Access Technologies-Lecture; Audience: All*

#8.7 Understanding the Student Experience: Using Central Access Reader (CAR)
*Marshall Sunnes–Central Washington University*
*Wendy Holden–Central Washington University*

Participants will learn what it is like for students with print-related disabilities to use Central Access Reader (CAR), which is a highly customizable, math accessible TTS application for Mac and PC, especially geared for STEM content. Hands-on exploration of important features will be complemented with descriptions of how features work, with time for Q and A.

*Access Technologies-Hands-on Lab; Audience: All*

#8.8 The Answers Aren’t in the Back of the Book or in the Computer
*Pamela Butler–National Security Agency*

This presentation provides insight on federal employment opportunities and looks at areas that individuals need to consider and be prepared to discuss for employment opportunities. During the interactive session, tips and ideas will be given on how to best prepare students for opportunities in federal employment. Resume development, elevator speeches, interview techniques and resource information will be discussed.

*Career; Audience: All*
These Poster Sessions have been accepted/confirmed to date. Additional titles will be announced at www.ahead.org and full details will be posted in the Conference program.

A DSS Office’s Journey Down the Documentation Review Highway
Mary Barrows–Northeastern University
Jennifer Newton–Northeastern University

A Study of Students with Sensory Disabilities on a Geology Field Trip
Julie Hendricks–University of Cincinnati
Christopher Atchison–University of Cincinnati

Accessibility: It’s a Campus Thing
Lyla Crawford–DO-IT, University of Washington

Athletic Rivalries and Web Accessibility: Who is in the Sweet 16 this Year?
Jon Gunderson–University of Illinois

Comprehensive Services Aimed at the Transitional Needs of Veterans/Wounded Warriors in Higher Education
Dustin Lange–University of Illinois, Urbana-Champaign
Susann Heft-Sears–University of Illinois, Urbana-Champaign

Creating Accessible Engineering Labs: An Accessibility Checklist
Lyla Crawford–DO-IT, University of Washington

Generation Access: Why You Should Know & Care About Study Abroad
Michele Scheib–Mobility International USA

Pre-enrollment Considerations of Undergraduate Wheelchair Users and their Post-enrollment Transitions
Larry Markle–Ball State University
Roger Wessel–Ball State University
Darolyn Jones–Ball State University
Christina Blanch–Ball State University

The Let Me Learn Process®: A System of Learning that Promotes Autonomy and Inclusion for Postsecondary Students
Lisa Webb–Virginia Commonwealth University
Amy Miller–Virginia Commonwealth University
Emily West–Virginia Commonwealth University

Today’s College Student with Blindness/Low Vision: Holistic Education Practices
Rachel McDonald–The College of William and Mary

Universal Design for Learning in Distance Education: From Concept to Practice
Scott Kupferman–University of Colorado

Students with Disabilities and STEM: Lessons from a Decade of NSF Funding
Linda Thurston–Kansas State University
Cindy Shuman–Office of Educational Innovation and Evaluation
Jan Middendorf–National Science Foundation

Sustainability, Access, and Retention for Students With Disabilities at the University of Nairobi
Shadé Osifuye–University of Minnesota
Lunch & Learn Sessions

Grab a lunch from our on-site vendor and join us for these educational programs held on Wednesday and Thursday, 12:30 – 2:00. No registration required. Locations will be posted on site in St. Paul.

An Overview of the New MS in Disability Services in Higher Education
Mariette Bates–CUNY School of Professional Studies

A new online Master of Science degree in Disability Services in Higher Education, developed by the Disability Studies program at CUNY’s School of Professional Studies, will be offered in the fall of 2015. Geared to disability service professionals, the 30-credit degree program is the first in the country, and was created in consultation with members of AHEAD and other experts in the field. This session will offer an overview of the curriculum and address participant’s questions about online learning and the relationship of the new degree program to professional development.

