

**Spring 2025 Webinar Series**

# **Levels of Support for College Students with Disabilities**



**PATHWAYS TO INCLUSIVE  
HIGHER EDUCATION**

# Welcome!

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- [1 More Spring Webinar - May 7](#)
- Q&A time allotted throughout
- Brief feedback survey directly following
- Video recording & resources will be available



# Who We Are

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

## What We Do:

**EDUCATION**

**OUTREACH**

**EXPANSION**

**OUTCOMES**

\*IN! does not provide direct services on campus



# Who I Am

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# Agenda

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1

History of  
Disability  
Services &  
Intro to  
Levels

2

Traditional  
Disability  
Services

3

Supplemental  
Disability  
Services

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Inclusive  
Higher  
Education

5

Concluding  
Resources

# Webinar Objectives

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- Understand the history of disability services in higher education and the three available levels of support
- Discuss what makes inclusive higher education services “beyond compliance”
- Identify which services you or the students you serve would require

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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

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

8 inclusive higher  
education  
programs



# Key Differences

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## High School

- IDEA - success
- Accommodations & modifications provided by IEP team
- Structured
- Less student choice
- Parents as primary advocate

## College

- ADA & 504 - access
- Self-advocate for appropriate accommodations
- More downtime
- Choice & consequences
- Student as primary advocate

# Key Differences Continued

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## High School

- Parents receive communication
- Free services
- Specialized instruction

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

## College

- Nothing about student without student (ROI)
- For-fee services
- Access to support services across campus

\*Services from 504 & IEP don't *automatically* transfer. Interactive process required.

# Levels of Support

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**INCLUSIVE  
HIGHER  
EDUCATION**

**SUPPLEMENTAL  
SERVICES**

**TRADITIONAL  
DISABILITY  
SERVICES**

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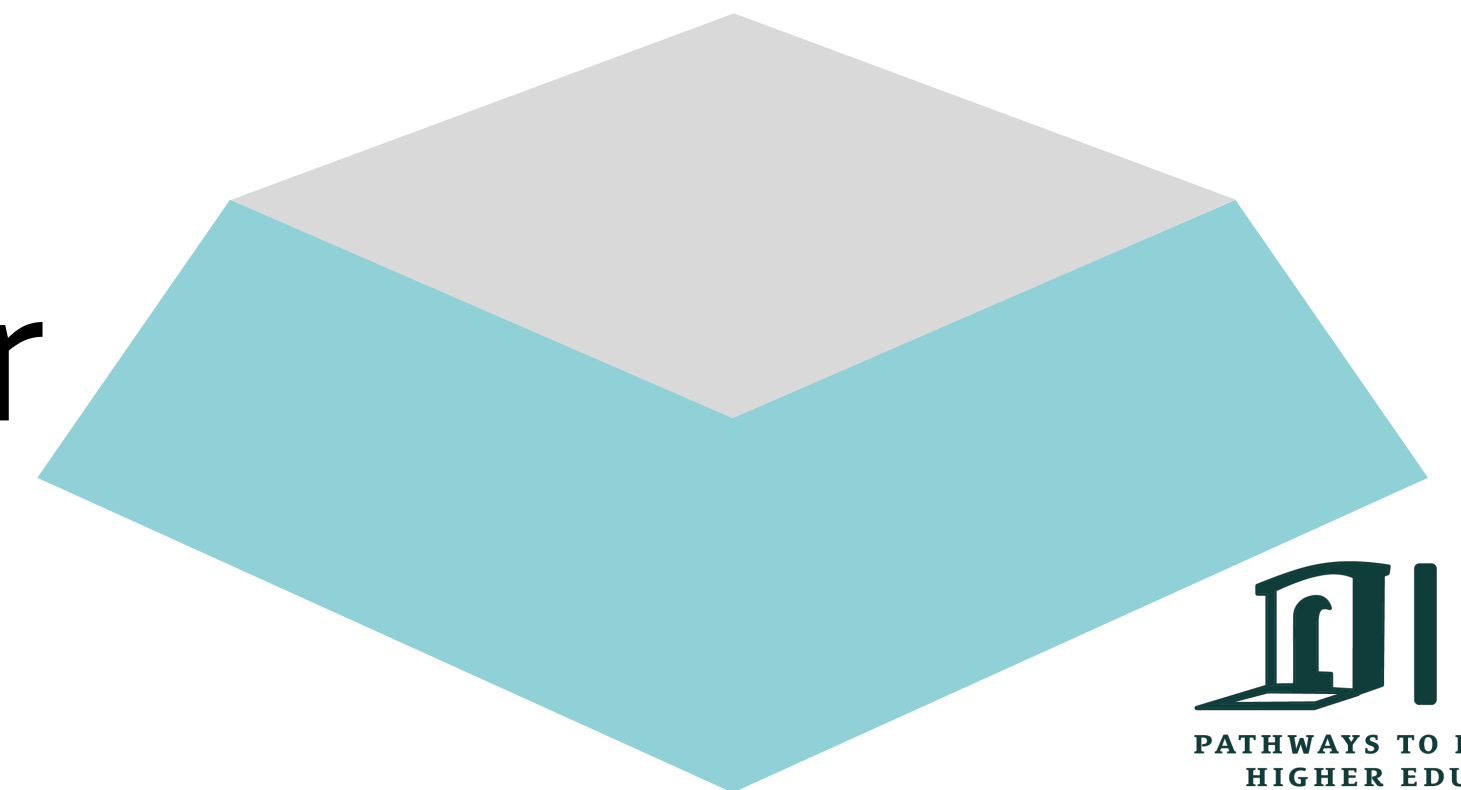
Concluding  
Resources



