



Inclusive Services

UNIVERSITY OF COLORADO
COLORADO SPRINGS

Family Handbook



<p>Christi Kasa, Ph.D. Director ckasa@uccs.edu 719 255 4581</p>	<p>Julie Harmon Inclusion Specialist jharmon@uccs.edu 719 255 4214</p>
<p>Kelly Haan Campus and Community Coordinator kparrish@uccs.edu 719 255 4581</p>	<p>Sam Christopher Employment Coordinator schrist8@uccs.edu 719 255 4581</p>

Welcome

Welcome to the Office of Inclusive Services at UCCS! We are excited for the year ahead and can't wait to witness your student's growth and experiences this year.

This handbook is a reference guide for the Office of Inclusive Services policies and procedures. The handbook supplements University of Colorado Colorado Springs' regulations and does not completely list all policies, procedures, programs, and services.

The families of students receiving services from the Office of Inclusive Services at UCCS are expected to know the information in this handbook. You are responsible for asking the Director of the Office of Inclusive Services or the Inclusion Specialist to clarify or explain any policy or regulation you need help understanding.



Mission / Vision / Purpose

Mission

The Office of Inclusive Services at UCCS is committed to providing equitable and meaningful inclusive access to university life for people with intellectual disabilities. The OIS works toward equal participation in academic, social, independent living, and career experiences on campus and in the surrounding community. Upon completion, students will transfer skills learned at college back into their community. As students with intellectual disabilities participate with equal access, the communities they engage in will transform to redefine inclusion.

Vision

The Office of Inclusive Services will be a premier postsecondary education program for students with intellectual and developmental disabilities with the goal of supporting students to live self-directed lives.

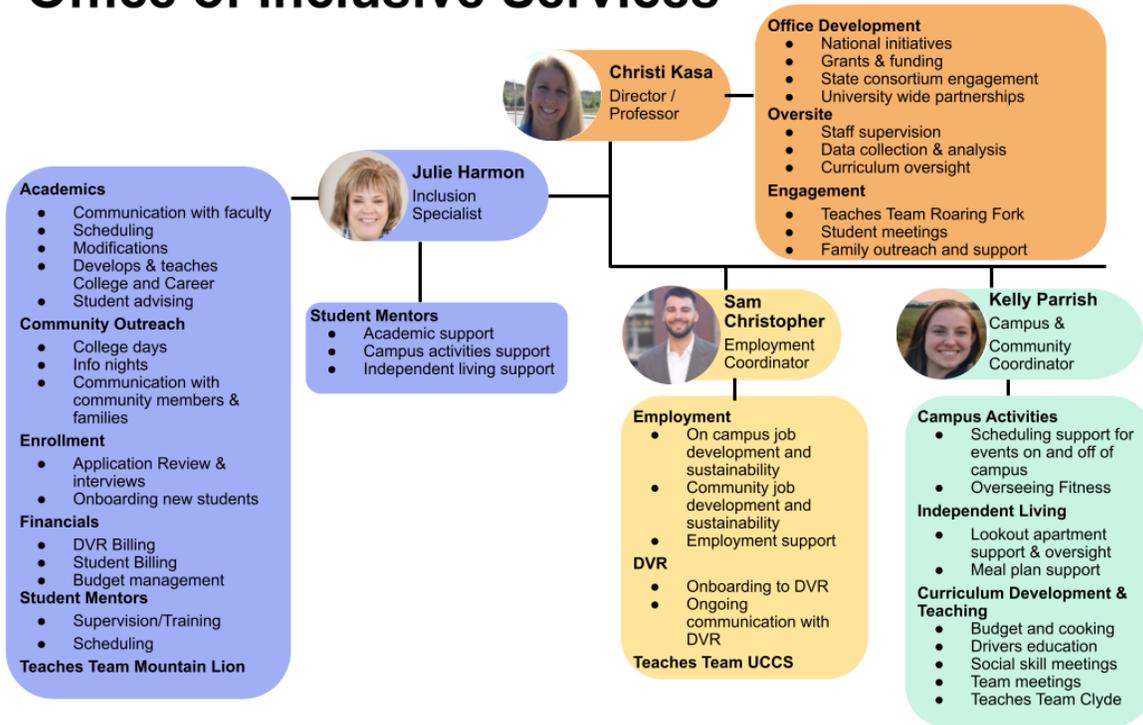
Purpose

The Office of Inclusive Services was founded to provide inclusive support to access a full college life to those who have historically been excluded. The Office of Inclusive Services follows national standards and best practices in providing services for students with intellectual disabilities to attend college (see: thinkcollege.net). The Office of Inclusive Services is a Comprehensive Transition and Postsecondary program (CTP) that delivers services to students in the following four areas: academic, social, independent living, and career development.



