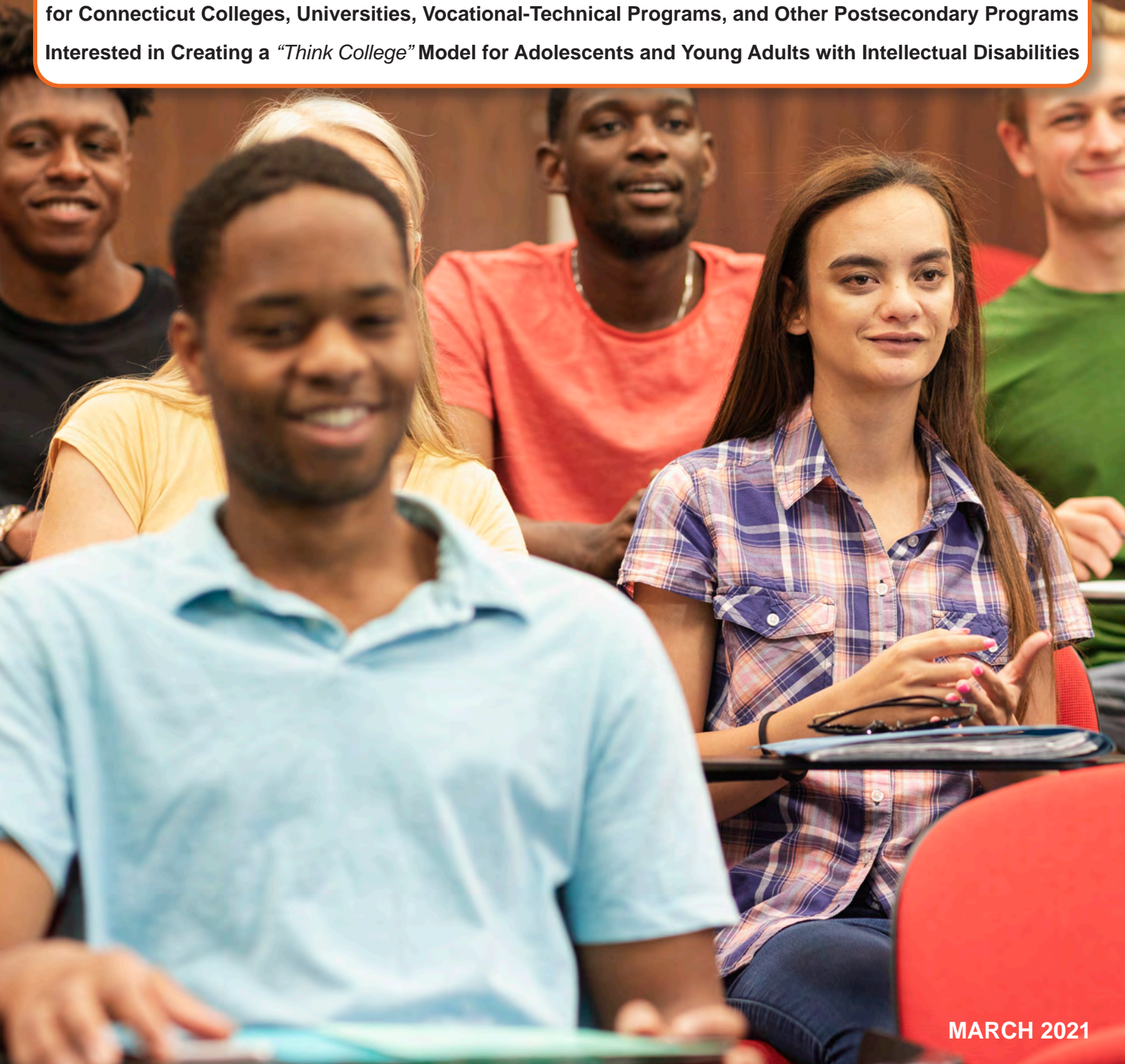


A HANDBOOK ON

THINK COLLEGE

for Connecticut Colleges, Universities, Vocational-Technical Programs, and Other Postsecondary Programs Interested in Creating a “Think College” Model for Adolescents and Young Adults with Intellectual Disabilities



