

Christine M. Wenzel

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Education

Master of Arts in Education, December 2005
Concentration: Higher Education and Student Affairs
University of Connecticut Storrs, Connecticut

Bachelor of Arts in Communication Disorders May 2003
Magna Cum Lade
Concentration: Audiology
University of Connecticut Storrs, Connecticut

Professional Distinctions and Memberships

- Higher Education Student Affairs Mentor Program, September 2013
- Understanding & Preparing the campus for STEM students, July 2013
- Trained in QPR (Question Persuade Refer) for suicide prevention, March 2013
- Trained as Husky Ally for GLTBQIA Community, July 2012
- Advisor to Autism Speaks UConn, July 2011-present
- Suicide Prevention Committee, September 2010-present
- Advisor to Best Buddies International, May 2009-present
- College of Liberal Arts & Sciences Dismissal Committee, May 2009-present
- Student Affairs Sustainability Sub-Committee for Strategic Planning, March 2009-present
- Advisor Golden Key International Honour Society, November 2008-present
- Co-chair Secondary Personnel Day planning committee, October 2008
- Co-chair Strategic Planning Retreat Sub-Committee, September 2006-January 2007
- Helicopter Parent NASPA Region I Conference Committee, June 2006-September 2006
- Commencement Committee, August 2005-May 2008
- Student Affairs Strategic Plan Task Force, September 2004-September 2008
- ePortfolio Co-curricular transcript subcommittee, September 2004-September 2005
- American College Personnel Association (ACPA), August 2004-Present
- Senior Year Experience (SYE) Curriculum Development Committee, April 2004-September 2006
- Association on Higher Education and Disability (AHEAD), September 2003-Present
- National Association of Student Personnel Administrators (NASPA), September 2003- Present
- Senior Year Experience Committee –May 2003-September 2008
- Phi Beta Kappa, May 2003-Present

Related Experience

University of Connecticut Storrs, Connecticut
Center for Students with Disabilities
Assistant Director

August 2003-Present

- Manages the day-to-day operations of the CSD and the provision of reasonable and appropriate accommodations and services to students with disabilities based on the interpretation of medical, psychological and/or neurological documentation; determines effective accommodations which do not fundamentally alter the program of study; accommodations may include academic, residential and/or dietary.
 - May serve as second in command in the absence of the Director with supervision over all personnel

- Provide ongoing guidance to CSD professional, graduate and student staff regarding documentation review and case assignment procedures; communicate information regarding procedural changes on an ongoing basis.
 - Regularly assess the effectiveness of accommodations and implement improvements.
 - Lead and supervise professional staff members, assign tasks and evaluate performance.
 - Advise the Director of the current trends and changing student demographics which may impact the provision of accommodations and services; in particular with regards to Beyond Access.
- Assists in developing, evaluating, interpreting and enforcing University policies and procedures with regard to students with disabilities and serve as an authoritative source on federal and state legislation. Interpret court/government agency rulings which may impact services for students with disabilities.
 - Research, develop and write policies and procedures related to BA Programs by the CSD. Have direct authority to make or approve decisions which may establish or alter policies, procedures or operations.
 - Created the following policies and procedures in 2013-2014: Beyond Access Missed Appointment Protocol; Beyond Access Refund Policy; Beyond Access Assessment procedure.
 - Maintain up-to-date knowledge on federal mandates related to students with disabilities.
 - Respond regularly to inquiries from faculty and staff regarding their rights and responsibilities related to academic requirements.
 - Interviews, hires, trains and supervises professional staff, graduate and undergraduate students; establishes work priorities/workflow and resolves personnel issues.
 - As part of the CSD leadership team, provide ongoing guidance to other CSD professional staff.
 - Lead bimonthly disability service provider meetings with CSD professional staff to discuss student concerns, provide updates regarding accommodation procedures, etc.
 - Makes recommendations to faculty, staff and departments regarding the University's physical, academic and programmatic obligations under the law and University guidelines; serves as a resource for schools and colleges regarding scholastic probation, dismissal, extension of academic deadlines, readmission, withdrawal from the University, etc; recommend appropriate instructional, programmatic, physical and curriculum modifications; develops and provides in-service training to Division of Student Affairs staff, faculty and other constituents as needed.
 - Consult with faculty and staff on a daily basis regarding appropriate academic adjustments based on individual student circumstances.
 - Review dismissal appeals each semester and recommend either reinstatement or dismissal to the schools and colleges.
 - Provide presentations to academic departments, student groups, etc. regarding legal rights and responsibilities, providing accommodations while maintaining program academic integrity, etc.
 - Directs and oversees the intake coordination of all student referrals to the Center. Oversees and monitors the assignment of student cases to appropriate professional staff within the Center.
 - Direct and coordinate the assignment of all new student cases to the professional staff.
 - Review each request on an individualized basis in order to determine the most appropriate case manager based on the type of condition(s), and professional expertise.
 - Oversees the planning and implementation of entrepreneurial programs and external funding strategies to provide enhanced services to students; if required may set program fees and oversee billing and accounting procedures; creates, implements and oversees professional development endeavors for other constituents in the field of disability services.
 - As part of the CSD leadership team, assist with the creation of enhanced, fee-for-service support programs.
 - Analyze expenditures and revenue and provide data to the Director to use for further program development.