Staff Roles & Responsibilities

Office of Inclusive Services



<p>Director</p> <p>Office Development</p> <ul style="list-style-type: none"> • National initiatives • Grants & funding • State consortium engagement • University-wide partnerships • Financial development and office sustainability • Accreditation <p>Oversite</p> <ul style="list-style-type: none"> • Staff supervision • Data collection & analysis • Curriculum oversight • Budget oversight <p>Engagement</p> <ul style="list-style-type: none"> • Teaches Team Roaring Fork • Student meetings • Family outreach and support • Training and support material development 	<p>Inclusion Specialist</p> <p>Academics</p> <ul style="list-style-type: none"> • Communication with faculty • Scheduling • Modifications • Develops & teaches College and Career • Student Advising <p>Community Outreach</p> <ul style="list-style-type: none"> • College days • Info nights • Communication with community members & families <p>Enrollment</p> <ul style="list-style-type: none"> • Application Review & interviews • Onboarding new students <p>Financials</p> <ul style="list-style-type: none"> • DVR Billing • Student Billing • Budget management <p>Student Mentors</p> <ul style="list-style-type: none"> • Supervision/Training • Scheduling <p>Teaches Team Mountain Lion</p>
<p>Campus and Community Coordinator</p> <p>Campus Activities</p> <ul style="list-style-type: none"> • Scheduling support for events on and off of campus • Overseeing Fitness <p>Independent Living</p> <ul style="list-style-type: none"> • Lookout apartment support & oversight • Meal plan support <p>Curriculum Development & Teaching</p> <ul style="list-style-type: none"> • Budget and cooking • Drivers Education • Social skill meetings • Team meetings • Teaches Team Clyde 	<p>Employment Coordinator</p> <ul style="list-style-type: none"> • On-campus job development and sustainability • Community job development and sustainability • Employment support <p>DVR</p> <ul style="list-style-type: none"> • Onboarding to DVR • Ongoing communication with DVR <p>Teaches Team UCCS</p>
<p>Student Mentors*</p> <ul style="list-style-type: none"> • Provide direct support in class as needed • Implement accommodations and modifications for class assignments • Supports the completion of assignments • Teaches students to use the campus shuttle, locate dining halls and classes, and get from class to class successfully and on time • Supports students to access Canvas, email, and their calendar • Accompanies students to social events, club meetings, and work experience as needed • Provides independent living supports 	

**Student mentors are trained to provide direct support as needed to foster success and are constantly working on fading support. The Office of Inclusive Services is focused on independence and interdependence. Students should guide and create their education, social life, and career path, but have services available to them to be successful. The amount of support and type will vary from student to student.*

Family Communication Guidelines

College is a time for considerable growth and transformation. The Office of Inclusive Services is here to support your student as they grow and take on new responsibilities in their life. We are committed to providing the services necessary for your student to grow and direct their own life. As we begin to work together, you might consider the following:

- Your student's support and services will look different from other students' support and services and are designed to create the maximum amount of independence coupled with the right support for success. We use data and national best practices to develop the services your student receives.
- Your student will be going through a time of growth where they are actively engaged in creating their life. Practice talking to and listening to your student. Ask them about what they want in their life and what experiences they would like to have. Please realize their goals may be different than your goals.
- During your student's college career, they will be held to high expectations that may differ from typical college students in attendance and communication. These expectations are implemented to ensure the development of employability skills, self-determination, and academic skills.
- We encourage you to communicate with your student as you would any other student who is attending college. Please be respectful of your student's schedules and allow them the opportunity to explore their newfound freedom.

Communication with Office of Inclusive Services staff

- Please call or email Julie or Christi with any questions, concerns, or ideas to share.
- The OIS operates in line with best practices from Think College and does not communicate with families daily or weekly regarding individual progress and activities. Families are invited to formal advising sessions that occur one time per semester. We are happy to talk periodically throughout the semester as the need arises.

Your students are not the only ones going through a transitional period. As your student works toward gaining their independence and developing their self-advocacy skills, your role as family members will change. Until now, you have likely taken on the following roles for your student: advocate, decision-maker, and problem solver. As the family of a new college student, you will be transitioning into the new positions of advisor, supporter, and role model.

Communication Dos and Don'ts

DO	DON'T
<ul style="list-style-type: none">● Call or email Julie or Christi● Call or text your student to check in● Call or text the student mentor about the logistics of picking up or dropping off	<ul style="list-style-type: none">● Call or email your student's professor or instructor● Call to request services through the Office of Disability Services● Call or text the student mentor to change your student's schedule● Call or text your student's roommate● Send emails from your student's email account

The Office of Inclusive Services works to establish meaningful relationships with professors and instructors to create authentic, inclusive experiences at UCCS. Families communicating with their students' professors and instructors can negatively impact the relationship between the Office of Inclusive Services and university faculty and consequently affect your students.

