

Fall 2023 Webinar Series

# IN! 101 & Academic Supports at the College Level



PATHWAYS TO INCLUSIVE  
HIGHER EDUCATION

# Welcome!

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- [Full Fall 2023 Webinar Series](#)
- Q&A time allotted throughout
- Brief feedback survey directly following
- Video recording & resources will be available



# Who We Are

IN! exists to create **inclusive** college opportunities in Colorado for students with intellectual disabilities (ID) to foster **academic growth, social development, career advancement, & independence.**

## What We Do:

**EDUCATION**

**OUTREACH**

**EXPANSION**

**OUTCOMES**

\*IN! does not provide direct services on campus

# Meet Our Staff

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## **Executive Director:**

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## **Program Coordinator:**

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# Meet Our Graduate Speakers

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## BO & KAITLIN

- School you attended
- What you studied
- Your favorite part of going to college



# Webinar Objectives

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- Understand inclusive college options for students with intellectual disabilities (ID) in Colorado.
- Identify key differences between high school and college academic expectations and address ways in which inclusive higher education programs offer additional academic support.
- Discuss academic preparation techniques to begin preparing students with ID for college.

# Understanding Inclusive College Programs in CO

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# History of Disability Services

1973



Section 504 of the Rehabilitation Act

Required for all institutions of higher ed

Non-discrimination for students that meet entry criteria

1990



Section II of Americans w/ Disabilities Act (ADA)

Required for all institutions of higher ed

Appropriate accommodations and equal access for admitted students

2008



Federal Reauthorization of Higher Education Opportunity Act

Select institutions

Think College established

Inclusive services for students with ID or that don't traditionally meet entry criteria