Audience: All

Quality Indicators for Assistive Technology in Post Secondary Project: Updates and Lessons Learned
Bryan Ayres–Southwest ADA Center
Janet Peters–Great Lakes ADA Center

The Great Lakes ADA Center and the Southwest ADA Center entered a collaborative project in 2009 with a number of universities and K-12 schools interested in transition participating. This session examines the products developed and the lessons learned since the initial surveys and feedback from Disability Services staff at several universities.

Audience: All

Strategies for Developing and Maintaining a Disability Services Student Advisory Board
Teresa Spoulos–San Diego State University

This session will provide participants with strategies on implementing a Disability Services student advisory board. In this workshop attendees will learn about various operations of a board, student and advisor responsibilities, and the types of activities a board might undertake.

Audience: All

Writing for the AHEAD Journal of Postsecondary Education and Disability
David Parker–Executive Editor, JPED
Roger Wessel–Ball State University

Researchers and practitioners in the disability, technology, career and higher education fields, among others, regularly submit manuscripts to the JPED. This session is designed for those who are considering writing articles for the Journal and will include a review of current topics, what the JPED Editorial Board looks for in successful articles and a walk-through of the manuscript submission process.

Audience: Potential Authors

Rethinking College: A Film and Teaching and Advocacy Tool
Cate Weir–University of Massachusetts, Boston
Debra Hart–University of Massachusetts, Boston

This session will include a screening of the film “Rethinking College” followed by a discussion of how the film can be used as both an instructional and an advocacy tool with a variety of audiences to increase knowledge of postsecondary education opportunities for people with intellectual disabilities.

Students; Audience: All

Shifting Disability Support Services to a Coaching Mindset
Christina Fabrey–Green Mountain College
Jodi Sleeper–Triplett-JST Coaching, LLC

The college environment requires that students learn to be autonomous, flexible, and critical in their thinking yet we know that many of our students with disabilities need support in how to develop these important skills. Shifting to a coaching mindset, we can encourage students to set their own academic goals, develop strategies to meet them and reflect on their academic performance. This session will review the concept of shifting from a transitional service model to a coach approach to disability supports and share coaching skills to enhance self-reliance and foster efficient learners.

Coaching; Audience: Advanced
Lunch & Learn Sessions

How Sonocent Audio Notetaker Helps Students with Disabilities Take Notes Completely Independently
Dave Tucker—Sonocent, Inc.

Sonocent Audio Notetaker is award-winning software that supports students with conditions such as dyslexia, dyspraxia, and ADHD, who struggle to take written notes in class. In this session, Sonocent’s Director, Dave Tucker, will demonstrate how Audio Notetaker can help these students take detailed notes independently -- without the expense and administrative burden involved in providing paid peer notetakers.

Audience: All

Lights, Camera, Action: A Story of Campus Collaboration and Media Accessibility
Mary Liz McNamara—New York University
Alice Elliott—New York University

When Academy Award nominated filmmaker Alice Elliott approached the NYU Moses Center for Students with Disabilities, there was an instant connection. Individually, each area had been talking about creating a short film, but they needed each other to fund it and make it work. How do you collaborate and produce accessible media that tells a story that will engage the wider campus?

We will make a free downloadable copy of the film, Accommodation, available to all members of AHEAD and conference attendees.

Audience: All
Hotel Rates & Information

Headquarters Hotel

The Headquarters Hotel for AHEAD 2015 is the Crowne Plaza St. Paul Riverfront. Undergoing a transformation in the winter and spring of 2015, by summer of 2015 AHEAD guests will come to know this hotel as the InterContinental Hotel St. Paul!

Conveniently located near the St. Paul River Center where the AHEAD Conference will be held, this wonderful hotel offers our largest room block for 2015.

The room rate for AHEAD Conference attendees is US$165.00 + tax per night for single or double occupancy rooms. There will be a US$10.00 added charge for each additional person. In-room wifi is included in the room rate for all AHEAD attendees.