# Disability Services Basics

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- Legally mandated at all institutions of higher education
- Dedicated office or personnel
- Serving a variety of documented disabilities
  - physical, chronic health, ASD, ADHD/ADD, mental health, etc.
- Traditionally admitted, degree seeking students
- Must meet essential functions of all courses
- Accommodations only
- Receive new accommodation letter



# Understanding Accommodations

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- No alterations to WHAT learning occurs
  - Only alterations to HOW learning occurs or is shown
  - Preparation for workforce expectations
  - Accommodations for
    - Classroom
    - Testing
    - Housing
- \*Often similar to high school accommodations, but not exact or not guaranteed

# Accessing Disability Services

- Self-advocate / Self-disclose
- Provide disability documentation
  - Regulations might differ across offices
  - Clearly stated diagnosis, IEP/504 not automatically accepted
- Interactive process
  - Discuss educational/disability-related needs
  - Identify appropriate accommodations
  - Receive new accommodation letter (not 504 or IEP)
  - Provide accommodation letter to professors



# Important to Note

- Length of time to receive accommodations
- Maintain open communication with disability office staff
- Continual advocacy for approved accommodations
- Follow accommodation procedures
  - testing center requests
  - appropriate time in advance





# Rights & Responsibilities

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## Student Rights:

- Confidentiality of diagnosis
- Equal treatment
- Choice of when/if you use approved accommodations
- Speak up for needs
- Grievance

## Student Responsibilities:

- Follow code of conduct
- Meet essential requirements
- Provide update accommodation letter to professors/staff as needed

## Faculty/Staff Rights:

- Receive accommodation letter from student before implementation
- Discuss use of accommodations with student interactively
- Only provide approved accommodations
- Contact disability office if accommodations alter essential functions of course
- Grade fairly

## Faculty/Staff Responsibilities:

- Implement approved accommodations
- Maintain confidentiality

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# Supplemental Services Basics

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Students access all disability services:

- Traditionally admitted, degree seeking students
- Must meet essential functions of all courses
- Accommodations only

Additional supports provided at select colleges:

- Academic coaching
- Peer mentoring
- Supported skill development
  - social, executive functioning, goal setting

\*Varies greatly by program + fees may apply





# Colorado Examples

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## Institutional

- [CSU Opportunities for Postsecondary Success \(OPS\)](#)
- [DU Learning Effectiveness Program \(LEP\)](#)
- [MSU Integrated Supports for Students with ASD in College \(ISAAC\)](#)
- [MSU Academic Coaching](#)

## External

- [Untapped Learning](#)
- [College Living Experience](#)





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# Inclusive Higher Ed Basics