Families are not to contact their student's professors or instructors. Contacting your student's professors or instructors is counterproductive to their academic development and independence. Families should also refrain from writing emails to professors, instructors, and all others using their student's email accounts. **Students need to write their own emails and are taught to seek assistance from the OIS staff.**

If you have academic-related questions or concerns, please address them to Christi or Julie, and we will be happy to communicate with you.

What Students Need on Campus

Money

Before coming to campus, discuss with your student the amount of money you will deposit into their bank account (we suggest \$25-\$50 per week), and try to stay within the amount decided. This will enable your student to learn how to live on a budget. It is helpful if your student has a debit card they can use on campus and a corresponding bank account app on their phone.

Laptop Computer & Smart Phone

Your student must have a laptop computer (not a tablet) and power cord with them every day on campus. OIS Students must have their own smartphone capable of texting, downloading, making calls, and taking pictures.

Code of Conduct

All students must follow the UCCS Student Code of Conduct Policies and Procedures. Click here to access the most recent document: [Student Conduct](#).

Students receiving services from the OIS are expected to know and understand Prohibited Student Conduct as described in Section VI of the UCCS Student Code of Conduct Policies and Procedures. If a student engages in any of the areas of Prohibited Student Conduct, the Office of Inclusive Services will work with the Dean of Students through the [Office of the Dean of Students - Colorado Springs](#) to follow the necessary process for disciplinary actions as outlined in the Conduct Procedures section VIII in the UCCS Student Code of Conduct Policies and Procedures. Please review all of this information and schedule a meeting with the Office of Inclusive Services Director if you have any questions.

FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a Federal law that protects the privacy of student education records. Under FERPA, the rights you had to access your student's information in the elementary and secondary school settings are transferred to your student once they turn 18 or attends a postsecondary educational institution (regardless of who pays for the student's education). Your student has the right to add or withdraw consent at any time without informing you of the change. In keeping with the regulations issued under FERPA, the Office of Inclusive Services and the University of Colorado Colorado Springs cannot release information about your student without their written consent. All University staff, including the Office of Inclusive Services staff, are bound by this law.

The OIS adheres to the Family Educational Rights and Privacy Act (FERPA). Students are responsible for sharing academic progress and other OIS information with parents unless they have signed a Student Records Information Release or a parent has legal guardianship.

Office of Inclusive Services Policies

All Office of Inclusive Services Policies are available on the OIS website: [Inclusive Services - Colorado Springs](https://inclusiveservices.uccs.edu) (inclusiveservices.uccs.edu)

Students and families are responsible for reviewing and following all OIS policies.

Tuition & Fees

Office of Inclusive Services Fee Schedule

The following are tuition and fees related to attending UCCS and receiving services through the Office of Inclusive Services. All fees below are per semester.

Tuition as of [Fall 2023](#)

Undergraduate tuition for 9 credits (approx 3 classes)	\$4049*
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*COF may provide approximately \$800 toward tuition for qualifying students

Estimated Fees for UCCS Fall 2023

UCCS fees are mandatory and cover services that include, but are not limited to the following: <ul style="list-style-type: none">● Student activity fee● Wellness and Recreation Center● Technology services● University center fee● Student event fee● Safety and transportation fee	\$900**
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**This amount is approximate and may change based on specific courses

Office of Inclusive Services Fees

Charge for Service This fee covers specialized courses and all individualized social and academic supports provided to the student Options for payment: <ul style="list-style-type: none">● Students are responsible for paying this fee● Students are encouraged to seek scholarships	\$3500
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<p>Inclusive Skills Training Fee This fee covers all employment services</p> <p>Options for payment:</p> <ul style="list-style-type: none"> ● This fee is covered by DVR for students who qualify ● The OIS has a limited number of scholarships that can be used to cover this fee if the student has financial need. These scholarships are on a semester-by-semester basis ● If the student does not qualify for DVR and does not receive a scholarship from the OIS, the student will be responsible for paying this fee 	<p>\$3000</p>
<p>Independent Living Fee. This fee is for students living in the Lookout at Cragmor who require more than the standard 8 hours per week of independent living services</p> <p>This fee provides an additional 6 hours of individual independent living support per week throughout the semester</p> <p>Options for payment:</p> <ul style="list-style-type: none"> ● Student is responsible for paying this fee ● Families are encouraged to seek services through a PASA to provide services 	<p>\$1200</p>

Financial Aid

The Office of Inclusive Services is a federally designated [Comprehensive Transition & Postsecondary Program \(CTP\)](#) for students with intellectual and developmental disabilities. As a CTP, our students are eligible to complete the FAFSA and receive certain forms of federal financial aid, including Pell Grants and work-study funds. For resources on filling out FAFSA please [click here](#).

