

Elevate at Arapahoe Community College: Move Mountains, Make Futures



Elevate at ACC was established to provide inclusive higher education for students with intellectual and developmental disabilities (I/DD) to foster academic growth, prepare for gainful employment, develop needed skills for independent living & engage socially with the broader campus community. We believe in all students' abilities to achieve their dreams and create a meaningful future.

Join us as we commit to foster the process for students with I/DD to move mountains and make futures.

Students that complete the Elevate at ACC program will earn a state-recognized certificate of completion and develop essential occupational and life skills. The program is designed to be a progression of **fully-inclusive academic access, outcome-focused vocational preparation, student-centered personal development and naturally-supported student engagement** over the course of three years with some flexibility determined by student goals and success.

In order to achieve the Comprehensive Higher Education Certificate, students must:

- Identify an attainable career goal and emphasis of study that aligns with courses offered at ACC
- Complete 36 credit hours of outcome-based coursework with necessary accommodations and/or modifications
- Actively engage in the Elevate Workshop series to develop transferable skills for life beyond college
- Actively engage in the Elevate Study Hall to receive additional support
- Commit to frequent check ins with an Elevate staff member to monitor progress
- Complete at least 1 job-shadow or internship experience in their desired field during third year of program
- Complete a capstone project which includes the development of a portfolio
- Commit to campus engagement

Elevate students will be held to high standards and empowered to take responsibility for their future goals. These goals would be unattainable without an inclusive higher education experience. Each student will be paired with an Elevate team member to collaboratively design an Individualized Academic Plan that aligns with the student's identified career goal.

Elevate at ACC Learning Outcomes

Upon completion of this program and fulfillment of the Certificate students will be able to:

- Establish and communicate long and short-term goals
- Create a defined and attainable career/further education goal
- Reveal self-determination and self-advocacy skills
- Apply functional math, reading, and writing skills necessary for future goal
- Identify and implement transferable and marketable occupational/job attainment skills
- Utilize critical thinking skills, such as self-reflection and information gathering
- Collaborate effectively with others and engage in varying levels of interpersonal communication
- Create a capstone project to include documentation of the above competencies

Classroom Expectations for All Elevate Students:

- Attend classes consistently and on time
- Actively participate in course activities
- Actively participate in course-based events
- Actively participate in group projects and course discussions
- Complete assignments in their allotted time

Philosophy of Appropriate Modifications:

Elevate looks to develop life-long learners and believes in the vocational influence full course participation will have on each student. We commit to helping each student access course content that will guide them toward greater employment, allow them to develop new skills, and learn at an appropriate level. When determining the amount/type of coursework modifications necessary for each student, the Elevate Staff will follow best practices in inclusive education in order to hold Elevate students to an expectation of growth and learning. Student Individualized Academic Plans will initiate with the “as is” concept- meaning the assignments will be changed as little as possible. Staff will review all course requirements via the course syllabi and determine appropriate learning goals for Elevate students based upon the learning outcomes that are critical to each class, the goals identified for future vocation, and student academic levels. A modified academic plan will incorporate high expectations and appropriate challenge. Once learning goals and coursework modifications are determined by the Elevate staff, student and staff will convene with course instructor to revise and finalize the specified learning goals for that respective course.

Academic Access

Due to the nature of the Certificate and Elevate as an inclusive higher education program for students with I/DD, students participating in the Elevate program receive accommodations and/or modifications throughout their academic plan. Their finalized transcript from ACC will indicate that the student's academic plan included modified curriculum across all courses unless otherwise specified. This form of curriculum modification is only offered to students within the Elevate program.

The Elevate staff will develop an individualized accommodation and modification plan for each student based on individual needs. Additionally, Elevate staff will perform the modifications for students after being accepted and supported by the instructor.

Working with Accommodations	Working with Modifications
<p data-bbox="386 789 516 814">Definition</p> <p data-bbox="110 867 784 1087">Accommodations are intended to provide a student with equal access to learning and an equal opportunity to demonstrate the same knowledge as all peers. The same tasks are expected to be completed but with some variation in time, format, setting, or presentation.</p> <p data-bbox="110 1140 711 1203">Changes to the way content is received and/or expected to be learned by the student</p>	<p data-bbox="1101 789 1230 814">Definition</p> <p data-bbox="824 867 1498 1087">Modifications are intended to change what students are expected to learn based on their individual abilities, which indicate needing additional changes in order to comprehend the content. This involves an adjustment to the level of required content or performance measures.</p> <p data-bbox="824 1140 1482 1203">Changes to the content amount or the expectation of student learning levels</p>
<p data-bbox="386 1255 516 1281">Examples</p> <ul data-bbox="110 1333 735 1554" style="list-style-type: none">- Giving students extra time on assignments- Offering notes, outlines, or adaptive devices- Allowing answers to be dictated- Providing extra visual and verbal cues- Use of recording device in class- Open-book or open-note options	<p data-bbox="1101 1255 1230 1281">Examples</p> <ul data-bbox="824 1333 1498 1591" style="list-style-type: none">- Using alternative books/materials- Decreasing amount of tasks or exam questions- Lessening the length expectation of a paper- Rewording questions on exams in simpler language- Adapted grading scale based upon Elevate staff determination and collaboration with instructors