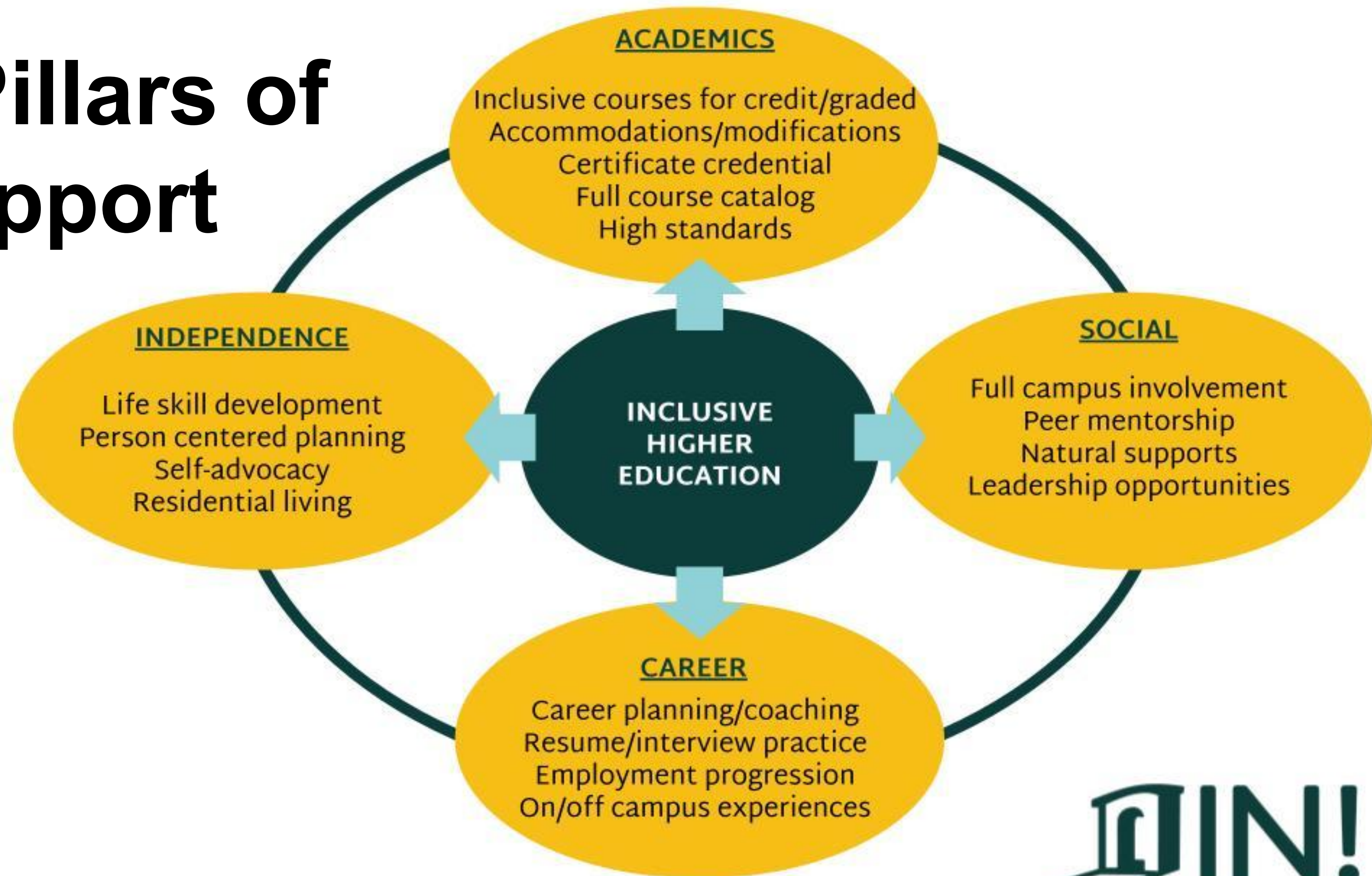
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- Offered at select institutions
  - Alternative admission pathway for students with intellectual disability\*
  - Inclusive course and campus participation
  - Access to accommodations **& modifications**
  - Earn certificate credential
  - Associated program fees
- Staff and peer mentor support in 4 domains:





# 4 Pillars of Support





# Accessing Inclusive Services

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- Orientation process
- Person-centered planning with program staff
  - career goal
  - area of study
  - appropriate courses
- Coordinate peer mentor support and recommended schedule
  - before, during, and after classes
  - social events
  - housing
- Engage in an interactive process to determinate accommodations & modifications



