



MIHEC Annual Conference

Transformation

Tuesday, September 23, 2025

Access Check



Land Acknowledgment

In Minnesota, we are standing on Miní Sóta Makhóčhe, the rightful homelands of the four Dakhóta Oyáte nations, the seven Anishinaabeg nations, and other indigenous peoples. We recognize that the U.S. did not uphold its end of the land treaties. It is the current and continued displacement of indigenous peoples that allows the State of Minnesota to exist today.

Affirmation of Commitment

At the Institute on Community Integration, we affirm our commitment to address systemic racism, ableism, and all other inequalities and forms of oppression to ensure inclusive communities.

Welcome



Vision

Jean
3rd Year Student
Augustana University



Imagine

Alec
1st Year Student
North Dakota
State University



Transform

- Current Grantees - Planning Phase
- Prospective Grantees - Exploring Phase

Morning Agenda

9:00 am - 9:15 am: **Intro and welcome**

9:15 am - 10:15 am: **Dr. Linda and Brian Schubring: "Navigating Change and Uncertainty: Leading with Clarity, Trust, and Resolve in a World That Will Not Slow Down"**

10:15 am - 10:30 am: Break

10:30 am - 11:30 am: **Dr. Beth Meyers: "Transforming College Campuses and the Lives of Students"**

Afternoon Agenda

11:30 am - 12:30 pm: **Break for Lunch**

12:30 pm - 1:00 pm: **Grantee Panel**

1:00 pm - 1:45 pm: **Dr. Christi Kasa: "Preparing Families and Students for the Transition to College"**

2:00 pm - 2:45 pm: **Student Panel Q&A**

2:45 pm - 3:15 pm: **Topic-Based Breakout Rooms**

Dr. Linda and Brian Schubring

*Leadership Vision
Consulting*





LEADERSHIP VISION

Transforming how leaders express their brilliance and beauty for the benefit of humanity.

MIHE Conference



DR. LINDA & BRIAN
SCHUBRING

September 23, 2025

A large group of people, mostly young adults, are sitting on a dark, pebbly beach. They are arranged in a loose circle, facing towards the center. A woman in a dark jacket stands on the left side of the group, possibly addressing them. Another person stands on the far right. The background is a dense forest of green trees and tall grasses. The text 'DR. LINDA & BRIAN SCHUBRING' is overlaid in the upper center of the image.

DR. LINDA & BRIAN SCHUBRING



LEADERSHIP
VISION

Challenge

A challenge is a demanding test or obstacle that stretches one's capacities, skills, or resources.



Challenge

Think of a personal challenge you have faced recently that stretched you as an individual.

- What stands out?
- What did you learn about your own resilience, creativity, or problem-solving from this experience?
- How did this challenge shape your attitude toward change?



Change

**Change is more than action;
it's a journey of adaptation and
redefinition.**



Change

Consider a significant change that has happened in your life.

- What prompted the change?
- Who was involved?
- How did this challenge shape your attitude towards change?



Uncertainty

The state of not knowing what comes next, lacking clarity, predictability, or complete information.

Uncertainty

Think of a recent situation when you had to navigate with incomplete or unclear information.

- What did you need to understand?
- What did you need to commit?
- What did you need to adjust?



What Stands Out?

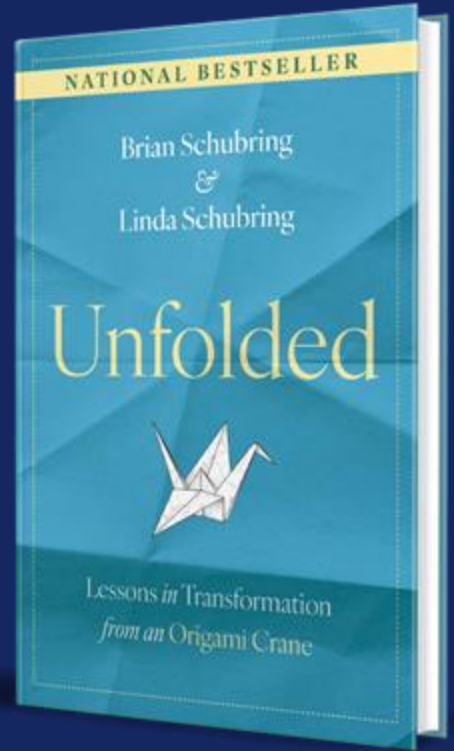


LEADERSHIP
VISION

CONNECT WITH US



www.leadershipvisionconsulting.com



15 minute break



Dr. Beth Myers

Executive Director of the Taishoff
Center for Inclusive Higher Education
at Syracuse University





Transforming College Campuses

Beth Myers

Taishoff Center for Inclusive
Higher Education



Welcome!