MARCH 2021

UConn

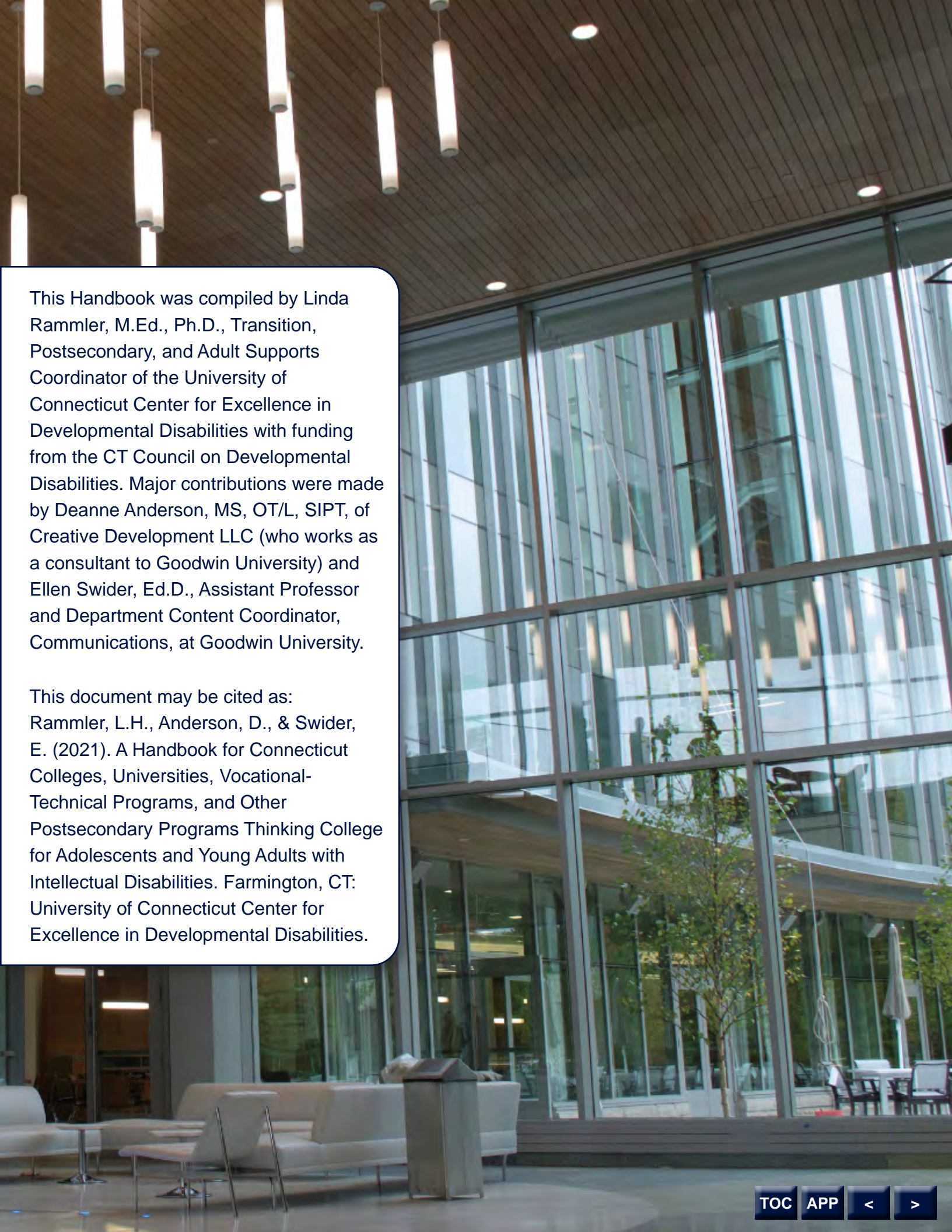
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IN DEVELOPMENTAL
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This Handbook was compiled by Linda Rammler, M.Ed., Ph.D., Transition, Postsecondary, and Adult Supports Coordinator of the University of Connecticut Center for Excellence in Developmental Disabilities with funding from the CT Council on Developmental Disabilities. Major contributions were made by Deanne Anderson, MS, OT/L, SIPT, of Creative Development LLC (who works as a consultant to Goodwin University) and Ellen Swider, Ed.D., Assistant Professor and Department Content Coordinator, Communications, at Goodwin University.

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This Handbook is Dedicated to
Craig Drezek *1971-2020*



Craig Drezek was the late Superintendent of Magnet Schools and Dean of Early College Programs and Educational Partnerships at Goodwin University. He tragically died as a result of COVID-19, before the Comprehensive Transition and Postsecondary Program and Concurrent Educational Enrollment Program came to fruition at Goodwin University.