- Creates all materials used in Beyond Access which includes: applications, assessment instruments, learning strategies (evidence based strategies that we use to help our students reach their goals), and policies and procedures.
- Creates job descriptions for, interviews, hires, supervises, and trains 5 graduate students who work specifically in Beyond Access.
- Creates and distributes all marketing materials related to Beyond Access.
- Conducts trainings to staff, faculty, and the community regarding Beyond Access.
- Responsible for publishing scholarly articles related to Beyond Access in order to serve as resource for colleagues across the country starting similar programs.
- Supervises day to day delivery of program content which includes guiding and training Graduate Students on specific learning strategies to help the students they are working with. Suggest different strategies and approaches.
- Plans, organizes, and administers workshops, training programs, courses and program curricula for Beyond Access.
- Collects and analyzes Beyond Access program data and participates in evaluating program effectiveness by creating and distributing various assessment measures.
- Oversees training and research activities conducted in Beyond Access.
- Oversees and manages Husky GPS program (hybrid online and on campus program for new and returning students)
- Develops policies and procedures for all components of HuskyGPS
- Creates all marketing materials for Husky GPS
- Manages all site content to ensure material is appropriate and evidence based for HuskyGPS
- Hires, trains, and supervises HuskyGPS Program Coordinator and intern, who are comprised of a Graduate Student & a paraprofessional who is doing an unpaid internship in the Center.
- Assists with budget and fiscal planning for the department and specialized accommodations; prepares, analyzes, and interprets specific reports as requested by the Director for Beyond Access Programs.
 - Oversee, prepare and project the annual Beyond Access budget and monitor expenditures for the CSD with broad authority to approve expenditures.
 - Research and determine more cost-effective methods for providing enhanced services.
 - Prepares and monitors business plan for Beyond Access., which includes statistical, data-driven and qualitative reports to make specific recommendations to executive administration regarding staffing and resources.
- Participates in the planning, development and implementation of grant proposals and awards; may write and serve as Principal Investigator of such grants.
- Monitors and maintains acceptable standards for quality assurance in the provision of accommodations and services; oversee, monitor and evaluate policies and procedures related to confidentiality.
 - Ensure quality customer service and respond daily to problems, issues and referrals from students, parents, University offices, etc.
 - Create and implement internal procedures and train CSD staff to assure the provision of consistent services to all students.
- Accountable for specific departmental publications. Oversees the development and implementation of resource materials for current students, prospective students, faculty/staff/administration, parents and family members, secondary personnel. Writes copy and contributes to the content of the departmental website.
- Assists with outreach including coordinating correspondence with prospective students and/or their parents; communicates information regarding program activities and services to the campus community; conducts outreach activities for high school students and parents with regards to the Beyond Access program.
 - Principal professional for responding to inquiries from prospective students, family members, faculty and staff, disability service providers at other institutions, regarding the CSD accommodation process & enhanced service programs.

- Represents the Center on various University, divisional and departmental committees in order to assure compliance with federal mandates; serves as a liaison for designated units to address issues of accessibility.
- Assumes responsibility for the operation of the Center in the absence of the Director. Represents the Director in designated instances.
- Coordinate and manage Personal Care Assistant (PCA) program, which involves the recruitment of PCA's from targeted schools and colleges on campus as well as collaboration with Student Health Services to ensure proper training of PCA's.
- Serve on residential accommodation assignment team in order to make appropriate housing accommodations for students with disabilities.
- Conduct in-service presentations in residence halls to promote understanding and increase awareness of the needs and concerns of students with disabilities. Likewise, conduct in-service training for other faculty, staff, and institutional administration to promote awareness at the Center.

**University of Connecticut Storrs, Connecticut
First Year Experience (FYE) (enhanced section)**

August 2010-Present

Instructor

- Prepare weekly discussion sessions for students with Aspergers disorder focusing on practical applications of social skills.
- Facilitate discussion between students by providing activities designed to give students authentic social interaction practice with peers.
- Facilitate peer feedback on students' progress in the acquisition of skills and offer suggestions for improvement.

**University of Connecticut Storrs, Connecticut
First Year Experience (FYE) (enhanced section)**

August 2009-Present

Instructor

- Prepare weekly discussion sessions for students with to learn about the portrayal of disability in the media.
- Lead discussions regarding various stereotypes and misconceptions related to the disability community as portrayed by the media, both historically and presently, by analyzing movies, television, advertisements, etc
- Through simulated activities and examples, identify and discuss the social implications these stereotypes have for individuals with disabilities.
- Explore the response of the disability community to these stereotypes and discuss ways the larger community can challenge these misconceptions.