You are welcome to “visit” this hotel at: http://crowneplaza.com/stpaul

To make your reservations, please call 651-292-1900 or find specific AHEAD rate links at http://www.ahead.org/conferences/2015/hotel_travel

A Grand Historic Alternative Hotel

The St. Paul Hotel is a second hotel with whom AHEAD has arranged to have a deeply discounted room block available for 2015 Conference attendees. This grand, historic hotel has literally been the host to kings and queens – princes and princesses. This four-diamond property is ideally located just a block from the St. Paul River Center.

The room rate for AHEAD Conference attendees is US$190.00 + tax for single or double occupancy rooms. In-room wifi is included in the room rate for all AHEAD attendees.

Please visit this amazing hotel at: http://www.saintpaulhotel.com

Please make your reservation before June 13, 2015. Call 651-292-9292 or find specific AHEAD rate links at http://www.ahead.org/conferences/2015/hotel_travel

A Third Great Option

The Third hotel with whom AHEAD has contracted is the Holiday Inn Hotel St. Paul; it's not the Holiday Inn you may remember from childhood. This beautiful, ultra-modern, mid-rise, full-service hotel is conveniently located adjacent to one end of the St. Paul River Center and just across the street. AHEAD guests at the Holiday Inn Hotel St. Paul will also enjoy complimentary in-room wifi.

The room rate for AHEAD Conference attendees is US$155.00 + tax for single or double occupancy rooms.

You may check out this hotel at: http://www.holidayinn.com-hotels/us/en/st-paul/mspal/hoteldetail

Please make your reservation before June 19, 2015. Call 651-225-1515 or find specific AHEAD rate links at http://www.ahead.org/conferences/2015/hotel_travel
Local & Travel Information

Travel Information

Airport Shuttle
You may reserve a shared or exclusive ride between the Minneapolis-Saint Paul International Airport and the hotel you are staying at. Rates will vary depending on your preference and distance you are traveling. You may book either one way or round trip reservations here: www.supershuttle.com/?Port=MSP or by calling 1-800-258-3826

Buses & Light-rail
Minneapolis-Saint Paul has a robust public transit system of buses and three light-rail trains: Blue line, Red line, and Green line. All lines are accessible, for information regarding accessibility visit: www.metrotransit.org/accessibility
For route and fare information refer visit: www.metrotransit.org

Taxis
Driving Miss Daisy
Only company in the area with all ADA compliant vans and a van large enough to handle large motorized wheelchairs.
Phone: 763-253-4400
Drivingmissdaisymn.com

Town Taxi
Only other company in the area with wheelchair accessible vans, expect a 30-minute window of time verses a specific pick-up time due to the limited number of accessible vans their fleet. Phone: 651-888-8880 (from hotel)
Phone: 612-721-0000 (from airport)
Towntaximn.com

Uber
Listed under Minneapolis but does cover the entire metro area. Uber.com/cities/minneapolis

Hospitals - Medical & Psychiatric

Regions Hospital
640 Jackson Street, St. Paul, MN 55101
Phone: 651-254-3456
Regionshospital.com

St. Joseph’s Hospital
45 West 10th Street, St. Paul, MN 55102
Phone: 651-232-3000
Healtheast.org

United Hospital
333 Smith Avenue North, St. Paul, MN 55102
Phone: 651-241-8000
Unitedhospital.com

Interpreter Referral Agencies

ASLIS – American Sign Language Interpreter Agency
Voice: 763-478-8963
Toll Free: 1-866-ASL-DEAF (1-866-275-3323)
Main VP: 952-388-2141
After Hours: 763-489-3535
Aslis.com

CSD-Minnesota
Phone: 1-877-456-7589 (Voice/TTY)
c-s-d.org

Pet Stores

Chuck and Don’s Pet Food Outlet
2114 Ford Parkway, St. Paul, MN 55116
Phone: 651-699-5225
Chuckanddons.com

Cocobear Boutique Pet Care
197 E 7th Street, St. Paul, MN 55101
Phone: 651-222-6367
Cocobearpetcare.com