OIS Services: Academics

Academics & Coursework

- The OIS provides students with individualized, appropriate coursework modifications as needed. The Inclusion Specialist works with mentors and professors to discuss the program and student support needs to complete the class successfully.
- Students enroll in a maximum of 9 credit hours per semester, meet the attendance and assignment requirements for each course, and communicate with their professors and mentors regarding absences.
- Students take two courses in their area of study and College & Career each semester.

- OIS staff meet with students in their small group Team Meetings weekly to discuss academic progress and provide recommendations and support to help students meet their academic goals.

Academic Advising

Students receiving services through the Office of Inclusive Services are advised by the Director of Inclusive Services and the Inclusion Specialist once per semester. During this meeting, the student will share their goals and progress and evaluate their 4-year plan.

Registration for Classes

The OIS will work with students to register for classes. Courses are chosen based on the student's area of study and required coursework. Classes will be discussed during the student advising meeting each semester. Families do not register their student for classes.

Choosing an Area of Study

Students receiving services through the Office of Inclusive Services are non-degree-seeking students. They are not working toward earning a bachelor's degree. They are working toward earning a Comprehensive Higher Education Certificate in their individual area of study.

All coursework and internships are centered around each student's personal career goals. The Office of Inclusive Services will work with the student to choose coursework and internships that will build skills for future employment related to their area of study.



College and Career Course: Sped 1000

As a part of the development of the students we serve, all of the students take one course per semester that is specifically designed to teach the skills necessary to achieve a self-directed life.

Each semester, the College and Career course focuses on a different topic to aid in student discovery & development. The following are the course titles and objectives.

Curriculum Overview

Fall	Spring
<p><u>Person Driven Planning</u></p> <ul style="list-style-type: none"> ● Understanding Self Advocacy ● Designing Goals and Resources ● Developing and Communicating a Person-Driven Plan ● Discovering the Disability Rights Movement and Disability Pride 	<p><u>Person Driven Planning part 2</u></p> <ul style="list-style-type: none"> ● Setting goals and designing the process to achieve them ● Problem-solving ● Interview practice/Resume development
<p><u>Social Skills (modified PEERS curriculum)</u></p> <ul style="list-style-type: none"> ● Starting, switching, and stopping conversations ● Reading social cues ● Using social media and electronic communication ● Handling disagreements ● Building connections and friendships 	<p><u>Dating & Relationships (taught by a national expert)</u></p> <ul style="list-style-type: none"> ● Developing clear communication strategies for healthy relationships ● Understanding boundaries ● Learning about healthy sexual relationships ● Strategies for dating
<p><u>Cooking and Meal Planning</u> (taught by campus Wellness Center staff)</p> <ul style="list-style-type: none"> ● Planning weekly meals ● Develop the skills necessary to budget and shop for groceries ● Basics of cooking ● Understanding what it means to be healthy & and eat healthy meals 	<p><u>Recreation, Health, & Wellness</u> (taught by campus Wellness Center staff)</p> <ul style="list-style-type: none"> ● Learn basic skills for common recreation activities ● Learning to manage stress and implement strategies ● Creating a balanced life
<p><u>Community Service Learning Project</u></p> <ul style="list-style-type: none"> ● Understanding the needs of others and the community ● Developing activities to connect with the community 	<p><u>Life During and After College</u></p> <ul style="list-style-type: none"> ● Learn the value of connecting with the community ● Join and participate in clubs, classes, or groups

Academic Standards

Students receiving services from the Office of Inclusive Services are expected to show satisfactory academic progress by maintaining a 2.0-grade average. Students are expected to participate in all courses, sessions, and activities. Students must abide by attendance policies for each course. Students are expected to participate in Time on Campus (TOC) with mentors in order to study, review readings, and complete assignments.

Students receiving services from the OIS are expected to abide by the same standards of academic honesty and code of conduct as every student at UCCS. They will be held accountable for any violations. Therefore, it is crucial that you (or any other support person) do not do your student's work for them. Instead, if they need help, provide support by directing them to communicate with a student mentor, Julie or Christi. UCCS's student code of conduct can be found at [Student Conduct](#).

OIS Services: Social Activities

Students are responsible for and are expected to engage in formal and informal social activities as part of their college program. OIS staff meet and communicate with students weekly to support them in identifying, attending, and fully participating in these activities. This communication happens through weekly emails from Kelly Haan, Campus and Community Coordinator (CCC), and in Team Meetings.

