



# Inclusive Services

UNIVERSITY OF COLORADO  
**COLORADO SPRINGS**

## Student & Family Handbook

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This handbook is provided for families as a reference guide for the Office of Inclusive Services policies and procedures. The handbook is a supplement to the University of Colorado Colorado Springs' regulations and is not a complete listing of all policies, procedures, regulations, programs, and services. 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 <https://dos.uccs.edu/> 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 time to meet with the Office of Inclusive Services Director if you have any questions.

The families of students receiving services from the Office of Inclusive Services at UCCS are expected to know the information in this handbook. It is your responsibility to ask the Director of the Office of Inclusive Services or the Inclusion Specialist to clarify or explain any policy or regulation you do not understand.

The information in this handbook may be amended from time to time by the Office of Inclusive Services.



## **Mission**

The Office of Inclusive Services at UCCS is committed to providing equitable and meaningful inclusive access to university life for people with intellectual and developmental disabilities. The OIS works toward equal participation in academic, social, and career experiences on campus and the surrounding community. As students with intellectual and developmental 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 post-secondary education opportunity for students with intellectual and/or developmental disabilities and will provide support to students in academic, social, residential, and vocational domains to prepare students to pursue independence while working in their chosen careers.

## **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 focused on four main areas of support and development:

1. Academics
2. Campus Life & Social Engagement
3. Career Development
4. Independent living

## **How to Use This Book**

This handbook is designed to assist you in familiarizing yourself with the services offered by the Office of Inclusive Services and UCCS. Here, you will find information about the policies and procedures as well as student rights, independence, and responsibilities.

\*Any changes to the Family Handbook will be posted at

<http://www.uccs.edu/~inclusiveservices/>

\*This handbook was adapted, with permission, from the College of Charleston R.E.A.C.H Program

## **Office of Inclusive Services Staff**

### **Director**

- Oversees and coordinates all aspects of the Office of Inclusive Services
- Communicates with university faculty and administration
- Writes policy, develops documents and handbooks
- Trains student mentors
- Teaches and/or oversees SPED 1000
- Collaborates and works alongside the Inclusion Specialist
- Manages state and nations projects

### **Inclusion Specialist**

- Coordinates individualized academic support with students and faculty
- Provides and oversees academic support services for students in traditional, inclusive courses
- Monitors student's academic progress
- Teaches and oversees SPED 1000
- Oversees and provides direct supervision to the student mentors
- Develops schedules for mentors and students
- Meets and shares information with state and local agencies

### **Campus and Community Coordinator**

- Coordinate student participation in campus activities and events
- Coordinate student participation in community activities and events
- Manage weekend schedules and apartment support for students who live on campus
- Assist in providing direct support to students on campus
- Teach budget groups
- Coordinate and implement technology access
- Provide coverage for Student Mentors in the event of an absence

### **Employment Coordinator**

- Develop on and off campus internships
- Develop on and off campus paid employment
- Support students with work schedules
- Support students to complete employment paperwork
- Develop, schedule and oversee on campus internships
- Provide coverage for Student Mentors in the event of an absence

### **Student Mentors\***

- Provides direct support in class as needed
- Implement accommodations and modifications for class assignments
- Supports the completion of homework

- 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 internships as needed

*\*Student mentors are trained to provide direct support as needed to foster success and are always 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**

College is a time for enormous 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 services necessary for your student to become as self-determined and independent as possible while they learn the skills needed at UCCS and in their community. 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 design 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 the areas of attendance and communication. These expectations are put in place 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 and/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 on a daily or weekly basis regarding individual progress and activities. All families are invited to the student

advising session that occurs one time per semester, and we are happy to talk periodically throughout the semester as the need arises.

### Communication Dos and Don'ts

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

### Money

Before coming to campus, discuss with your student the amount of money you will deposit into his/her bank account (we suggest \$25-\$50 per week), and try not to waver from the amount decided. This will enable your student to learn how to live on a budget. We suggest that your student have a debit card they can use on campus and that they have the bank account app on their phone.

### Financial Aid

The Office of Inclusive Services is a federally designated Comprehensive Transition Program (CTP) for students with intellectual and developmental disabilities (I/DD).