The Past: Waiting at the Edges

For too long, students with IDD waited at the edges of campus life.

- Micah's Advocacy at Oakland University:
"I can be more active on campus if I live in the dorm."



The Present — Students Claiming Their Place

Students today are enrolling, joining, leading.



The Challenge — Expanding What Already Exists

-Not separate. Not special. Just open the doors wider.



Systems Integration

Inclusion works when it's in the system, not beside it.





The Impact — Strengthening Campuses

Inclusion transforms everyone.

Cultural | Institutional | Personal

Call to Action & Reflection

- *Transformation is already here.*
- *What is one step you can take in the next 6 months?*





Thank you for your
commitment to making our
colleges more inclusive
spaces for all-

Beth Myers
Taishoff Center for Inclusive Higher
Education
TaishoffCenter.syr.edu





MIHEC Annual Conference

Lunch Break 11:30 am - 12:30 pm

Grantee Panel



NORMANDALE

COMMUNITY COLLEGE



CLC
CENTRAL LAKES
COLLEGE



NORMANDALE

COMMUNITY COLLEGE

Normandale Community College Vision

- Introduction
 - Sarah Toland, Instructor of Teacher Education
 - Coordinator - TBD
- Vision
 - A program for individuals with IDD that leads to successful completion of a certificate in 100% inclusive courses
 - Future employment for cohort members with improved life outcomes
 - Inclusive education benefits all students and instructors at Normandale

Normandale Community College Next Steps

- Hopes and Dreams
 - Want all students to feel at home and be part of the Normandale family
 - Want all students to feel the support they need to succeed at school and beyond
- Next Steps and Opportunities
 - Begin work group to provide advice and guidance during year one
 - Hire a coordinator

CLC

**CENTRAL LAKES
COLLEGE**

Lake
Superior
COLLEGE





INCLUSIVE

HIGHER EDUCATION

PACE *Program for Accessible College Education*



Why is inclusive higher education needed?

“Universities want to increase enrollment of students from diverse backgrounds, and there is nobody more excluded from higher education than people with intellectual disability and people with disability of any kind, for that matter,”

ICI Director Amy Hewitt.



POST SECONDARY ACCESS IN MINNESOTA



Current: 3 out of nearly 200 colleges and universities

Capacity for: 80-100 students annually at most

2000 students with intellectual disabilities
graduating high school each year.

*2025 Grantees: LSC, CLC, Normandale



Goal: By 2030, Minnesota State will eliminate the educational equity gaps at every Minnesota State College and University.



Inclusive education benefits all students and instructors, not just those with disabilities.

It promotes a positive learning environment that values diversity and encourages collaboration and teamwork. It also helps to develop empathy and understanding among students, instructors, and staff which can lead to more inclusive and accepting communities.

BENEFITS OF INCLUSIVE HIGHER ED PROGRAMS



Life Skills for Students



Increased Employment Outcomes



Universal Design for All



Boost within local economy



Decreased need for assistance

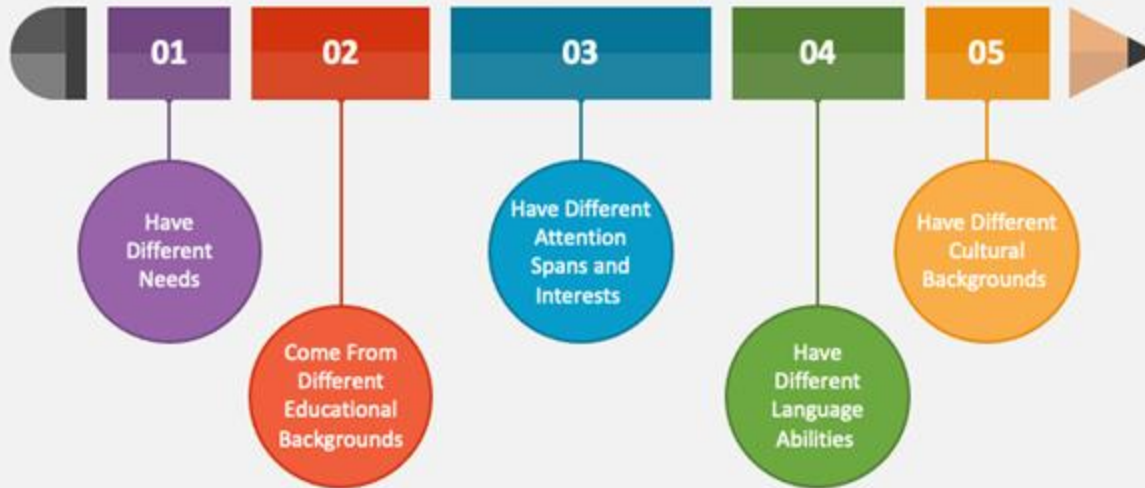


Why Universal Design for Learning?

