

JENNIFER H. LUCIA

EDUCATION

Doctoral Student in Educational Psychology – Neag School of Education, University of Connecticut, Storrs, CT
1997-2000 (48 earned credits)

Master of Science in Allied Health, Health Care Administration - University of Connecticut, Storrs, CT, 1997

Bachelor of Science in Therapeutic Recreation - University of Connecticut, Storrs, CT, 1995

EXPERIENCE

Associate Director. *Center for Students with Disabilities (CSD), University of Connecticut, Storrs, CT*
September 1999 – Present

Assistant Director. *Center for Students with Disabilities (CSD), University of Connecticut, Storrs, CT*
September 1997 – September 1999

Student services responsibilities include:

- Oversee the internal operations of the Center to assure University compliance with all relevant state and federal legislation regarding students with disabilities.
- Determine and provide reasonable and appropriate academic accommodations and services to all qualified students with disabilities, including accommodations for students at five regional campuses and the School of Social Work.
- Evaluate confidential medical, psychological and/or neurological documentation in order to determine program eligibility and identify individualized accommodations.
- Coordinate and provide academic accommodations for students who are deaf or hard of hearing, which includes sign language interpreting, oral interpreting, and Computer-Assisted Real Time Translation (CART). Coordinate interpreting and/or CART services and make arrangements for payment for other University departments. Perform statistical forecasting and fiscal planning for future semesters.
- Direct and coordinate the provision of residential accommodations for students with disabilities and serve as the final authority regarding appropriate residential accommodations.
- Monitor the academic progress of students and evaluate the effectiveness of accommodations provided.

As a consultant to University departments:

- Interpret federal and state laws as they pertain to students with disabilities in postsecondary environments and communicate their applicability to the University community.
- Collaborate and meet with members of Facilities and Architectural and Engineering Services in order to ensure physical and programmatic access on all renovations and newly constructed buildings. Assist with responding to campus accessibility concerns such as physical barriers and programmatic issues which may impact students with disabilities. Review construction documents on all University renovations and new construction and make specific recommendations regarding access improvements. Maintain current knowledge regarding building codes and federal accessibility guidelines.
- Serve as an advocate for students with disabilities and provide consultation with faculty, staff and administrators regarding academic accommodations, compliance with legal responsibilities, as well as instructional, programmatic, physical and curriculum modifications. Consult with appropriate members of the schools and colleges regarding the academic progress of students with disabilities. This may include providing information as it relates to academic probation and/or dismissals, extension of academic deadlines, readmission, withdrawal from the University, etc.

- Work with appropriate University officials to facilitate solutions to issues or problems that arise regarding students with disabilities. Make recommendations for resolution and provide pertinent information to the upper administration if a conflict arises.

Administrative responsibilities include:

- Develop, evaluate, interpret and enforce Center policies and procedures related to students with disabilities and serve as an authoritative source of information for the University community.
- Establish written policies and procedures regarding procedures for requesting and determining reasonable accommodations.
- Establish internal office procedures in order to ensure consistent accommodations are provided to students with disabilities in a timely manner.
- Supervise and direct the activities of 5 professional staff members. Provide staff development, training and regular evaluation regarding performance
- Oversee the intake coordination of all new student referrals to the Center. Assign cases to appropriate disability service providers within the Center.
- Provide leadership, technical assistance and training regarding all Center and University policies and procedures regarding students with disabilities to 5 regional campuses and the School of Social Work.
- Maintain and direct all future enhancements to the Center's electronic case management system. Assess, analyze and prepare specific reports for the Director as well as collect data regarding the use and effectiveness of specific accommodations.
- Serve as Center liaison for assigned University programs and departments. Conduct University-wide trainings for faculty, staff, administrators and other students.
- Prepare and project accommodation expenses for the Director and make specific recommendations based on current budget figures.
- Responsible for various departmental reports as well as additional assessment studies as requested by the Director.
- Serve as a member of departmental, divisional and University committees to ensure inclusion of individuals with disabilities in all programs and services.
- Accountable for specific departmental publications. Oversee the development and implementation of resource materials for current students, prospective students, faculty/staff/administration, parents and family members, secondary personnel. Contribute to the content of the departmental website.
- Supervise graduate assistants and student employees and establish work priorities.
- Coordinate correspondence with prospective students and/or their parents by sending specific information regarding services offered by the Center and accommodations available for their particular disability. Communicate information regarding program activities and services to the campus community. Conduct outreach activities for high school students and parents.
- Cultivate and maintain relationships with external resources in order to assure the provision of appropriate and effective accommodations.
- Assume responsibility for the operation of the Center in the absence of the Director and represent the Center in designated instances.

University Committees:

- Student Affairs Information Technology Oversight Committee
- Academic Center for Exploratory Students (ACES) Dismissal Appeal Committee
- Housing Contract Release Committee
- Meal Plan Modifications Request Review Committee (Chair)
- Search Committees as indicated

Graduate Assistant. *Center for Students with Disabilities, University of Connecticut, Storrs, CT* September, 1995 - September 1997

- Program Coordinator of *"Taste of College '96"* sponsored by the Connecticut State Department of Education, Bureau of Special Education and Pupil Services; Connecticut Department of Social Services, Bureau of Rehabilitation Services; Connecticut Special Education Resource Center; Connecticut Association of Higher Education and Disability (CT AHEAD) - selected to plan and implement this Federal Transition Grant in which more than 200 high school students with disabilities participated in full-day informational, educational and realistic experiences at two of Connecticut's four-year universities.
- Created several office publications including a student handbook for incoming students with disabilities, office brochure, and the first ever training manuals for graduate assistants and employees of the Center.
- Created evaluation instruments to survey students with disabilities who used the Center, as well as academic faculty and staff.
- Converted all paper student files to the Electronic Case Management System.