2016



Colorado Senate Bill 196: Inclusive Higher Education Act

CO to join the inclusive higher education movement

3 pilot schools established

2022



Colorado House Bill 22-1107: Inclusive Higher Education Opportunities

Expanding pathways and equitable access to inclusive higher education in CO

2-4 more programs launch in 2024

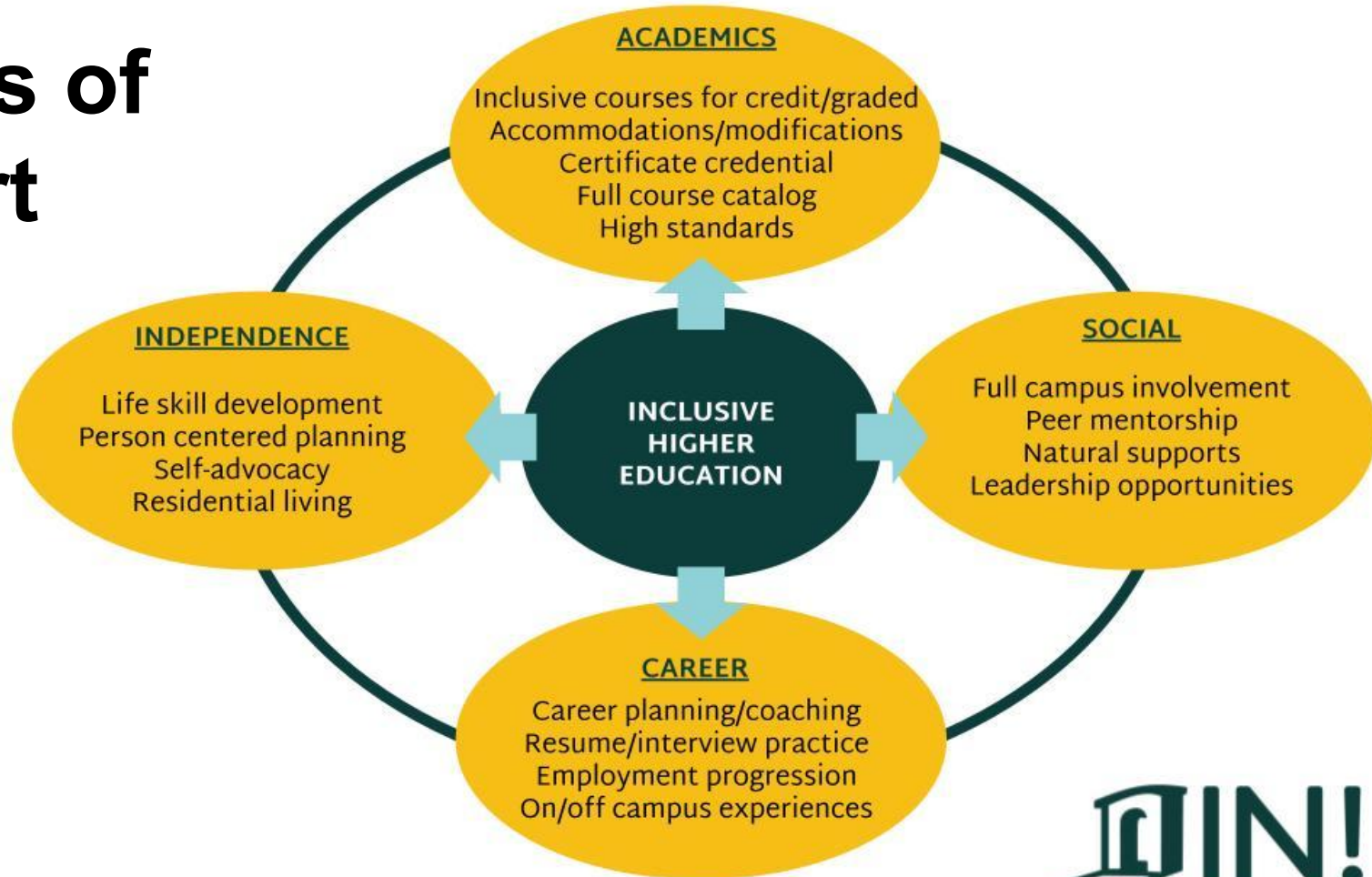


# What is Inclusive Higher Education?

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- Alternative admission pathway for students with intellectual and developmental disabilities\*
- Fully inclusive & normative
- Students take courses that align with career goal
- Access accommodations & modifications
- Earn certificate credential
- Participate in career readiness and independent living
- Staff and peer mentor support in 4 domains:

# 4 Pillars of Support





- Elevate
- Arapahoe Community College
- Littleton, Colorado
- **Commuter Campus**
- 3 year program
- [arapahoe.edu/elevate-acc](http://arapahoe.edu/elevate-acc)



- Office of Inclusive Services (OIS)
- University of Colorado
- Colorado Springs, Colorado
- **On campus living**
- 4 year program
- [inclusiveservices.uccs.edu](http://inclusiveservices.uccs.edu)



- GOAL – Go On And Learn
- University of Northern Colorado
- Greeley, Colorado
- **On campus living**
- 4 year program
- [unco.edu/unc-goal](http://unco.edu/unc-goal)



- GLOBAL Inclusive Program
- Regis University
- Denver, Colorado
- **On campus living**
- 1-2 year program
- [regis.edu/global](http://regis.edu/global)

- Comprehensive Transition & Postsecondary Program (CTP) = Financial Aid
- Statewide Comprehensive Higher Education Certificate = Meaningful Outcome



- CSU RAM Scholars
- Colorado State University
- Fort Collins, Colorado
- Experiential learning and agriculture focus
- Program specifics and webpage coming soon



- Inclusive Higher Education Solutions
- Metropolitan State University of Denver
- Denver, CO
- Program specifics coming soon
- [msudenver.edu/IHES](https://msudenver.edu/IHES)



- Rural university



- Community College

**Coming Fall 2024**

**Coming Fall 2025**

# Application Process

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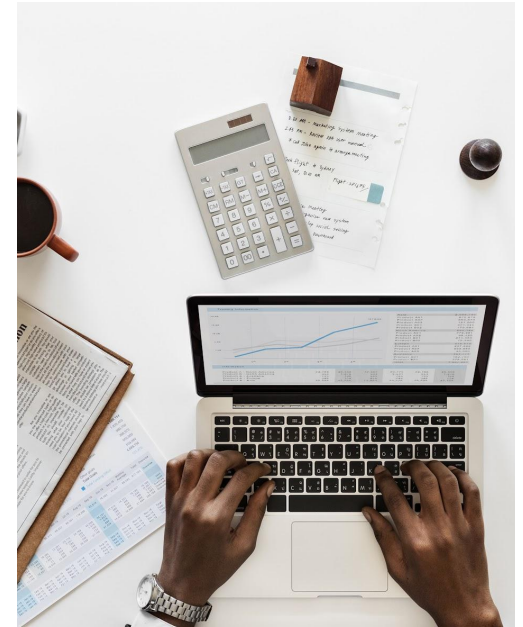
- Apply to each program via website
  - Winter - application due
  - Spring - interview begin
- Applications will require:
  - student questionnaire
  - parent questionnaire/input
  - letters of recommendation (teachers, supporters, etc.)
  - disability documentation (recent IEPs, medical diagnoses, etc.)
  - interview/on campus experience