UNIVERSAL DESIGN FOR LEARNING (UDL)

Why Universal Design for Learning?

Classrooms are filled with students who



Key components:

- Person Centered Thinking & Planning
- Inclusivity on campus, in classes, and within existing services/programs
- Universal Design for Learning
- Focus on skills needed for employment, independent living
- Work-study, job shadowing, internships



PACE CAREER PATHS:

- **HEALTH CARE**
- **BUSINESS**
- **INDUSTRY**
- **MEDIA STUDIES**
- **INDEPENDENT**

TIMELINE

- Fall 2025: Assess, Develop, CTP Process
- Spring 2026: 2-3 Pilot Students + outreach
- Fall 2026: 5-10 students 1st cohort
- Fall 2027: 8-12 STUDENTS 2nd Cohort



Dr. Christi Kasa

Director of the Office of Inclusive
Services at the University
of Colorado, Colorado Springs





UCCS University of Colorado
Colorado Springs



Preparing Families and Students for the Transition to College

Christi Kasa, Ph.D.

UCCS
Inclusive
Services

What Inclusive College Looks Like

Key Elements of Inclusive Postsecondary Education

- Access to college courses with support
- Peer mentors and academic coaches
- Steps toward independent living
- Participation in campus life
- Opportunities for employment training



What's College Inclusion Looks Like at UCCS?

Academic

Students take 2 typical college classes each semester

Students take College & Career every semester

66 credits over 4 years to earn Comprehensive Higher Education Certificate



Career

Students participate in career exploration their first year

Students gain work experience in on and off campus opportunities starting their sophomore year



Independent Living

Students live in apartments with other students from the OIS for their First year and Sophomore year

Peer mentors teach students how to clean, do laundry, and create a peaceful living environment



Social

Students participate in campus clubs, club sports, social events on campus, work out at the rec center, and plan outings with friends

Peer mentors provide support and guidance when needed



The Role of Families-Fostering Independence Early

- Start with daily routines: encourage your child to take responsibility for small tasks (making lunch, packing a bag, setting an alarm).
- Learn to make simple meals and use the microwave.
- Offer choices to build decision-making skills (e.g., choosing clothes, meals, or activities).
- Avoid over-helping: let them try, make mistakes, and learn from them in safe environments.





Struggle is part of
learning and growing



The Role of Families-Fostering Independence Early

- Have them take responsibility for plugging devices in each night.
- Encourage the use of public transportation, budgeting money, or ordering food at restaurants to build real-world skills.
- Teach them to use a debit card and check their balance on an on-line app
- Talk about long-term goals (living independently, working, college) to plant the seeds of future possibilities.



The Role of Families-Encouraging Self-Advocacy

- Practice communication: help your child learn to express needs, preferences, and boundaries.
- Include them in IEP meetings, medical appointments, and decision-making when possible.
- Teach them how to ask for help and understand their rights (in school, work, and the community).



The Role of Families-Encouraging Self-Advocacy

- Teach them to lead their own medical care
- Be there to check and support, but let them lead

“My goal with Alex in these situations is to have her help herself by getting herself to the clinic and talking to a nurse practitioner.”

In this situation Alex needed to report what was wrong (sore throat and stuffed up nose), remind the nurse that she needed liquid antibiotic, and make sure they used the pharmacy that delivers.

The Role of Families-Encouraging Self-Advocacy

- ~~Model~~ Model self-advocacy at home: talk about how you advocate for yourself in everyday life.
- Use role-playing to rehearse common situations like asking for accommodations or solving a problem with a peer or teacher.
- Learn Disability Pride and learn about the Disability Rights Movement
 - Watch Crip Camp & The Ride Ahead



The Role of Families-Encouraging Self-Advocacy



Start Early: Begin introducing the concept of postsecondary education in middle school or early high school IEP meetings.

Focus on Skill-Building: Create IEP goals that target critical skills needed for success in college, such as:

- Time management
- Organization
- Self-advocacy
- Independent study habits

The Role of Families-Encouraging Self-Advocacy



Develop Goals that Encourage Independence:

- Navigating campus environments
- Using assistive technology
- Managing a personal schedule

The Role of Families-Encouraging Self-Advocacy



Encourage Participation in General Education:

- Include students in general education classes with appropriate supports.
- Ask for collaboration between special education and general education teachers.