# Understanding Modifications

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## Accommodations

- Only alterations to HOW learning occurs or is shown

## Modifications

- Alterations to WHAT learning occurs
- Adapting course expectations to meet cognitive level
- Coordinated by program staff
- Common Examples
  - Classroom: limited length of assignment, graphic organizer
  - Testing: fewer questions, simplified wording, alternate format
  - Housing: additional RA support

# Example of Certificate



36 Credits

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

## 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

- Transcripts note modified course content and/or enrollment in modified program
- Area of study specified
- Courses taken from across course catalog
- Modified courses only transferable to other IHE programs



# Important to Note

- Presume competence
- Increased responsibility from K-12
- Student-driven
- High expectations
- Faded support models
- Begin preparation early



**Vince, ACC**  
Theatre Arts and  
Music

“Going to college is actually a really fun thing. It’s like freedom. I’ve learned how to be independent.”





- Office of Inclusive Services (OIS)
- University of Colorado
- Colorado Springs, Colorado
- **On campus living**
- 4 years



- Elevate
- Arapahoe Community College
- Littleton, Colorado
- **Commuter Campus**
- 3 years



- GLOBAL Inclusive Program
- Regis University
- Denver, Colorado
- **On campus living**
- 1-4 years



- GOAL – Go On And Learn
- University of Northern Colorado
- Greeley, Colorado
- **On campus living**
- 4 years

→ 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
- 3 years



- Inclusive Higher Education Solutions
- Metropolitan State University of Denver
- Denver, Colorado
- **Commuter Campus**
- 4 years



- Cultivate@LCC
- Lamar Community College
- Lamar, Colorado
- Res. living ant. Fall 2027
- 3 years



- ASPIRE Scholars
- Pikes Peak State College
- Colorado Springs, Colorado
- **Commuter Campus**
- 3 years

→CTP in progress  
→Statewide Comprehensive Higher Education Certificate



**"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**



## Traditional Disability Services

- ☐ I meet traditional college entry criteria (diploma, ACT/SAT)
- ☐ I want an Associate's degree or higher
- ☐ I can meet all class outcomes
- ☐ I only need accommodations to be successful academically
- ☐ Examples:
  - ☐ Extra time on exams
  - ☐ Quiet location
  - ☐ Preferential seating
  - ☐ Sign language interpreter
  - ☐ Scribe
  - ☐ Assistive technology

\*Available at all colleges

\*No fees

## Supplemental Services

- ☐ I meet traditional college entry criteria
- ☐ I want an Associate's degree or higher
- ☐ I only need accommodations to be successful academically
- ☐ I am primarily independent academically but need some support with social, vocational, or organizational skills to be successful

\*Available at select colleges

\*Must apply to college & apply to participate in program

\*Fees apply

## Inclusive Higher Education Services

- ☐ I don't meet traditional college entry criteria
- ☐ I have an intellectual disability\*
- ☐ I want to receive a certificate credential
- ☐ I need both accommodations & modifications to be successful academically
- ☐ I need more intensive staff and peer mentor support in:
  - ☐ Academic participation
  - ☐ Social engagement
  - ☐ Vocational development
  - ☐ Independence

\*Available at select colleges

\*Must apply to program to be admitted to college

\*Fees apply

# Questions

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# Collaboration is Key

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# Key Handouts




PATHWAYS TO INCLUSIVE  
HIGHER EDUCATION


Which level of support do  
you need to go to college?

## Inclusive Higher Education (IN!)

- ☐ I do not meet traditional college entry criteria (diploma, GPA, ACT/SAT)
- ☐ I have an intellectual disability
- ☐ I need accommodations and modifications to access college classes
- ☐ I want to pursue a certificate credential
- ☐ I want to take classes that help me prepare for my job goal
- ☐ I need more staff and peer mentor support in academics, social life, vocational preparation, and general independence



PATHWAYS TO INCLUSIVE  
HIGHER EDUCATION




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720.629.0196

**STUDENTS WITH INTELLECTUAL DISABILITY (ID) CAN GO TO COLLEGE IN COLORADO!**


IN!'s mission is to create inclusive college opportunities in Colorado for students with intellectual disability to foster academic growth, social development, greater independence, and career advancement.

Colorado offers 8 inclusive higher education (IHE) options where individuals with ID are fully included members of the student body. Students earn a Comprehensive Higher Education Certificate in their area of study and are graduating with more meaningful jobs, greater independence, increased community involvement, and holistic growth!