Craig was a visionary in developing new educational opportunities for students, including those with intellectual disabilities. His larger-than-life presence reassured all who knew him that anything was possible with some ingenuity and flexibility.

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Higher Education Opportunities Act of 2008

Congress passed the Higher Education Opportunities Act of 2008 (HEOA) both to reauthorize the original Higher Education Act of 1965 and to add several new provisions to make institutions of higher education (IHEs) accessible and affordable to all. One provision specifically opened up higher education to people with a particular type of developmental disability – i.e., intellectual disabilities (ID) – who had previously been excluded from inclusive postsecondary education opportunities. This was done in part by amending Title V concerning Financial Aid so that some specific requirements typically required of college applicants (e.g., a high school transcript and diploma, entrance examination scores, GPA, and participation in co-curricular activities) were waived to accommodate the typical educational histories of many students with ID who want to go to college.

The HEOA also funded model Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSIDs) in competitive grants awarded in five-year increments. The initial five years (2010-2015) resulted in TPSID awards to 27 two- and four-year IHEs for the purposes of developing or enhancing affiliated post-secondary options for transition-aged students with ID. A second wave (2015-2020) of 25 TPSIDs

were funded, creating some new TPSIDs and providing continuation funding for some of the successful initial awardees. Most recently, a third wave (2020-2025) was funded under the same conditions.

Additionally, the HEOA created the Think College National Coordinating Center (TC NCC), a project of University of Massachusetts Boston Institute of Community Inclusion (ICI). The charge of the TC NCC was to develop standards, provide training and technical assistance, evaluate, and otherwise support TPSIDs across the country (<https://thinkcollege.net/>). Initial funding sources included grants from the federal Office of Postsecondary Education, the National Institute on Disability and Rehabilitation Research, and the Administration on Developmental Disabilities (now the Administration on Intellectual and Developmental Disabilities or AIDD).

The TC NCC developed a national data base which was used as the basis for this document.

Concurrent Educational Enrollment

Beginning in 2007, the Massachusetts Inclusive Concurrent Enrollment Initiative (MAICEI), a state-funded initiative codified as a line item in that state's budget, offered grants to college-school partnerships to support



eligible public high school students with intellectual disabilities, ages 18–22, to increase their academic and career success by being included in a college or university community of learners. This has allowed students with ID to continue receiving special education services while participating in inclusive classes for credit or on a not-for-credit basis,

In 2014, TC NCC, in partnership with Boston Public Schools, Massachusetts Advocates for Children, and Roxbury Community College, received a three-year \$2.475 million Investing in Innovation (i3) grant from the U.S. Department of Education. The grant funded research focused around supporting young people with ID as well as autism in transitioning from high school to college at ICE sites. Matching funds were provided by a private foundation. The results of this research were extremely positive for student outcomes, particularly around post-IDEA employment.

Compatibility of Think College with the DD Act

The UConn UCEDD, along with the Connecticut Council on Developmental Disabilities (CCDD) and the CT Office of Protection and Advocacy for Persons with Disabilities (Disability Rights CT), are partner agencies under the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (DD Act). A copy of this federal law can be found at the Association of University Centers on Disabilities (AUCD) website at http://www.aucd.org/docs/urc/dd_act_011907.pdf. The following quote is from the DD Act:

Section 101 (a)(1): disability is a natural part of the human experience that does not diminish the right of individuals with developmental disabilities to live independently, to exert control and choice over their own lives, and to fully participate in and contribute to their communities through full integration and inclusion in the economic, political, social, cultural, and educational mainstream of United States society; (a)(16) the goals of the Nation properly include a goal of providing individuals with developmental disabilities with the information, skills, opportunities, and support to— (A) make informed choices and decisions about their lives; (B) live in homes and communities in which such individuals can exercise their full rights and responsibilities as citizens; (C) pursue meaningful and productive lives; (D) contribute to their families, communities, and States, and the Nation; (E) have interdependent friendships and relationships with other persons; (F) live free of abuse, neglect, financial and sexual exploitation, and violations of their legal and human rights; (G) achieve full



integration and inclusion in society, in an individualized manner, consistent with the unique strengths, resources, priorities, concerns, abilities, and capabilities of each individual... (c)(1) Individuals with developmental disabilities, including those with the most severe developmental disabilities, are capable of self-determination, independence, productivity, and integration and inclusion in all facets of community life, but often require the provision of community services, individualized supports, and other forms of assistance.