Sonnen’s Pet Shop
Historical Hamm Building, Administration Office
406 Saint Peter Street, St. Paul, MN 55102
Phone: 651-222-2425
Local & Travel Information

Pharmacies

Allina Health United Pharmacy
333 North Smith Avenue, St. Paul, MN 55102
Phone: 651-241-8849
Alinahealth.org

CVS Pharmacy
1040 Grand Ave, St. Paul, MN 55105
Phone: 651-224-2155
Cvs.com

Regions Pharmacy Department
640 Jackson Street, St. Paul, MN 55101
Phone: 651-254-9561
Regionshospital.com

Walgreens
425 Wabasha Street North, St. Paul, MN 55102
Phone: 651-224-6030
Wallgreens.com

Relay Center

MN Relay
Dial 7-1-1, toll free, nationwide
Standard Phone and TTY: 1-800-627-3529
Hearing Carry Over (HCO): 1-800-627-3529
Voice Carry Over (VCO): 1-877-627-3024
Two-Line Voice Carry Over: 1-866-855-4611
Mn.gov/commerce/topics/telecom/Minnesota-Relay

Urgent Care Clinics

Allina Health Bandana Square Clinic
1021 Bandana Boulevard East, St. Paul, MN 55108
Phone: 651-241-9700
Allinahealth.org/Clinics/Allina-Health-Bandana-Square-Clinic

Crisis Connection – 24 Hour Crisis Line
Phone: 612-379-6363
Toll Free: 866-379-6363
HealthPartners St. Paul Urgent Care
205 Wabasha Street South, St. Paul, MN 55107
Phone: 952-853-8800
Healthpartners.com

MinuteClinic
1040 Grand Ave, St. Paul, MN 55105
Phone: 651-224-2155
Cvs.com

Urgent Care for Adult Mental Health
402 University Ave East, St. Paul, MN 55130
Phone: 651-266-7900
Mentalhealthcrisisalliance.org

Veterinary Services

Pomeroy’s Small Animal Hospital
185 7ths Street East, St. Paul, MN 5510
Phone: 651-224-4815

St. Paul Pet Hospital
377 Dayton, St. Paul, MN 55102
Phone: 651-789-6275
Stpaulpet.com

Wheelchair Repair/Medical Equipment

Jackson Medical Equipment – Mobility & Hearing
982 Thomas Avenue West, St. Paul, MN 55104
Phone: 651-645-6221
Jacksonmedicalequipment.com

Liberty Oxygen and Medical Equipment
17 W. Exchange Street, Suite 130
St. Paul, MN 55102
Phone: 651-789-1767
Libertyoxygen.com
Silent Auction Information

Each year AHEAD awards scholarships to undergraduate and graduate students with disabilities nominated by AHEAD members, and to AHEAD members to advance their own academic study. These $1000 scholarships are funded annually through fundraising activities, the most significant of which is the annual Silent Auction. Since 2002 AHEAD members have raised, and AHEAD has provided, over $55,000.00 in scholarships!

Please join us in this super-fun Conference activity while also contributing to a great cause!

AHEAD members and Conference attendees are asked to donate quality items from their college or university, hometown, personally handcrafted items, or similar, to be bid on during the Conference. The proceeds from this silent auction are used exclusively for student and member scholarships. We would be proud to have an item from you, your college or university or your home town for the Silent Auction. We need your help to continue to make the Silent Auction a success!

Popular items from previous auctions:

- Baskets with regional edibles
- Arts and crafts representing regional areas
- Books relevant to disability issues
- Get away trips
- Gift cards to national stores/restaurants
- College/University apparel

How you can contribute:

**Attending the Conference?** Bring the item(s) with you to the Conference. Please fax (need fax) or email (wassinks@augsburg.edu) the Silent Auction Donation Form to Sheila Fox Wassink by July 3, 2015. Drop your item(s) off at the Registration table when you pick up your Conference materials.