Arapahoe Community College  
Elevate at ACC  
<https://www.arapahoe.edu/elevate-acc/>




Colorado State University  
RAM Scholars  
<https://www.chhs.colostate.edu/ramsolars/>



Lamar Community College  
Cultivate  
<https://lamarcc.edu/academics/cultivate-at-lcc/>



Metropolitan State University of Denver  
Inclusive Higher Education Solutions  
<https://msudenver.edu/IHES/>




**Designed for Students Who:**

- Have a documented intellectual disability with need for additional support in academic, career, social, and independent skills
- Do not meet traditional college entrance criteria and/or would benefit from modifications in order to fully access college coursework
- Have a desire to go to college
- Express interest in living and working as independently as possible after college
- Have completed K-12 education (students may participate in their district transition or 18-21 program before starting inclusive programs)
- Are able to participate in class and campus activities with support
- Wish to pursue a certificate credential



# Preparation Handouts




## PREPARING FOR COLLEGE









for students with intellectual developmental disabilities and their families

### Think Early

At age 14 or earlier, start thinking about your interests, passions, and future goals. Then ask yourself, **can college get me there?**

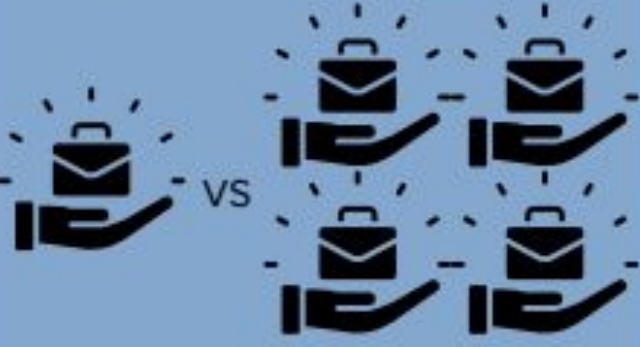


### Know your Options



### Is college worth it?

People with IDD can be up to 4X more likely to be employed after completing a higher education program. ([Avellone, Camden, Taylor, Wehman, 2021](#))



College offers lifelong learning, community engagement, and a fulfilling future!


### Preparing Yourself

Take leadership in IEP meetings. Set IEP goals to prepare for college academics and social life. Know your rights to higher education under ADA. Work on making choices independently and speaking

### Find Out More

Call program staff to ask questions, and visit programs to meet students.

### Preparing Together



## Inclusive Services

UNIVERSITY OF COLORADO  
COLORADO SPRINGS

Getting Ready for College: Top 10 Actions to Take While in High School

- Work on Independence:** Independence is going to look different for every student, but all students should take steps towards directing their life, making choices, and do things without direct adult support. Some examples include:
  - Find classes
  - Gather supplies

### College Preparation Checklist for Students with ID Pursuing Inclusive Higher Education

Inclusive higher education programs provide alternate enrollment pathways to college for students with intellectual disability. By providing robust support to students in four domains (academics, social, career, and interdependence), participants are able to pursue their goals and be fully included members of the student body.


Below is a checklist of skills to begin developing in each domain in order to best prepare students for inclusive college participation.

#### ACADEMICS:

- ☐ Student led IEP
- ☐ Participate in inclusive settings

#### CAREER:

- ☐ Career exploration and curiosity
- ☐ Time management





# Preparation for All Ages

## Early Childhood

- Set high expectations
- Share local and national college options with families
- Share success stories of students with similar challenges
- Encourage families to begin saving for college
- Emphasize age-appropriate academic skills
- Empower self-awareness
- Create an environment of choice
- Prompt student decision making
- Acknowledge student failure as opportunity to learn

## Elementary School

- Include students with disabilities in general education settings
- Foster healthy social-emotional communication
- Talk to all students about college
- Support healthy habits
- Foster academic skills and use of assistive technology
- Explore academic interests and strengths
- Build self-determination, self-advocacy, personal agency skills
- Frequent goal setting
- Provide opportunities for choices
- Help students talk about disability characteristics & needs

## Middle School

- Maintain academic rigor for students with disabilities
- Discuss students' interests and goals
- Empower student participation in extracurriculars
- Build comfortability with e-communication, tech use
- Encourage punctuality & time management
- Support student volunteer efforts
- Include students in opportunities for academic advocacy
- Help students become comfortable with down-time
- Strategize systems for management of personal info
- Academic Skills:
  - Use planner to track assignments, important dates
  - Follow a checklist to prepare for classes
  - Use strategies to identify core information in texts
  - Supported note taking
  - Practice sustainable study habits
  - Ensure review time to assess quality of work