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](#)

## 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 [Spring 2022](#)

Undergraduate tuition for 9 credits (approx 3 classes)	\$3582*
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\*COF may provide approximately \$800 toward tuition for qualifying students

### Estimated Fees for UCCS Spring 2022

<p>UCCS fees are mandatory and cover services that include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Student activity fee</li> <li>• Wellness and recreation center</li> <li>• Technology services</li> <li>• University center fee</li> <li>• Student event fee</li> <li>• Safety and transportation fee</li> </ul>	\$700**
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\*\*This amount is approximate and may change based on courses the student takes

### Office of Inclusive Services Fees

<p>Charge for Service This fee covers specialized courses and all individualized social and academic supports provided to the student</p> <p>Options for payment:</p> <ul style="list-style-type: none"> <li>• Students are responsible for paying this fee</li> <li>• Students are encouraged to seek <a href="#">scholarships</a></li> </ul>	\$3500
<p>Inclusive Skills Training Fee This fee covers all employment services</p> <p>Options for payment:</p> <ul style="list-style-type: none"> <li>• This fee is covered by DVR for students who qualify</li> <li>• 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</li> <li>• 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</li> </ul>	\$3000
<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"> <li>• Student is responsible for paying this fee</li> <li>• Families are encouraged to seek services through a PASA to provide services</li> </ul>	\$1200

## **Academics**

### **Academic Advising**

Students receiving services through the Office of Inclusive Services are advised by the Inclusion Specialist and the Director of Inclusive Services. Students formally meet with their advisor to evaluate their 4-year plan at least once each semester by appointment. Students take 2 academic courses and College & Career each semester.

Course Requirements:

- College & Career (required every semester)
- Gateway Course
- Academic Fitness
- Public Speaking
- Oral Communication in the Workplace
- Technical Writing
- Innovations
- Disability Studies

### **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.

### **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 life lived as independently as possible and directed by themselves.

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

### Curriculum Overview

Fall	Spring
Person Centered Planning <ul style="list-style-type: none"> <li>• Understanding Self Advocacy</li> <li>• Designing Goals and Resources</li> <li>• Developing and Communicating a Person Centered Plan</li> </ul>	Person Centered Planning part 2 <ul style="list-style-type: none"> <li>• Problem solving and gathering resources to achieve goals</li> <li>• Interview practice/Resume development</li> </ul>
Social Skills <ul style="list-style-type: none"> <li>• Starting, switching, and stopping conversations</li> <li>• Reading social cues</li> <li>• Using social media and electronic communication</li> <li>• Handling disagreements</li> </ul>	Dating & Relationships (taught by national expert) <ul style="list-style-type: none"> <li>• Developing clear communication strategies</li> <li>• Understanding boundaries</li> <li>• Noticing the difference between healthy and unhealthy relationships</li> <li>• How to date</li> </ul>
Cooking and Meal Planning (taught by campus Wellness Center staff) <ul style="list-style-type: none"> <li>• Planning weekly meals</li> <li>• Develop the skills necessary to budget and shop for groceries</li> <li>• Basics of cooking</li> <li>• Understanding what it means to be healthy &amp; and eat healthy meals</li> </ul>	Recreation, Health, & Wellness (taught by campus Wellness Center staff) <ul style="list-style-type: none"> <li>• Learn basic skills for common recreation activities</li> <li>• Learning to manage stress and implement strategies</li> <li>• Creating a balanced life</li> </ul>
Community Service Learning Project <ul style="list-style-type: none"> <li>• Understanding the needs of others and the community</li> <li>• Developing activities to connect with the community</li> </ul>	Life During and After College <ul style="list-style-type: none"> <li>• Learn the value of connecting with community</li> <li>• Join and participate in club, classes, or groups</li> </ul>

### Academic Standards

Students receiving services from the Office of Inclusive Services are expected to show satisfactory academic progress by maintaining a 2.5 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 coursework.

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 and 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 or Julie, or Christi. Information about UCCS's student code of conduct can be found at: <https://dos.uccs.edu/student-conduct>

## **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 he or she turns 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 his or her written consent. All University staff, including the Office of Inclusive Services staff, are bound by this law.

In keeping with the regulations issued under FERPA, we cannot discuss your student's grades or academic progress without his or her expressed written consent.