Comprehensive Higher Education Certificate Completion Specifications

3 year overview	Academic Coursework	Vocational Preparation	Personal Development	Student Engagement
Fall Semester 1 (7 credits)	Summer Bridge: <input type="checkbox"/> AAA 101 (1) Fall: <input type="checkbox"/> CIS 118 (3) <input type="checkbox"/> AAA 109 (3)	Meeting with campus career counselor Focus 2 career assessment	Elevate Workshop & Study Hall Series Frequent check-ins & person-centered planning with Elevate staff Long and short term goal development & planning	Student Support - Tutoring center - Writing center - Math Lab - Student Success Center - Student Access Services - Testing Center - Faculty office hours - Individualized academic planning Campus Involvement: - Clubs and Organizations - Elevate Club - ACC activities - National Society of Leadership and Success
Spring Semester 2 (8 credits)	<input type="checkbox"/> CCR 092 (5) <input type="checkbox"/> 1 course from area of study (3) _____	Continued exploration with career counselor Identified career goal and next steps		
Fall Semester 3 (6-7 credits)	<input type="checkbox"/> MAR 106 (3) <input type="checkbox"/> 1 course from area of study (3) _____ <input type="checkbox"/> Optional: elective (1) _____	On-campus job experience: - Work study - Volunteer - Paid/unpaid		
Spring Semester 4 (6 credits)	<input type="checkbox"/> COM 125 (3) <input type="checkbox"/> 1 course from area of study (3) _____	Community based job placement in area of study		
Fall Semester 5 (6 credits)	<input type="checkbox"/> 1 course from area of study (3) _____ <input type="checkbox"/> 1 course from area of study (3) _____			
Spring Semester 6 (3 credits)	<input type="checkbox"/> 1 course from area of study (3) _____			
Overall:	36 credits 18 in comprehensive courses + 18 in selected area of study	On-campus work experience(s) Community based internship/job shadow(s)	Active participation in Elevate workshops and study hall sessions	Participation in at least 6 campus clubs/organizations, and/or events each semester



COMPREHENSIVE HIGHER EDUCATION CERTIFICATE

Elevate at ACC

Recommended Course Sequence:

<u>Year 1: Summer</u>	<u>Credits</u>
AAA 101: College 101 Student Experience	1
Semester Credits	1
<u>Year 1: Fall</u>	
AAA 109	3
CIS 118	3
Semester Credits	6
<u>Year 1: Spring</u>	
CCR 092	5
AREA OF STUDY COURSE	3
Semester Credits	8
<u>Year 2: Fall</u>	
MAR 106	3
AREA OF STUDY COURSE	3
Elective (optional)	1
Semester Credits	6
<u>Year 2: Spring</u>	
COM 125	3
AREA OF STUDY COURSE	3
*On-campus job experience	
Semester Credits	6
<u>Year 3: Fall</u>	
AREA OF STUDY COURSE	3
AREA OF STUDY COURSE	3
*Community-based job shadow/internship in area of study	
Semester Credits	6
<u>Year 3: Spring</u>	
AREA OF STUDY COURSE	3
*Community-based job placement in are of study	
Semester Credits	3
Certificate Total Credits	36

*All students will participate in the Elevate Workshop and Study Hall Series each semester

- AAA 101- College 101 Student Experience (1 credit)

Introduces students to college culture and prepares them for the challenges they will face in higher education. Through a series of interactive seminars, students discover learning in a multicultural environment and use college and community resources to attain education and career goals.
- AAA 109- Advanced Academic Achievement (3 credits)

Examines theories and practices associated with successful learning to enhance college success. Recommended for new and returning students, this course study areas including education and career planning, effective communication, personal management, critical and creative thinking, development of community and awareness of diversity, leadership, and techniques for successful academic performance.
- CIS 118- Intro to PC Applications (3 credits)

Introduces basic computer terminology, file management, and PC system components. Provides an overview of office application software including word processing, spreadsheets, databases, and presentation graphics. Includes the use of a web browser to access the Internet.
- CCR 092- College Composition and Reading (5 credits)

Integrates and contextualizes college level reading and writing. Students will read and understand complex materials and respond to ideas and information through writing informative and/or persuasive texts.
- COM 125- Interpersonal Communication (3 credits)

Examines the communication involved in interpersonal relationships occurring in family, social, and career situations. Relevant concepts include self-concept, perception, listening, nonverbal communication, and conflict.
- MAR 106- Marketing Your Image (3 credits)

Teaches students how to market themselves to prospective employers, clients, professional groups, and audiences of all types. Major emphasis will be placed on skills used to gain employment (resumes, interviewing, and professional appearance) and on skills used to achieve continued personal success (professional behavior and attitude). The course will include at least one simulated interview.
- Elevate Workshop- Comprehensive Higher Education Skill Development (0 credit)