- Students receiving services from the Office of Inclusive Services can participate in any social activities on campus with or without mentors, roommates, or friends.
- Students can join clubs and organizations at any time
- Participation and engagement in social activities is a crucial component, and therefore required, for successful completion of the Office of Inclusive Services credential
- Mentors will attend some social events; those will be noted in the weekly email from the CCC

Outing Proposals

In addition to attending campus social activities and joining clubs, students are taught to plan their own social activities. This process is taught through the use of an outing proposal. This is a scaffolded way to teach students the elements needed to plan an event. Students will work with the CCC to complete their outing proposal and work through the following details:

- The activity they want to plan: This could be a movie night at their place, lunch with a friend, a movie date, a local hike, or anything else they are interested in planning.
- Who they want to invite

- How they want to invite them
- Do they have enough money
- What are the transportation needs
- Date and Time

The CCC will then support them in carrying out their plan. As students engage in this process and develop these skills, they will no longer need to fill out an outing proposal and work with the CCC to make it happen; they will have developed these skills, and we will fade the support.

OIS Services: Independent Living

Students receiving services from the OIS who wish to live on campus access student housing at [The Lookout on Cragmor](#). Families are responsible for making the arrangements with the leasing office independently. Families are also responsible for 100% of the leasing agreement signed with the apartment leasing office. UCCS is in no way responsible for the care of the student’s apartment, the student’s safety while residing in the apartment, theft, visitors, or other potential hazards.

Students residing in the Lookout apartment will receive services (see the chart below) from the Office of Inclusive Services as a part of their support. However, receiving these services in no way implies responsibility on the part of UCCS and/or the Office of Inclusive Services.

Students not living on campus will be included in independent living support during their Time on Campus with mentors and through their engagement in OIS Seminars. Independent living skills for commuter students will be discussed & students will be asked to practice and implement them while living at home.

While residing in the Lookout, students are required to participate in independent living support. Support will fade as students show success in various areas. Students will receive the following services:

Services Provided*	Services Not Provided
<ul style="list-style-type: none"> ● UCCS shuttle training ● Campus safety training ● Campus geographical awareness training ● Using an alarm ● Managing a calendar ● Packing class supplies 	<ul style="list-style-type: none"> ● 24/7 support ● Regular meal preparation ● Monitoring student location at all times (a calendar will be maintained and shared with families, but the OIS staff is unable to monitor the student to see if they are where they are)

<ul style="list-style-type: none"> ● Cleaning up after themselves in the common area and in their own room ● Laundry ● Personal hygiene routines ● Determining when to seek care from the campus medical clinic ● Using visual, and checklist supports ● Weekly meal planning & grocery shopping ● OIS staff will have 4-8 hours of weekend support available. The amount of time each student receives will be based on their individual needs 	<p>supposed to be at all times)</p> <ul style="list-style-type: none"> ● Monitoring visitors
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Medications & Medical Emergencies

UCCS has a [Wellness Center](#) that offers on-campus medical services. Students who live on campus should communicate with OIS staff if they are not feeling well and would like to visit the Wellness Center. OIS Staff will support the student at the Wellness Center visit as needed. Families are expected to arrange to bring their student home should they become ill or injured. If a student is sent to the emergency room for a medical emergency, an OIS staff member will accompany them until a family member arrives.

Students are responsible for managing, supervising, or administering any medications. Families and students must have a plan for how the student will receive prescription refills.

OIS Seminars

As a part of independent living support, the OIS offers seminars to students to develop skills needed for independent living. Students will take specific seminars based on their interests, needs, and availability. The following seminars are offered each academic year:

- Cooking class – Students cook meals and create a visual step-by-step cookbook. Class is held in the Lookout apartments
- Budget class – Students learn how to use an online banking app, determine if they have enough money to do desired activities, and learn to pay friends back when out for a meal or ordering delivery
- Driver’s education – Students focus on learning the skills to pass the Colorado Driver’s Permit test. Students do not drive a car but learn the rules of the road and how to care for a car. If desired, students take their driver’s permit test

OIS Services: Employment Experiences

Career Development & Employment

- The OIS prepares students for competitive, integrated, paid employment by providing coursework, seminars, paid and unpaid employment internships, and experiences in addition to collaboration with on-campus and community employers
- Students develop individualized career goals and work with OIS staff to obtain career and employment experiences aligned with their career goals. Students must complete job search and employment experiences (paid and unpaid) as part of their OIS program to find integrated, paid employment in their preferred career area.
- Students are expected to follow work attendance policies set by the work site for paid and unpaid positions. They are expected to communicate directly with the support of the Employment Coordinator regarding work-related issues.
- OIS staff will work with families, students, and service agencies to identify appropriate employment services in a student's home community upon graduation. This will include the student applying for Vocational Rehabilitation Services.
- Paid, integrated employment for students exiting the OIS is the end goal, but the **OIS does not and cannot guarantee employment after graduation.**

Internship and Job Schedule

Year One	Job exploration/career assessment/interview practice with the UCCS Career Center
Year Two	On/Off-Campus Internship/ Employment
Year Three	On/Off-Campus Internship/ Employment
Year Four	On/Off-Campus Internship/ Employment

Services at a Glance

Academics:

- Students take classes for credit, have transcripts, and are matriculated students
- Students take 3 academic classes per semester (two in line with their area of study and College & Career)
- College & Career is a 3 credit course that is taken every semester. There is an 8 semester repeating curriculum
- Students receive modifications in all courses
- Students earn a University Certificate in Comprehensive Higher Education

Career Development

- First Year students work on career exploration and executive functioning and interpersonal skills needed for successful employment
- Students gain work experience starting their sophomore year
- Work experience may include:
 - Unpaid internships
 - Paid internships
 - Paid on campus employment
 - Paid employment in the community
- The OIS is not a job placement program and employment is not guaranteed after successful completion of the program

Social Engagement

- Students are required to attend social events on campus. They choose the events they want to attend, but they must engage on campus
 - Commuter students are required to attend 2 social events per month
 - Resident students are required to attend one event every week
- Students must join a club of their choice
- Students must engage in physical activity of their choice at the Rec Center
- Students are taught to plan events and outing with friends and engage in carrying these out several times over the course of their 4 years at UCCS

Independent Living

- Both students who live on and off campus take seminars designed to teach independent living skills. These include:
 - Cooking and nutrition class
 - Budget class
 - Drivers education
- Students who live on campus are taught to resolve conflict with roommates through restorative practices
- Mentors provide coaching and support on weekly chores, laundry, cooking, and cleaning
- Mentors support students to make grocery lists and shop within their budget each week

Certificate Completion Requirements

Office of Inclusive Services Completion Requirements

Successful completion of the Comprehensive Higher Education Certificate includes fulfillment of the following coursework:

Completion Requirements:

- Students must have a cumulative GPA of 2.0 or better
- Students must complete 50% of their courses in their area of study
- Students must complete the following core courses:
 - Gateway Program Seminar (GPS) Course
 - Academic Fitness
 - Public Speaking
 - Innovations
 - Disability Studies
 - Senior Capstone
- Completion of College & Career (SPED 1000)/8 semesters.
- Completion of at least 66 credits of coursework
- Participation in academic advising one time per semester
- Participation in campus clubs and social activities at least two events per month for commuter students and four times per month for students who live on campus
- Successful completion of at least four semesters of employment experience

Attendance

Please avoid vacations during the academic semester. Please work to schedule appointments when the student does not have classes or time on campus with a mentor.

Please do not make arrangements for your student to leave campus until all of their final exams are completed. Leaving before finals are complete may distract them from studying for their finals and may impact a student's course grade.

Failure to stay on track or complete these requirements may result in the following:

- A scheduled meeting for your student to meet with the Director and create an action plan detailing the requirements your student must meet to be restored to good standing. Your student will inform you of this action plan via the preferred mode of communication with support from the Office of Inclusive Services staff
- Placement on academic probation
- Additional time on campus to receive support

- A modified schedule
- Not being awarded a Comprehensive Higher Education Certificate.

The Office of Inclusive Services follows the relevant areas of the UCCS [SAP](#).

Comprehensive Higher Education Certificate: Student Learning Outcomes (SLO)

Students will be able to do the following upon completion of the certificate.

Certificate SLOs

- Students will successfully complete their inclusive academic courses by maintaining a 2.0 or better as measured by the Satisfactory Academic Progress Policy (SAP).
- Students will demonstrate knowledge of skills for independent living through their participation in Driver’s Education, Budget, and Cooking Seminars and their culminating Capstone Course.
- Students will demonstrate capacity for wellness and socialization through successful completion of College & Career by receiving a C or better.
- Students will successfully engage in internship and employment experiences and maintain an expected rating of 3 or better as measured by the OIS Employer Evaluation Form.
- Each semester, program staff will meet and review the data provided by the various reporting sources to make data-informed decisions regarding any needed changes in the program. However, if student issues arise during the semester, program faculty will support the student(s) to allow them to meet the expected performance level.

Satisfactory Academic Progress Policy (SAP)

The Office of Inclusive Services follows all parts of the UCCS Satisfactory Academic Progress (SAP) policy related to students working towards certificate completion. Please see the [UCCS SAP](#) for detailed information.

The Office of Inclusive Services Satisfactory Academic Progress is as follows:

Academic:

- Students must maintain a minimum cumulative GPA of 2.0
- Students must complete 50% of their courses in their area of study

Student academic progress is shared during mid-semester feedback meetings. OIS staff will meet with students to review student grades, transcripts, and peer mentor feedback to ensure students are meeting SAP academic requirements and discuss student progress during the meeting. Four times per semester, students conduct their own routine grade checks. This allows them to track their academic progress and share concerns with the Inclusion Specialist. Students self-evaluate this area and share their progress during their mid-semester feedback meeting.