# Admission Criteria

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- Have a documented intellectual and developmental disability \*
- Have need for modifications
- **Student desire to go to college & be as independent as possible**
- Able to participate in class and activities with support
- Able to follow college Code of Conduct
- Wish to engage in vocational training/experiences



# Financial Considerations

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- Typical tuition (based on credits)
- Program fee for inclusive services
- Room and board, if applicable
  
- Begin financial planning early!
- Additional resources can be found in our [Financial Considerations Handout](#)



[\\*Next IN! Webinar: Financial Considerations - Thursday, Sept 28](#)

# Questions?

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# Key Differences Between High School & College Academics

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# High School vs College

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## High School

- IDEA - success
- Class guidance provided by teachers
- Lots of structure
- Parents as primary advocate
- Minimal student choice

## College

- ADA & 504 - access
- Expected to know and follow class syllabus
- Less structure
- Student to know and communicate needs
- Student driven plan: courses, schedule, etc.

# High School vs College

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## High School

- Primary case manager to coordinate services
- Automatic accommodation & modification process

[ThinkCollege's Table of Differences Between High School and College](#)

## College

- Expected to access support services across campus
- Interactive accommodation process via disability office

# Typical College Services

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## Disability/Access Services

- Self-disclosure
- Approved certificate of accommodation
- Appropriate accommodations (do not alter course essential functions)
  - Classroom Accommodations
  - Assistive technology
  - Testing Accommodations
  - Housing Accommodations
  - Parking/Transportation Accommodations

## Other Student Services

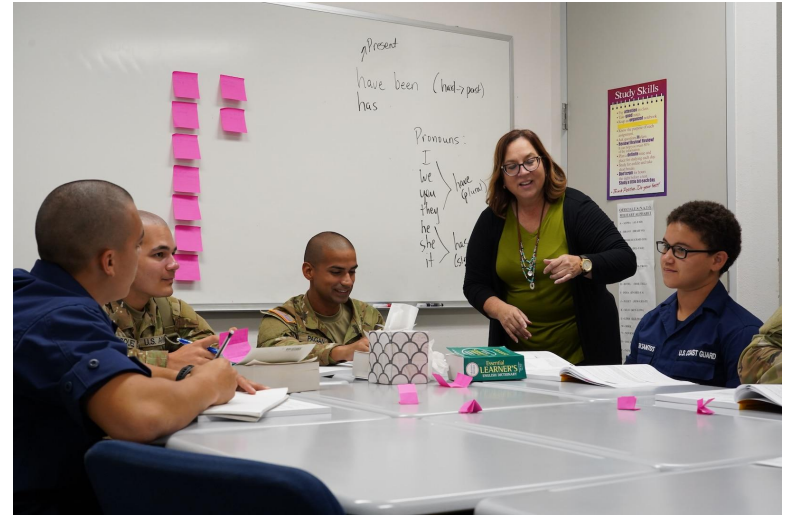
- Academic advising office
- Career services
- Tutoring center
- Writing center
- Counseling/wellness center
- Veteran affairs
- Library/research center
- Student life clubs/activities
- Faculty office hours
- Mentorship programs (Trio)

# College Class Culture

## COMMON ASSUMPTION



## GROWING REALITY



# Graduate Input

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- What was your favorite college class? Why?
- How did you choose your classes?
- What surprised you about college classes?

