

Subject: It's May! The Finish Line is in Sight! CAN is Cheering You On!
Date: Thursday, May 2, 2024 at 9:41:49 AM Eastern Daylight Time
From: College Autism Network
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College Autism Network News and Notes

May 2024

COLLEGE AUTISM SUMMIT CALL FOR PROGRAMS DEADLINE IS JUNE 7



Join us in Columbus, OH, October 13-16 for the 8th [College Autism Summit](#). The Call for Programs Opens on April 1. This year's theme is "To Know and Be Known: The Promise of Neurodiversity." The work we do together is, at its heart, a dialogue. Practitioners must always be talking with researchers. Employers need to converse regularly with campus professionals. Neurodivergent and neurotypical individuals should strive to find ways to engage with one another. Everyone doing this work has something to teach, and something to learn, and both of those acts happen through dialogue. To know others, and be known by others: these are necessary conditions for an inclusive community.

We know you have choices when it comes to professional development. Why present at the [Summit](#)? Ask Matt Segall of Emory University: "I present at the Summit because it's my new professional home; there's always an engaged, warm, knowledgeable audience in an authentically

Newsletter Highlights

We Want to Know What You Know! So present at the College Autism Summit

"Access" and "Success" Are Not Mutually Exclusive, Are They? ARE THEY??

Brad Cox Featured in MSU Today

Upcoming CANVAS Call: Hiring Processes for Autistic Candidates

News from Member Programs (Loras, Rutgers, University of Montana, Landmark College)

Good Reads (Interesting Pieces on Autism and Higher Ed from Around the Internet)



inclusive and accessible environment.” Or Jodi Duke from George Mason University: “Each year, I leave the Summit with new ideas and connections which impact my work tremendously.”

Please consider submitting a program proposal that addresses a topic related to the following:

- Innovative practices on campus
- Pre-college preparation
- Wellness and mental health
- Advocacy for autism and neurodiversity
- Family connections
- Workforce and post-college preparation and transition
- Creating neuroinclusive employment environments
- Research and scholarship addressing autism and neurodiversity in college settings and beyond
- Other topics you believe need to be explored (we can't think of everything)

Consider presenting a 60- or 90-minute session, or submit a poster highlighting your research or practice. We are planning a conference full of provocative ideas, engaging dialogue, challenging scholarship and friend-making. **Deadline for proposals is June 7.**

[The Summit](#) is the premier higher education autism event, thanks to the creative energy of our many presenters and the generosity of our sponsors, all of whom come to the Summit to share the excellent work going on across the country and beyond. We hope to see you there!

“ACCESS” AND “SUCCESS” ARE NOT MUTUALLY EXCLUSIVE, ARE THEY?



In preparing a slide deck for a recent presentation, I typed the words “Success vs. access,” a common phrase we use to describe the shift from a high school approach to disability to the postsecondary approach. We know this phrase well, don’t we? “The IDEA focuses on ‘success,’ while the ADA focuses on ‘access.” How many times have you said this very thing? [Examples](#) abound in our literature. But here’s what troubles me: In my previous work as a college administrator, I did indeed want “success” for my students. Outside of the disabilities/ADA world, the idea that we are not committed to the “success” of our students is a crazy notion. Perhaps that’s why every time I’ve said this phrase, I’ve felt uncomfortable. As a dean of students, I was deeply invested in my students’ success. Maybe I didn’t define it the same way as we do through the IDEA/ADA lens, but if anyone had challenged me to define “success” as basically “we really just remove barriers--that’s our role,” I would have found that to be inadequate at best, unethical at worst. And I did not know about this distinction because I was not a disability services professional.

So I wonder--can we find other ways to have this conversation with parents and students about the transition from high school to college? In my world (again--as a long-time student affairs professional, but not in the disability services field), I want students and their families to know I am completely committed to students’ success. Yes, that might mean an accommodation, or it might mean taking the necessary steps to understand who they are and how to help them achieve their goals. And that’s what most disability professionals do! But when we tell families and students that’s not the focus of the ADA, we leave them scratching their heads, and for good reason. Why have we allowed the term “success” to be co-opted this way? To be redefined as “things we don’t do”?