Social:

- Commuter students must complete two campus events per month
- Residential students must complete one campus event per week
- Students must participate in a recreation activity of their choice one time per week

Students maintain their calendars and check weekly to ensure they meet the minimum requirements for social engagement. Peer mentors provide feedback on social engagement using an OIS-created data collection tool. The Campus and Community Coordinator reviews data weekly and reaches out to students if there are concerns about the social requirement not being met. Student social progress is reported during mid-semester feedback meetings. OIS staff review data to ensure students meet SAP social requirements and discuss student progress during the meeting. Students conduct a self-evaluation of this area and share their progress during their mid-semester feedback meeting.

Career Development:

- Students must complete career assessments and exploration activities in their first year of being enrolled at UCCS
- Students must participate in paid and unpaid internships and employment during their sophomore through senior years.

The Employment Coordinator collects and analyzes data from students, job coaches, and internship and employment supervisors using an OIS-created data collection tool. The Employment Coordinator reviews data monthly and reaches out to supervisors and students if there are concerns about the employment requirement needing to be met. Student internship and employment participation records are kept and reviewed each semester to ensure students meet SAP career development requirements. Progress is discussed with students during mid-semester feedback meetings. Students conduct a self-evaluation of this area and share their progress during their mid-semester feedback meeting.

Independent Living:

- Both commuter and residential students must participate in cooking and budget seminars twice during their four-year college experience.

The Campus and Community Coordinator collects and analyzes data from peer mentors and cooking and budget class participation using an OIS-created data collection tool. The Campus OIS revised 2023

and Community Coordinator reviews data weekly and reaches out to peer mentors and students if concerns about the independent living requirement need to be met. Records of student participation in seminars are kept and reviewed each semester to ensure students are meeting SAP independent living development requirements. Progress is discussed with students during mid-semester feedback meetings. Students conduct a self-evaluation of this area and share their progress during their mid-semester feedback meeting.

Remediation for lack of progress towards the SAP:

If the student is not progressing in any area, the OIS will create a plan to support the student in making satisfactory progress in the area of concern.

Student Roles While in College

- OIS staff recommends that students engage in adult roles and responsibilities at home. This might include arranging transportation, contacting friends or planning social activities, doing laundry, preparing snacks/meals, making purchases, preparing for the next day (pack backpack, picking appropriate clothes, making lunch, setting alarms, etc.), and setting appointments. In collaboration with other OIS entities and community service providers, OIS students will experience opportunities to learn and engage in various adult roles and responsibilities. OIS staff will work with each student to identify the support necessary for participation.
- The OIS requires that students demonstrate a high level of unsupervised independence. Students will have unscheduled hours or independent time per day/week and must plan accordingly. OIS staff can help students find activities if they are experiencing too much downtime.
- Students are expected to record planned social and other activities in their calendars, with support as needed.

Our recommendations to ensure your student's success:

- Recognize your student is an adult who is learning to make decisions for themselves
- Allow your student the ability to make their own decisions and to learn from those decisions
- Encourage your student to contact the appropriate OIS staff person when support is needed
- Support OIS Program system of reducing ongoing prompting to help your student learn how to think for themselves and problem-solve on their own
- Participate in academic advising sessions and check the private OIS family Facebook group for weekly updates

- Encourage your student to meet the expectations for program completion

We do not recommend:

- Emailing staff immediately after your student expresses an issue or concern to you. We understand this may feel like the quickest way to reach a solution. However, it is not teaching your student how to problem-solve. Instead, encourage your student to work through possible solutions independently (with your guidance) OR help them identify the appropriate support personnel on campus to assist them with their issue.
- Speaking on behalf of your student and their wants, needs & feelings. As we work to develop students as self-advocates, it is crucial that parents/guardians support this by encouraging students to speak up for themselves.
- Checking your student's school email and messaging staff from their email address. Learning how to check and manage their email is a critical skill, especially as students look to join the workforce after graduation. It is also an invasion of their privacy!
- Contacting staff privately to hear about how your student is doing. Instead, reach out to your student and ask them how they are doing. This is a great way to stay connected with them while also allowing them to practice their communication skills
- We recognize that, as parents, it may feel difficult to let go and allow your student to make their own choices. Our team supports you and your students during this transitional time. We intend to ensure families continue to play an important part in their student's growth and development.



Transitioning from High School to College

High School vs. College

Some differences in the college experience versus what students were used to in high school are more obvious than others. The following helps outline some differences that students encounter in various situations that might be less obvious