# Academic Support within Inclusive Higher Education

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# Common Misconceptions:

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- **Students:** “I’ve been in special education classes my whole life, so I won’t be able to participate in a typical college class.”
- **Reality:** We know that you can!
  - Limited course load for balance
  - Access to accommodations & modifications
  - Academic planning and assignment tracking from academic coordinator in each inclusive office
  - Peer mentor guidance
  - Other campus supports: tutoring center, writing center



# Beyond Compliance

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Through person-centered planning, inclusive higher education programs provide additional academic resources:

- Accommodations and modifications to meet student level
- Peer mentor support in and out of class
- Academic coordinator in each inclusive office to support:
  - Modification process
  - Tracking assignments
  - General advising
  - Scheduling supports
- Study halls and other supplemental seminars

# Basics of IHE Academics

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- Comprehensive higher education certificate w/ concentration in selected area of study
  - 2-3 courses/semester (2 traditional, 1 specialized)
- Access to full course catalog
- Inclusive and normative
- Courses taken for credit & graded
  - Transcript will indicate courses with modified content

# Basics of IHE Academics

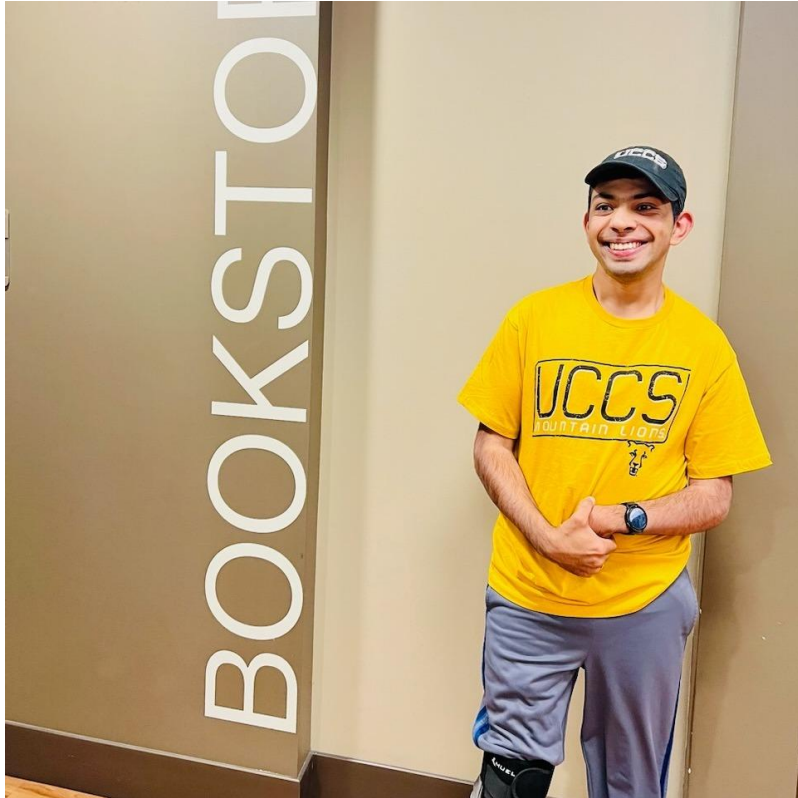
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- Full class participation:  
discussions, group work, etc.
- High expectations and presumed competence
- Use of campuswide supports
- Courses aligned with career goal



# What are Students Studying?

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- Graphic design
- Criminal Justice
- Communications
- Early Childhood Education
- Government
- Healthcare
- Human Services and Leadership
- Photojournalism
- Sports Management
- And more!

# Example of Credential



Academic Plan  
Certificate  
Comprehensive Higher Education  
Catalog Year: 2021/2022

36 Credits

## RECOMMENDED COURSE SEQUENCE PART-TIME TRACK

Year 1: Summer	Credits	Course
	1	AAA 101 - College 101: The Student Experience (1 Cr.)
Year 1: Fall	Credits	Course
	3	AAA 109 - Advanced Academic Achievement (3 Cr.)
	3	Area of Study Course
Year 1: Spring	Credits	Course
	3	Area of Study Course
	5	CCR 092 - College Composition and Reading (5 Cr.)
Year 2: Fall	Credits	Course
	3	Area of Study Course
	3	CIS 118 - Intro to PC Applications (3 Cr.)
Year 2: Spring	Credits	Course
	3	Area of Study Course
	3	COM 125 - Interpersonal Communication (3 Cr.)
Year 3: Fall	Credits	Course
	3	Area of Study Course
	3	MAR 106 - Marketing Your Image (3 Cr.)
Year 3: Spring	Credits	Course
	3	Area of Study Course