**Unable to Attend but Want to Donate?** Please fax (612-330-1137) or email (wassinks@augsburg.edu) the Silent Auction Donation Form to Sheila Fox Wassink by June 26, 2015 with a cover note indicating that you will need to ship your donation to the conference. AHEAD will provide you with the shipping address by June 26, 2015 so you can conveniently send your donated item.

For questions or additional information, please contact Sheila Fox Wassink via phone (612-330-1648) or email (wassinks@augsburg.edu)

Thank you in advance for your support!
Please complete the following for each item you are donating:

Name:__________________________________________________________________________________________

Company/Institution:____________________________________________________________________________

Telephone:_______________________________________________________________________________________

E-mail Address:___________________________________________________________________________________

Address:_________________________________________________________________________________________

_________________________________________________________________________________________

City:____________________________________________________________________________________________

State/Province:_____________________          Zip Code:______________________          Country:________________

Baskets with regional edibles
Gift cards to national stores or restaurants
Arts and crafts representing regional areas
Books relevant to disability issues
Getaway trips
Tickets (i.e. theme park, movie, ski, etc.)
Apparel (i.e. your home state professional sports teams or college/university)
Other:_________________________________________________________

Item Description:________________________________________________________________________________

________________________________________________________________________________________________

Item Value: US$ __________________

Please indicate your intention for delivery of the donated item.

_________ I will bring the item with me to the Conference in July.
If selecting this option, Please fax (612-330-1137) or email (wassinks@augsburg.edu) the Silent Auction Donation Form to Sheila Fox Wassink by July 3, 2015.

_________ I will not be attending the Conference. Please provide me with shipping instructions by June 26, 2015.

Thank you for your generous support of the AHEAD Scholarship Program!
Registration Information

**AHEAD 2015 Conference Registration**

July 13 - 18, 2015 • Saint Paul, Minnesota, USA

Registration for this event is available online at www.ahead.org/meet/conferences/2015

Once you have reviewed all AHEAD 2015 materials, selected your preconference and concurrent sessions, and are ready to register, please proceed to the registration portal.

When completing the online registration form:

1. Please fully and carefully provide all applicable information using the input fields. All of your materials, communications, and credentials will be produced from the information you provide here; corrections cannot be made onsite, so accuracy in your data-entry is essential.

2. Once you have completed all applicable fields, please select from one of the two payment options offered at the end of the form.

3. If you are paying by credit or debit card please select the “Pay now with Credit/Debit” option; you will then be taken to a separate secure payment processing portal where you can enter your payment details and receive a receipt immediately, in addition to your conference registration confirmation. Our secure payment processing server accepts VISA, MasterCard, American Express, and Discover cards.

4. If you are paying by check, purchase order, or via other arrangements made in advance, please select the “Submit my registration and send me an invoice” option. You will then receive an email confirmation and invoice within 60 minutes of submission. By selecting this option you agree to submit your full payment within 15 business days of registration unless you have made other prior arrangements with the AHEAD Accounting office.

If you have any questions regarding payment, before or after submitting your registration, please contact AHEAD’s Associate Executive Director for Finance and Administration, Oanh Huynh, at Oanh@ahead.org or by telephone at 704-947-7779.

If, for some unlikely reason you are not able to register online – you may download a Microsoft Word version of this registration form from www.ahead.org and submit it with pre-payment as directed on the form prior to July 1, 2015.

Conference Accessibility

AHEAD is firmly committed to providing Conference experiences and environments that are equally welcoming, inviting, and user-friendly for all attendees. While many steps to ensure this are built into the program and physical design of the Conference, the Conference planners also recognize that there are individuals who require specific accommodations be arranged to ensure their full and equal participation.

Due to the size of this event, and the logistic requirements of arranging for appropriate human resources to be onsite working at the Conference, requests for specific accommodations must be received through the online registration portal (Section 2) no later than June 12, 2015.

If you have specific questions about any facet of registering for the Conference, please contact the AHEAD office directly by phone or email (704-947-7779 / ahead@ahead.org). We look forward to fully welcoming EVERYONE to the AHEAD 2015 Conference!