The Office of Inclusive Services works to establish meaningful relationships with professors and instructors to create a more inclusive classroom in the university setting. Families communicating with their student's professors and instructors can significantly affect the relations between the Office of Inclusive Services and University faculty and consequently affect your son or daughter. 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 in doing this from the OIS staff. Violation of this policy may result in your student's dismissal from the services provided by the Office of Inclusive Services.

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

### **Office of Inclusive Services Completion Requirements**

Students receiving services from the Office of Inclusive Services are expected to show satisfactory academic progress in all aspects of the Office of Inclusive Services. Successful completion of the Comprehensive Higher Education Certificate includes fulfillment of the following coursework:

#### Completion Requirements:

- Students must have a cumulative GPA of 2.5 or better
- Students must complete 50% of their courses in their area of study
- Students must complete the following core courses:
  - Gateway Course
  - Academic Fitness
  - Public Speaking
  - Oral Communication in the Workplace
  - Technical Writing
  - Innovations
  - Disability Studies
- 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 internships or employment

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.

## **Campus Life & Independent Living**

### **Social Activities and Clubs**

- 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 anytime
- Participation and engagement in social activities is a crucial component, and therefore required, for successful completion of the Office of Inclusive Services credential

### **Understanding Disability**

Understanding the nature of your student's disability is an essential element of helping your son or daughter live independently. OIS staff continuously work with students to not only support them in understanding their disabilities but also develop strategies to be successful in challenging situations.

Pending student permission, OIS staff will assist and support your son or daughter in communicating with various stakeholders (roommates, mentors, instructors, etc.) about his or her strengths and needs relating to or not relating to his or her disability.

### **Housing & Residence Life**

Students receiving services from the OIS who wish to live on campus access student housing at The Lookout at Cragmor (see:<https://www.thelookoutoncragmor.com>). 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, but 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. 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 off-campus apartments, students are required to participate in independent living supports. Support will be faded as students show success in various areas. Students will receive the following services:

Services Provided*	Services Not Provided
<ul style="list-style-type: none"> <li>● UCCS shuttle training</li> <li>● Campus safety training</li> <li>● Campus geographical awareness training</li> <li>● Support for needs in the area of               <ul style="list-style-type: none"> <li>○ Using an alarm</li> <li>○ Managing a calendar</li> <li>○ Being on time</li> <li>○ Packing class supplies</li> <li>○ Cleaning up after themselves in the common area and in their own room</li> <li>○ Laundry</li> <li>○ Personal hygiene routines</li> <li>○ Determining when to seek care from the campus medical clinic</li> </ul> </li> <li>● The OIS can provide teaching sessions and visual, and checklist supports in order to ensure that students are learning to carry out these tasks independently</li> <li>● Weekly grocery shopping</li> <li>● OIS staff will have 4-8 hours of weekend support available on an as-needed basis.</li> </ul>	<ul style="list-style-type: none"> <li>● 24/7 care</li> <li>● Regular meal preparation</li> <li>● 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 supposed to be at all times)</li> <li>● Monitoring visitors</li> </ul>

### **Independent Living Support from a PASA or other Waiver Service**

There may be instances where students need more independent-living care than can be provided by the Office of Inclusive Services. In this case, the OIS will communicate with the family and support the family in making contact with an adult service agency that can provide additional independent living support.

### **Career Development & Internships**

Internships and career development are an integral part of the work at the Office of Inclusive Services. Internships can be paid or unpaid and may be changed each semester to increase the student's employment skills and develop new areas of interest. We are dedicated to supporting students to develop the skills that can lead to a meaningful lifelong career.

#### Internship and Job Schedule

Year One	Job exploration
Year Two	On-Campus Internship
Year Three	On/Off-Campus Internship/ Employment
Year Four	On/Off-Campus Internship/ Employment

## 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 are helpful in outlining some differences that students encounter in a variety of situations that might not be as obvious.

<b>Rights and Responsibilities Related to Students with Disability Laws in HIGH SCHOOL</b>	<b>Rights and Responsibilities Related to Students with Disability Laws in COLLEGE</b>
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 services when noted in the student's IEP, including assistive technology, transportation, and personal attendants.	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 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.

<b>HIGH SCHOOL Teachers</b>	<b>COLLEGE Professors</b>
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	Professors expect you to read, save, and

assignments and due dates.	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.

\*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 him or herself 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 reach out to us. Thank you for supporting your student to attend UCCS! Go, Mountain Lions!

*Amended July 2022*