# Accommodation vs Modification

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## Accommodations

- Only alterations to HOW learning occurs or HOW learning is shown
- Cannot alter course essential functions
- Examples: Extended time, private testing room, assistive technology

## Modifications

- Alterations to WHAT learning occurs
- Adapting course expectations to meet cognitive level
- Coordinated by program staff
- Common Examples
  - Classroom: limited length of assignment, slides in place of pages
  - Testing: fewer questions, simplified wording, alternate format

# Example of an IHE Modification

- Lessoned length of assignment
- Answered 1 instead of 3 questions
- Uses graphic organizer instead of paragraph format

Main Idea Graphic Organizer/Guided Reflection Support

Lessoned Length of Assignment

Arapahoe Community College

CCR092

Reading Comprehension Quiz (60 points)

**Reading Covered:** “Presenting the Self: Communication as Identity Management”  
(Adler, Rosenfeld, and Proctor)

*Open Book, Open Notes, Closed Neighbors*

**Instructions:** Answer 1 of the questions below with the support of the provided graphic organizer. **Minimum** length is one well-developed paragraph. Be sure your response shows your understanding of the concepts in the article and demonstrates critical thinking.

1. In your own words, **explain** how Public and Private Selves differ. In developing your response, refer to **specific** information from the course readings in addition to your own examples, experiences, and explanation.
2. Give at least **5 reasons** why individuals strive to construct multiple identities. In developing your response, refer to **specific** information from the course readings in addition to your own examples, experiences, and explanation.
3. One characteristic of identity management is that it is a **collaborative process**. In your own words, explain what this means. In developing your response, refer to **specific** information from the course readings in addition to your own examples, experiences, and explanation.

**“You become a better educator  
because you become more  
intuitive to all student needs and  
the invisible disabilities that  
always existed in your  
classroom”**

**- Current ACC Faculty**



# Graduate Input

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- What supports did you receive for your classes?
- What accommodations/modifications did you use?

# Questions?

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# Academic Skill Development

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# Graduate Input

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- What is a step you took to academically prepare for college?
- What advice would you give other students with disabilities about preparing for college?

# Academic Skills

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- Basic literacy
- Know learning needs
- Technology know how
- Attendance and punctuality
- Quality of work
- Goal setting and tracking
- Follow a schedule
- Accept constructive criticism



# General Techniques

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- Instill growth mindset
- Offer student choice
- Promote high expectations amongst classroom supports
- Practice self-advocacy
- Fade supports over time
- Pursue inclusive settings
- Ensure academic rigor



**"The bar has been set high, and the students have risen and reached it! They have been presumed competent and their lives changed."**

**- IHE Graduate Parent**

# Resources

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# Learn More & Get Involved

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IN! works to raise awareness of the inclusive college options available throughout Colorado via webinars, informational sessions, mentorship opportunities, college prep resources, and more.

## Helpful Links

- [IN! website](#)
- [IN! College Mentorship Program](#)
- [Self-Paced Modules: A deep dive into inclusive higher ed](#)
- [Fall Webinar Series](#)
- [Monthly newsletter](#)

# National Resources

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- [Going to College Preparation Page](#)
- [ThinkCollege Program Search Page](#)
- [ThinkCollege Family Resources](#)
- [Free Inclusive College Fair](#)
  - October 24, 2023
  - 5:30-7:30pm
  - UCCS - Berger Hall
  - Register in advance



# IEP Goal Writing Resources

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- [IEP goals to prepare for inclusive college options](#)
- [Tips for IEP Teams to help students and families prepare for college](#)
- [IEP Goal Ideas to Support College Readiness](#)
- [Developing a Plan for Fading Support](#)

# Questions?

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# THANK YOU

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**Thank you for attending the Meeting.  
Please click Continue to participate in a short survey.**

you will be leaving zoom.us to access the external URL below

[https:// forms.gle/EhAhhR5gWrEpyRzp9](https://forms.gle/EhAhhR5gWrEpyRzp9)

Are you sure you want to continue?

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