TEACHING EXPERIENCE

Guest Lecturer. *University of Connecticut, Storrs, CT*

Fall 1998 - Present

- Invited lecturer in numerous classes regarding students with disabilities.

Freshmen Year Experience Instructor. *University of Connecticut, Storrs, CT*

Fall 1998, 1999, 2000, 2001

- Instructor for the University learning skills course addressing study skills, problem-solving skills and critical thinking.

Teaching Assistant. *University of Connecticut, School of Allied Health, Storrs, CT*

Fall 1996

- Assisted with the development of a graduate level course in health promotion and disease prevention; selected relevant course matter, organized lectures and reported on significant health issues.

OTHER EXPERIENCE

Therapeutic Recreation Intern. *The Children's Hospital, Denver, CO*

May, 1995 - August 1995

- Participated in three clinical rotations: the Special Care Unit for chronically ill infants and toddlers; Day Surgery and Intermediate/Surgical Care; and the Oncology/Hematology/Bone Marrow Transplant Unit.
- Facilitated child-directed play experiences to increase developmental skills, which included transitioning children and families into the community.
- Conducted group surgery preparation tours, as well as individual sessions, to help children (ages 1 - 15 years) prepare for, participate in and recover from surgery.
- Coordinated, planned and led group activities for the purpose of decreasing patient anxiety in hospital settings.
- Performed initial patient assessments, discharge plans and documented in medical charts daily.
- Actively participated in patient care conferences and weekly rounds.

Therapeutic Recreation Intern. *Kessler Institute for Rehabilitation, Inc., West Orange, NJ*

June, 1994 – August, 1994

- Planned and facilitated individual and group therapeutic recreation activities for adults with physical disabilities (ages 18 - 94 years) due to spinal cord injuries, cerebral vascular accidents or acquired amputations.
- Planned and led Amputee Camp for children with upper and lower extremity amputations.
- Functioned as a member of an interdisciplinary treatment team.

SELECTED PRESENTATIONS

- *“Creating an Online Case Management System: Hints, Tips and Need to Knows!”*, presented at the 23rd Annual Postsecondary Disability Training Institute, Portland, ME, June 7-11, 2011.
- *“Creating an Online Notetaking Assistance Program,”* presented at the 23rd Annual Postsecondary Disability Training Institute, Portland, ME, June 7-11, 2011.
- *“e-DS: Managing your DS Office in the Digital Age with Electronic Databases and Resources,”* presented at the 20th Annual Postsecondary Disability Training Institute, Portland, ME, June 10-14, 2008.
- *“Disability Services Administration: Using Your Website to Foster Communication and Effective Practice,”* presented at the 19th Annual Postsecondary Disability Training Institute, Saratoga Springs, NY, June 12-16, 2007
- *“Preparing for the Road Ahead: A Template for Transition Planning,”* presented at the Learning Disabilities Association international conference, Achieving Mile High Goals, Denver, CO, February 13-16, 2002.
- *“Building a Disability Program While Spending a Billion Dollars on Access,”* presented at the Association on Higher Education and Disability International Conference in Washington, DC, July 8-12, 2002
- *“Evaluating Disability Services: The Agony and the Ecstasy,”* presented at the NASPA Region I Conference, Springfield, MA, November 11-14, 2001.
- *“Evaluating Disability Services: The Agony and the Ecstasy,”* presented at the 13th annual Postsecondary Disability Training Institute, Saratoga Springs, NY, June 13-16, 2000.
- *“Taste of College - A Model for Successful Transition Planning,”* presented at the American Council on Education's Educating all of One Nation national conference in Albuquerque, NM, October 28-30, 1999.
- *“Taste of College – A Model for Successful Transition Planning,”* presented at the Fourth National Resource Center for the First-Year Experience and Students in Transition Conference in Arlington, VA, November 11-14, 1998
- *“Yeah But, On My Campus...Serving Students with Disabilities,”* presented at the NASPA Region I Conference, Hartford, CT, November 16-18, 1998
- *“ADHD: Adding the Dimension of Humor – Daily!,”* presented at the 10th Postsecondary Disability Training Institute, Portland, ME, June 10-13, 1998.

PUBLICATIONS

- Korbelt, D.M., Lucia, J.H., Wenzel, C.M. and Anderson, B.G. (2011). *Collaboration strategies to facilitate successful transition of students with disabilities in a changing higher education environment*. New Directions for Higher Education (Vol. 154). Wiley.

PROFESSIONAL ASSOCIATIONS, AFFILIATIONS AND AWARDS

- Association on Higher Education and Disability (AHEAD)
- Connecticut Association on Higher Education and Disability (CT AHEAD) – Past President
- National Association for School Personnel Administrators (NASPA)
- Connecticut Outstanding New Professional of the Year, NASPA Region I, November 15, 1999
- Graduate Student Leadership Award, University of Connecticut, School of Allied Health, 1997

REFERENCES

Furnished upon request.