Foster Social Inclusion:

- Support involvement in clubs, athletics, and extracurriculars.
- Promote peer mentoring and inclusive social opportunities.

The Role of Families-Encouraging Self-Advocacy



Advocate at School to Model the Postsecondary Environment:

- Reduce 1:1 adult support when appropriate.
- Encourage natural supports (e.g., peers, teachers, digital tools).

Build Expectations for Self-Determination:

- Provide opportunities for students to make choices and solve problems.
- Encourage students to lead parts of their IEP meetings.



Shift from being
your student's
advocate to their
trusted advisor

Students– You Can Do This!!!



- Speak Up – Share your goals for your life
- Ask to have more responsibility around the house
- Be willing to take on more chores that help you learn to take care of yourself
 - Laundry, cleaning your space, packing your lunch, checking your email and your calendar
- Ask to lead your IEP meetings
- Let your teachers know what helps you learn
- Believe in yourself – YOU CAN DO THIS!!!!

15 minute break



Student Panel



Opening Questions

- Name
- What part of the state do you live in?
- What does the opportunity to go to college mean to you?

Addie

- Born with Spina Bifida and ID
- Lives at home with her parents and siblings
- Has a dog named David Rose from Schitt's Creek
- Has a nonprofit called Spread Your Sunshine



What is your favorite part of being in college right now?

- Spending time on campus



What has been the hardest part of college?

Navigating the parts of campus that are not accessible.



What supports do you receive in college?

North Dakota State University TAP Supports

- Peer mentors
- Support with getting homework done
- Being safe
- Work supports
- Scheduling classes and outings
- Participating in campus events

How has college helped you grow or become more independent?

- So many ways!
- Have gotten smarter and ready for the future
- Has given her skills to help her succeed



Living off campus, how did you get involved in activities?

The TAP Program has given opportunities for:

- Going to movies
- Making snacks
- Going to the mall
- Having game nights



What are some of your favorite classes?

- Currently taking sculpture and really enjoying it
- Taking a business course next semester; majoring in business
- Would like to open her own business one day

What is one thing you are proud of during your time at college?

- Feels like she has changed a lot
- More confident, more capable of taking on the world



John

- Lives independently in his apartment
- Has a dog named Percy
- Loves playing and watching sports, video games, music, and swimming



How did you decide which college to attend?

- Found out about inclusive college on Think College
- Mom gave him the option of South Dakota, Iowa, or Minnesota
- Decided on the Auggie Access Program because of the size of the college and it was more affordable than Iowa

How did college help you reach your goals?

- Achieved the goal of even being able to go to college
- Became more independent



How was living on campus and getting involved in campus events and activities?

- Living on campus was great
- Everything was close together
- Went to campus events
- Helped create a Special Olympics college club
- Worked with the baseball and football teams, and spirit club

What were some of your favorite classes?

- Sports coaching classes
- Management classes
- Exercise science classes
- Studied abroad in Costa Rica
- Became an international student



What is one thing you are proud of during your time at college?

- Co-creating the Special Olympics college club
- Studying abroad
- Made lots of friends
- Just proud of going to college

What is something important you learned in college that helps you today?

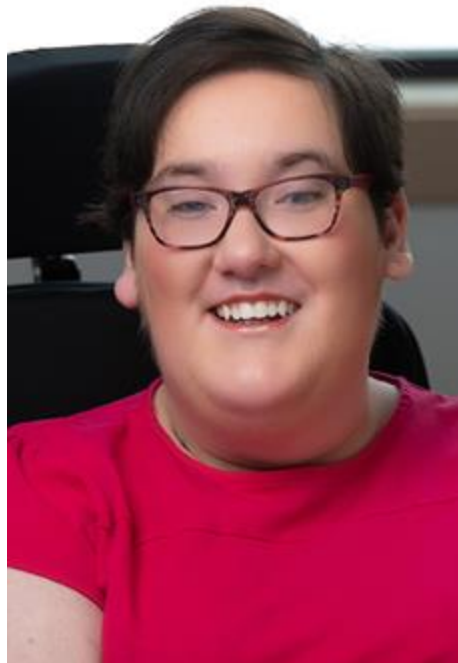
- Learned independent living skills and cooking
- Employment skills
- Learned to live on his own
- Started living in a single dorm room and now has his own apartment
- Had more job experiences



Questions?



Kal



Addie



John

Break Out Rooms

Group 1: Campus Life & Belonging

Group 2: Academic Success & Supports

Group 3: Independence & Transition to Adulthood

Group 4: Future Goals & Career Pathways

QR Code for Conference Feedback



C  **LLEGE**
IS POSSIBLE