## High School

- Students discuss the supports they need to reach their goals
- Families contact colleges to take campus tours and learn more
- Connect with DVR, CCBs, other important agencies/organizations
- Help students budget money
- Encourage students to call and make appointments
- Help students learn to use ADA friendly public transportation
- Include goals related to college preparation in IEP
- Independently maintain a schedule
- Academic Skills:
  - Awareness and appropriate use of resources at school
  - Curiosity, desire to learn more
  - Complete familiar tasks without assistance
  - Self-advocate: Ask questions, attend teacher office hours
  - Participate in class discussions and activities
  - Maintain persistence when frustrated by academic tasks
- Social Emotional Skills:

## Etapa Pre escolar

- Establecer expectativas altas
- Compartir opciones universitarias locales y nacionales con las familias
- Compartir historias exitosas de estudiantes con desafíos similares
- Animar a las familias a comenzar a ahorrar para la universidad
- Enfatizar las habilidades académicas apropiadas para la edad
- Fomentar oportunidades para que el(la) estudiante empiece el conocimiento de sí mismo(a)
- Crear un entorno donde el(la) estudiante tenga la oportunidad de elegir
- Fomentar la rápida toma de decisiones por parte del estudiante.
- Enseñar que el fracaso estudiantil es una oportunidad para aprender.

## Escuela Primaria

- Incluir a estudiantes con discapacidades en ambientes de educación general
- Promover una comunicación socioemocional saludable
- Incluir a todos los estudiantes en la conversación de educación superior y universidad
- Fomentar hábitos saludables
- Fomentar habilidades académicas y el uso de tecnología como herramienta de ayuda
- Explorar intereses y habilidades académicas
- Desarrollar habilidades de autodeterminación y el concepto "que soy responsable por mi futuro"
- Enseñar a expresar intereses y habilidades personales
- Ayudar al estudiante a establecer nuevos objetivos constantemente
- Proporcionar oportunidades para elegir entre opciones
- Ayudar al estudiante a hablar sobre las características de su discapacidad y sus necesidades

## Escuela Secundaria

- Mantener el rigor académico para los estudiantes con discapacidades
- Conversar sobre intereses y metas personales del estudiante
- Fomentar la participación del estudiante en actividades extracurriculares
- Incentivar el uso de comunicación electrónica y tecnología de manera que estudiante se sienta cómodo en su uso
- Fomentar la puntualidad y la administración del tiempo
- Apoyar al estudiante en oportunidades para hacer voluntariado
- Desarrollar en el estudiante la habilidad de buscar ayuda por si mismo
- Ayudar a los estudiantes a sentirse cómodos con el tiempo de inactividad

## Escuela Preparatoria

- Prepare al estudiante para que pueda solicitar el apoyo que necesita para alcance de metas.
- Ayudar a las familias a contactar universidades y realizar visitas al campus universitario y así obtener más información.
- Conectar a las familias con DVR, CCB y otras agencias y organizaciones importantes
- Ayude a los estudiantes a diseñar un presupuesto
- Anime a los estudiantes a llamar y programar citas.
- Ayude a los estudiantes a aprender el uso de transporte público ADA
- Incluir en el IEP metas relacionadas con la preparación universitaria
- Ayudar al estudiante a seguir su horario de manera independiente
- Habilidades académicas a desarrollar en el(la) estudiante.



# Spanish Handouts/Resources



[Resources](#) [About](#) [News & Events](#) [Contact](#)

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ESPAÑOL (SPANISH)

## Personas con Discapacidades Intelectuales y la Educación Post Secundaria



[Inclusive Higher Ed  
Overview](#)

[For Students and  
Families](#)

[For Educators](#)

[For Graduates](#)





# National Resources

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- [Going to College Preparation Page](#)
- [ThinkCollege Program Search Page](#)
- [ThinkCollege Family Resources](#)
- [ThinkCollege IEP Goal Ideas](#)





# 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](#)
- [Free Webinars](#)
- [Monthly newsletter](#)
- [Student Stories](#)

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*IN! Community Engagement Manager*

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# THANK YOU!

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# THANK YOU

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