If you’ve figured out a better way to describe the transition from high school to college that doesn’t make you sound like you are indifferent to a student’s goal of being “successful,” I’d like to hear about it and share with others. [Send me a note](#), or even better, write a response to this and I’ll run it in the next newsletter.

-Lee Williams

BRAD COX FEATURED IN MSU TODAY



MICHIGAN STATE UNIVERSITY

Our own Brad Cox had a chance to introduce his new colleagues at Michigan State University to the work of CAN and the PEACES Project. Brad wrote this week's ["Faculty Voice"](#) in the University's newsletter.

UPCOMING CANVAS CALL ON HIRING PROCESSES FOR AUTISTIC CANDIDATES



Date: Tuesday, May 7, 2 pm EST

Presenters: Dr. Cindi May (Professor of Psychology, College

of Charleston) and Dr. Christopher E. Whelpley (Assistant Professor of Management, Virginia Commonwealth University)

Presentation Title: Biases in the Hiring Process for Job Candidates with Autism...and Solutions That Might Help Level the Playing Field

Short Description: Our research demonstrates a clear bias against prospective employees with autism spectrum disorder (ASD) in the job interview process. This bias stems from differences in social style and interaction rather than the perceived competence or qualifications of candidates with ASD. We consider different approaches to addressing this bias, and recommend two steps for leveling the playing field for candidates with ASD. Our approach emphasizes educating employers rather than masking employees' autistic traits.

Meeting Agenda: [Sign up here to indicate your envisioned attendance](#)

Link: <https://us06web.zoom.us/j/5235660844?omn=82847969742>

NEWS FROM MEMBER PROGRAMS

LORAS COLLEGE ANNOUNCES NEW MASTERS PROGRAM IN DISABILITY STUDIES



Loras College in Dubuque IA, which is known for its programming and support of students with disabilities, is pleased to announce that they will offer a Master of Arts in Disability Studies beginning fall 2024. This is a 100% online, asynchronous program designed to be completed in one year. Visit the following links to learn more about this new program.

<https://loras.edu/graduate-programs/>

<https://loras.edu/academics/disability-studies/>
<https://loras.edu/news/ma-disability-studies-announced/>

RUTGERS PROGRAM RESETS WITH NEW SERVICES



The Rutgers College Support Program (CSP) is excited to announce its expansion of services and is now accepting applications for the 2024-2025 Academic Year! The Rutgers CSP is a multi-tiered, comprehensive program that offers enrollment options based on a wide range of individual student needs. The Program empowers students with autism spectrum disorder (ASD) and/or Attention-Deficit/Hyperactivity Disorder (ADHD) to thrive academically and interpersonally. It exists to enrich the college experience and promote the overall success of neurodivergent students with ASD and/or ADHD at all stages of their educational journey, from admission to graduation.

Learn more at: <https://rcaas.rutgers.edu/CSP>

UNIVERSITY OF MONTANA MAKES THE LOCAL NEWS



We were excited to see CAN member Jennifer Schoffer Closson's efforts get some love from [a local news source in Missoula](#) as well as [Inside Higher Ed](#). These are two of many news stories about autism and neurodiversity that were seemingly everywhere during the month of April. The awareness needle definitely moves between April 1 and May 1.