**University of Connecticut Storrs, Connecticut
First Year Experience (FYE) (enhanced section)**

August 2008-December 2010

Instructor

- Prepare weekly discussion sessions for students with Aspergers disorder to get acclimated to the university.
- Facilitate discussion between students by providing activities designed to elicit conversations about transitioning to campus and college life as a student on the spectrum and the unique challenges faced by this population.
- Maintain respectful and affable class environment so students felt comfortable sharing personal information with peers.
- Provide targeted information in a way understood by this population regarding campus resources and involvement opportunities for students.
- Facilitate discussions and training aimed at teaching appropriate social skills.

**University of Connecticut Storrs, Connecticut
Senior Year Experience (SYE)**

January 2006-Spring 2008

Instructor

- Prepare weekly discussion topics and activities relating to transition issues faced by graduating seniors.

- Facilitate discussion between 15 seniors in order to promote effective life planning and decision making as well as raise awareness and support for the adjustment involved in their transition.
- Maintain confidentiality of class discussions by creating a safe environment in which students felt at ease sharing information with one another.
- Provide information and resources to students in order to assist them with career, professional school, financial, and family planning.

University of Connecticut Storrs, Connecticut
First Year Experience (FYE)

August 2004-December 2005

Instructor

- Prepare weekly discussion sessions aimed at orienting first year students to campus.
- Facilitate discussion between 15 first year students by providing activities designed to elicit conversations about transitioning to campus and college life.
- Maintain respectful and affable class environment so students felt comfortable sharing personal information with peers.
- Provide information regarding campus resources and involvement opportunities for students.

University of Connecticut Storrs, Connecticut
Uconn Connects

September 2003-December 2009

Peer Mentor

- Meet regularly with students participating in the program to assist with and encourage time management, study skills, goal setting, self-exploration, and better decision making skills.
- Serve as a resource for students to access other programs on campus that may be of assistance.
- Maintain the student's confidentiality while working with them to become better self-advocates.

Publications

- Co-authored "*Greetings from the CSD*," published in the University of Connecticut Parent Talk Newsletter, Issue 2, Volume 9, January 2008.
- Featured on Good Morning America, "*Autism on Campus*," aired on ABC News, April 2, 2008.
- Co-authored "*Teaching Social Skills and Academic Strategies to College Students With Asperger's Syndrome*," Council for Exceptional Children. May/June 2010 Vol. 42 No.5
- Co-authored "*A First Year Experience*," Association on Higher Education and Disability ALERT Newsletter. July 2010.
- Co-authored "*Collaboration Strategies to Facilitate Successful Transition of Students with Disabilities in a Changing Higher Education Environment*," New Directions in Higher Education. Number 154. Summer 2011.
- Co-authored "*Beyond Academic Intelligence: Increasing College Success for Students on the Autism Spectrum*," in Handbook on Autism and Pervasive Developmental Disorders, 4th Edition, Volume 2. John Wiley & Sons, Inc. 2014.
- Co-authored "*Postsecondary Education for Students with Autism Spectrum Disorders*," in Ticiani & Brody (Ed.), Autism Spectrum Disorders in Adolescents and Adults: Evidence Based and Promising Interventions (pp. 69-89). New York, New York : The Guilford Press. 2014

Presentations

- The Hidden Curriculum of Postsecondary Education. November 17, 2009. *Developing Talents: Career Planning, Including Higher Education for Students with Autism Spectrum Disorders*. Springfield Technical Community College Springfield, MA.
- Social Dyslexia and Students with Autism/Asperger's Syndrome. June 23-25, 2010. *Postsecondary Disability Training Institute*. Saratoga Springs, New York.
- Navigating the Campus Environment for Students with Autism Spectrum Disorders. October 14-16, 2010. *The Division on Career Development and Transition*. Mystic Marriott Mystic, CT.
- SEAD: A Comprehensive Model for Students on the Autism Spectrum. April 6-7, 2011. *Higher Education Access: Better Learning by Design Conference*. West Virginia University Morgantown, WV.

- Students on the Autism Spectrum and Social Interaction: Where is the Syllabus for That? Scheduled for June 7-10, 2011. *Postsecondary Disability Training Institute* . Portland, ME.
- Collaboration Strategies to Facilitate Successful Transition of Students with Disabilities in a Changing Higher Education Environment. November 14, 2011. *Affirming Roots, Cultivating Change: NASPA Region I*. Sturbridge, MA. (Presentation scheduled, but not yet given)
- Disability Services Extreme Make –Over Edition. June 5-8, 2012. *Postsecondary Disability Training Institute*. Philadelphia, Pennsylvania.
- Accommodations and Beyond: What to Expect at the Postsecondary Level, May 17, 2013. *State Education Resource Center Conference*. Storrs, Connecticut.
- Social Challenges in Higher Education: Practical Approaches to Serving the Whole Student with ASD. June 10-13, 2014. *Postsecondary Disability Training Institute*. Philadelphia, PA.
- Disability 101. June 10, 2014. *Postsecondary Disability Training Institute*. Philadelphia, PA.
- Implementing the Council for the Advancement of Standards (CAS) in Higher Education for Disability Resources & Services. June 9, 2016. *Postsecondary Disability Training Institute*. Philadelphia, PA.

References

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