HIGH SCHOOL Teachers	COLLEGE Professors
Teachers check your completed homework.	Professors may not always check completed homework, but they will assume you can perform the same tasks on the test. OIS staff and mentors will check, but you are responsible for following your schedule and working with mentors to stay on track
Teachers remind you of your incomplete work.	Professors rarely remind you of incomplete work.
Teachers approach you if they believe you need assistance.	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance. If you need help, you are required to reach out to mentors or OIS staff to get support to communicate.
Teachers are often available for conversation before, during, or after class.	Professors expect and want you to attend their scheduled office hours.
Teachers have been trained in teaching methods to assist in imparting knowledge to students.	Professors have been trained as experts in their particular areas of research.
Teachers provide you with information you missed when you were absent.	Professors expect you to get from classmates any notes from classes you missed.
Teachers present material to help you understand the material in the textbook.	Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or they may expect you to relate the classes to the textbook reading.
Teachers often write information on the board to be copied in your notes.	Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it

	may be to amplify the lecture, not to summarize it. Good notes are a must. Mentors will assist with notes and identify Big Ideas.
Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.	Professors expect you to think about and synthesize seemingly unrelated topics.
Teachers often take time to remind you of assignments and due dates.	Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you when it is due, and how you will be graded.
Teachers carefully monitor class attendance.	Professors may not formally take roll, but they are still likely to know whether or not you attended class.
Guiding principle: High school is a teaching environment in which you acquire facts and skills.	Guiding Principle: College is a learning environment where you take responsibility for thinking through and applying what you have learned.

Rights and Responsibilities Related to Students with Disability Laws in HIGH SCHOOL	Rights and Responsibilities Related to Students with Disability Laws in COLLEGE
Students are protected by: • IDEA (2004) • Section 504 • ADA	Students are protected by: • Section 504 • ADA
The school district is responsible for the identification and evaluation at the district's expense.	The student must self-identify and provide documentation of a disability at his or her own cost.
School districts are responsible for providing special education programs and services as identified in the student's IEP. The IEP team will decide on issues of placement, accommodations, or modifications and it may be necessary to alter a program or curriculum in order for the student to be successful. School districts must provide personal	Students with intellectual disabilities are not entitled to services from the university. Students with intellectual disabilities pay a service fee to receive services from a designated post-secondary program. The designated program (the Office of Inclusive Services at UCCS) is responsible for providing services so that students have

services when noted in the student's IEP, including assistive technology, transportation, and personal attendants.	meaningful access to participate in college classes and achieve their goals.
The IEP team or the school professional in charge of the student's 504 plan is required to oversee the implementation of the student's services.	Office of Inclusive Services (OIS) staff will communicate with faculty about needed modifications. OIS staff will work with the student to communicate what they need to be successful in classes, on campus, and in the workplace
Guiding Principle: Parents or guardians and school district personnel are the primary advocates for a student's needs.	Guiding Principle: OIS will support the student to self-advocate regarding their academic, social, and career needs.

Daily Activities in HIGH SCHOOL	Daily Activities in COLLEGE
Parents get you up and out of bed in the morning.	You are responsible for getting yourself out of bed.
Your parents filled medical prescriptions and reminded you to take your medicine	You are responsible for filling prescriptions and remembering to take them every day.
Parents reminded you about maintaining your personal hygiene.	You are responsible for your personal hygiene
Parents helped alleviate temptations by creating rules in their house. This allowed you to focus more on school and stay on a schedule.	There are temptations all around you in college and you have to learn how to set your own boundaries. This may include when to do your homework, go out with friends, and when to say no to those temptations.
Parents set a curfew and told you when you needed to go to sleep so that you could be ready for school in the morning.	You have to be the person to give yourself that curfew, so you can get adequate sleep in order to be successful the next day.
You lived with your family, and you may have had your own room and shared a bathroom with a small number of other people.	You may be living with a roommate and sharing a kitchen and living room.

Going to HIGH SCHOOL Classes	Going to COLLEGE Classes
The school year is 36 weeks long; some classes extend over both semesters.	The academic year is divided into two separate 16-week semesters.
You may study outside class for as little as 0 to 2 hours a week.	You need to study at least 2 to 3 hours outside of class for each hour in class.
You rarely need to read anything more than once, and sometimes listening in class is enough	You need to review class notes and text material regularly and repeat this process as many times as it takes.
You are expected to read short assignments that are then discussed and often re-taught in class.	You are assigned substantial amounts of reading and writing, which may not be directly addressed in class.
Guiding principle: you will usually be told in class what you need to learn from assigned readings.	Guiding principle: It's up to you to read the assigned material and be prepared for class. OIS Student Mentors will help you with your homework, but you will need to learn to do some of it on your own.

*This information was adapted from material included in the University 101 Program at the University of South Carolina and the University of Denver LEP Program.

Closing Thoughts

We are excited and honored to be able to serve your students here at UCCS. We are committed to your student:

- Growing their academic skills and knowledge through their coursework
- Developing communication skills that will be crucial in friendships, relationships, and work environments
- Having a ton of fun
- Learning to problem-solve all of the twists and turns that life brings
- Advocating for themselves and creating a life that they love

The Office of Inclusive Services Staff love this work and feel passionate about creating success for each student. If you ever have ideas to share or need to problem solve, please contact us. Thank you for supporting your student in attending UCCS! Go, Mountain Lions!