LANDMARK COLLEGE OFFERS ND ONLINE CERTIFICATE



LANDMARK COLLEGE

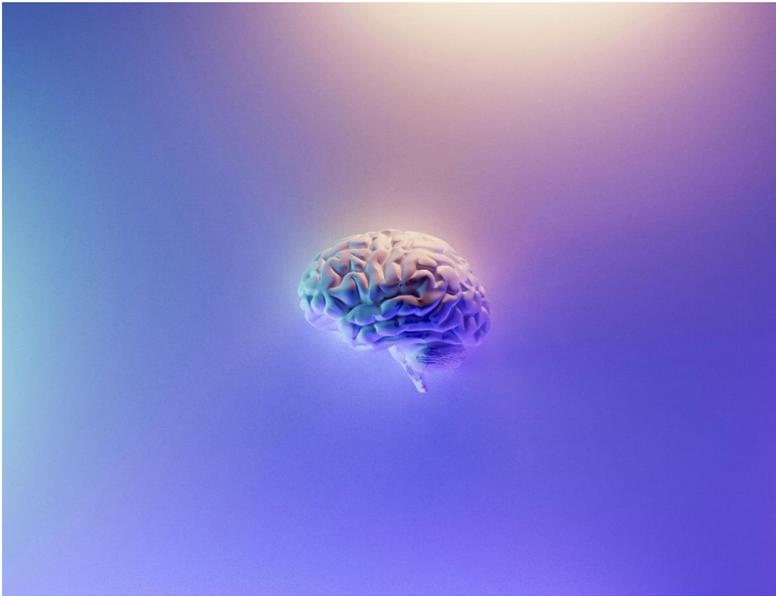
Whether you choose a specialization in “Autism on Campus and Online”, “Executive Function”, or “Postsecondary Disability Services”, this summer is a great time to take an individual 8-week course or start Landmark College’s highly regarded, graduate-level [online certificate](#) in Learning Differences and Neurodiversity. **June 2** is the application deadline if you’re interested in either of these online summer courses, each running **June 21-August 18**:

- Understanding and Supporting Diverse Learners (applicable to all three specializations, thus a great place to start)
- Student Engagement, Self-Regulation, and Motivation (unique to the Executive Function specialization)

For details visit landmark.edu/certificate, or email institute@landmark.edu.

GOOD READS

WHAT'S THAT NOISE? IT MIGHT BE YOUR BRAIN



[This interesting article](#) from The Conversation looks at research related to the concept of “neural noise,” fluctuations in brain activity that may be randomized in brains of autistic individuals. If neuroscience is your jam, this article is worth a read.

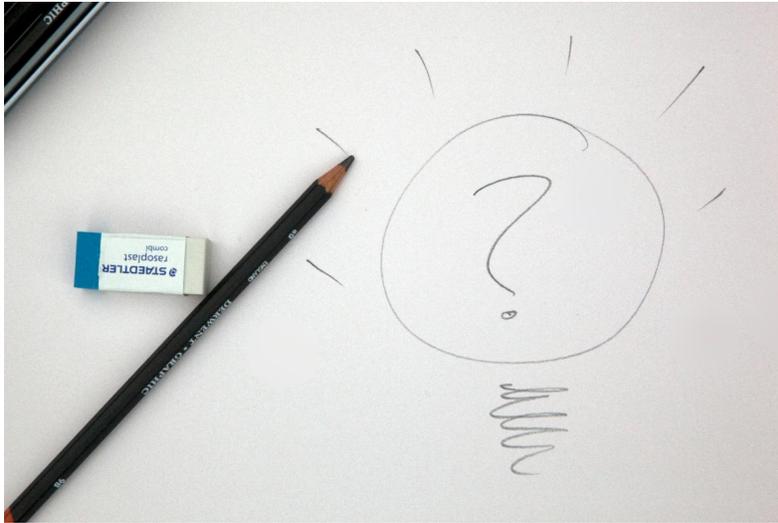
MY EXPERIENCE WITH LATE DIAGNOSED AUTISM



Here’s an [interesting piece](#) by Chloe Barth, writing on the lifestyle blog Her Campus. “Autism,” she writes, “is a gendered and racialized disability.”

SEVEN STRATEGIES FOR GIFTED

AUTISTIC STUDENTS



[This piece](#) ran on the Good Men Project website, as well as The Conversation, written by the 2E braintrust at UConn (and CAN members and past Summit presenters) Joe Madaus, Nick Gelbar and Sally Reis who are always worth reading.

This newsletter is published monthly by the [College Autism Network](#), an independent 501(c)3 organization supporting the success of autistic college students and the professionals who work with them. Want to share an article? Feature an upcoming event? Post a job opportunity in autism support services? Our monthly newsletter reaches over 2000 self-advocates and professionals. Send it [to Lee](#) and we'll share it.

Was someone nice enough to forward this newsletter to you? We're happy to add you to our mailing list to receive it directly. [Send us a note.](#)

If you appreciate our work, please consider [joining CAN](#) to receive additional information and discounts on some of our resources and to support our work. Individual and organizational memberships are available.

The [College Autism Network](#) is supported in large part by the [Frist Center for Autism and Innovation](#) at Vanderbilt University.

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