TTC as set forth by the HEOA provides the opportunities described in the DD Act.

Role of University Centers for Excellence in Developmental Disabilities

The Association of University Centers for Excellence (AUCD), of which the University of Connecticut (UConn) Center for Excellence in Developmental Disabilities (UCEDD) is a member, strongly supported Think College through min-grants and establishment of a Consortium charged with conducting research, providing training and technical assistance, and disseminating information on promising practices that support individuals with developmental disabilities to increase their independence, productivity and inclusion through access to postsecondary education resulting in improved long-term independent living and employment outcomes. AUCD, of which the UConn UCEDD is an active member, continues to be involved in a major post-secondary initiative (<http://www.aucd.org/template/page.cfm?id=509>) and it is through this involvement,

with ongoing AIDD funding, that the UConn UCEDD has remained current with subsequent TC activities.

Role of the UConn UCEDD

In addition to its collaboration with the AUCD and other UCEDDs, the UConn UCEDD conducted a needs assessment in 2016 to determine potential opportunities for Think College to be established in CT IHEs (Rammler, 2016).

We learned through this needs assessment that CT does not really have any “true” TC models. Those on the Think College website are self-selected and, while many IHEs graciously host public school transition programs, these have been defined as co-located programs that were initially intended to provide college experiences for students with a variety of disabilities including ID but which fall short of the inclusive model espoused by the TC NCC. These reasons are listed in the insert on this page.

A Note about Co-Located Programs

Given this emphasis in the Disability Rights and Assistance Act of 2000 on inclusion and all of the components that community inclusion entails, it is important to note that co-located programs are not consistent with TC. CT has a number of co-located programs which are transition program operated by Local Education Agencies or Public School Districts (LEAs) that are based on campuses of IHEs (Rammler, 2016). They are not inclusive IHE opportunities by definition. Although some students can thrive in such programs, experience of a number of members of the CTTCS pointed out numerous disadvantages:

- *The students or the program may be evicted from their “home base” space if needed by the IHE for other purposes.*
- *There have been attitudinal and practical challenges for individuals with ID to be competitively employed as a result of this loose level of association with an IHE.*
- *Efforts which are successful have been focused on students with a specific learning disability and/or physical, vision, and hearing challenges rather than ID.*
- *Existing CT co-located programs on the TC NCC website do not meet the NCC’s Standards and Indicators criteria.*
- *Social attitudes about people with ID and role of IHEs have been incompatible prior to HEOA of 2008.*
- *At this time, there is no comprehensive effort to address this culture change statewide in CT.*
- *There have been past challenges with enrolling some individuals with ID in colleges via existing school and adult services resources because of the lack of support from disability services offices (DSOs) required for IHEs.*
- *Values that students with ID should have experiences “just like everyone else,” even if they may need additional supports, are not widely adopted.*

Additionally, co-located programs, despite being located in proximity to all of the educational opportunities a college campus provides, violates the Least Restrictive Environment (LRE) provision of the Individuals with Disabilities Education Act (IDEA) regulations which clearly state “...Special classes, separate schooling, or other removal of children with disabilities from the regular



educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Co-located programs are, by definition, separate because none are actually administered by IHEs and students are not actually integrated into campus life, even though there is much evidence to show that they can be included successfully.

Thus, these co-located programs are not structured in a way allowing designation as a “Comprehensive Transition and Postsecondary Program (CTP).” This designation is important because it allows students with ID to submit a Free Application for Federal Student Aid (FAFSA) and encourages a braiding of other sources of funding to support them.

CTPs are possible in a number of CT IHEs which have many components (which are highly compatible with Think College) already in place. These components include:

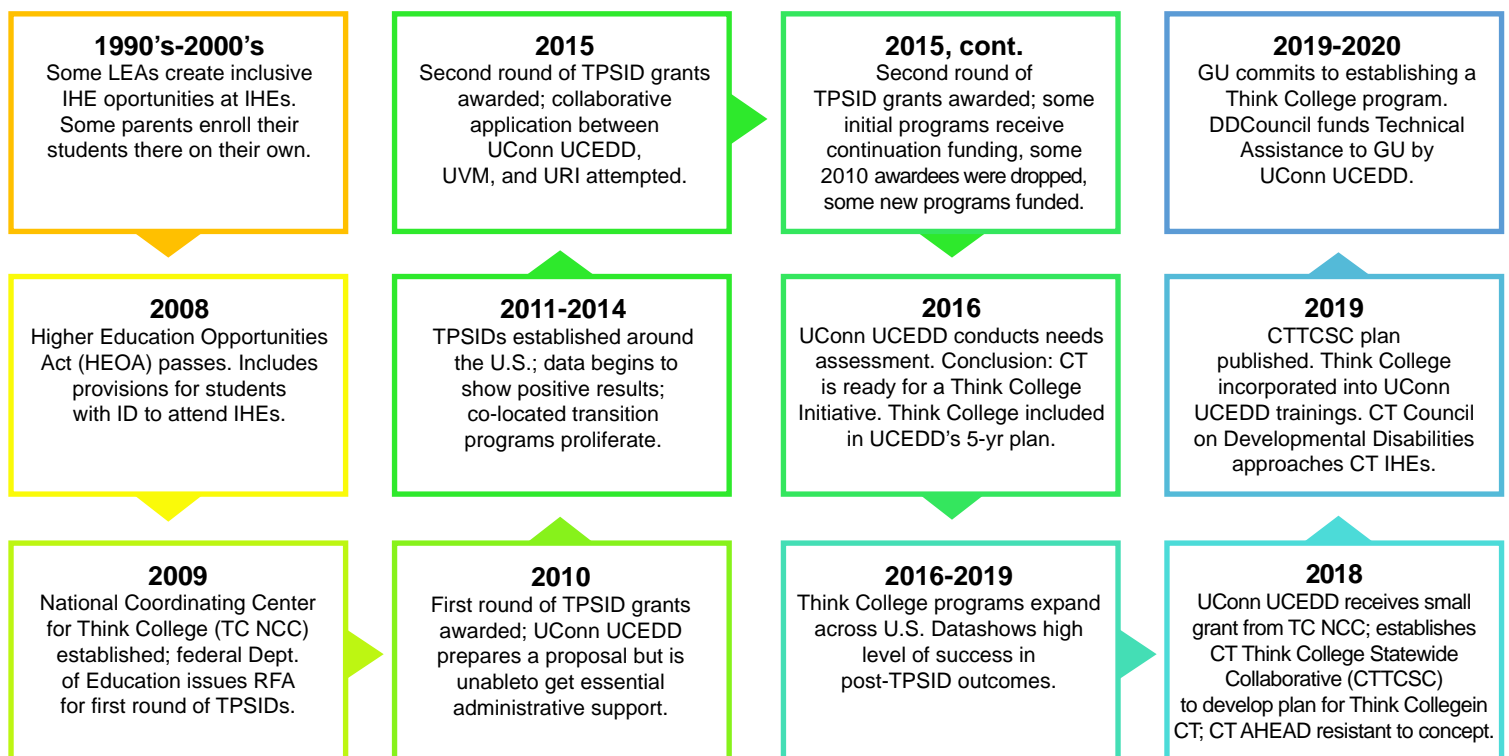
- A mission, vision, and/or values emphasizing diversity and inclusion.

- A variety of certificate and/or degree programs that encourage individuality in study among all members of the student body.
- A potential source of non-disabled peer supports enrolled in, e.g., health, education, and human services programs.
- A variety of IHE-controlled on- and/or off-campus housing.

As a result of this 2016 needs assessment, the UConn UCEDD was able to apply successfully for a capacity-building mini-grant awarded by the TC NCC. The CCDD, Disability Rights CT, and nearly 50 other stakeholder representing individuals with disabilities, families and family organizations, public schools, Institutions of Higher Education (IHEs), provider agencies, policy-makers, etc., partnered along with UCEDD to build CT’s capacity for Think College. These representatives came together as the Connecticut Think College Statewide Collaborative (CTTCSC) to produce a state plan (CTTCSC, 2018; Rammler, 2019).

The specific timeline for how these activities led to GU’s establishment of its CTP and launch of the GU Think College service is shown in **Figure 1**.

Figure 1. Timeline of Think College Activities Leading to the UConn UCEDD’s Project to Provide Technical Assistance to Goodwin University



Commonly Used Abbreviations

Following is a list of abbreviations that are commonly used throughout this document. They are listed here to save readers from having to flip back through pages to where the term and its abbreviation were first introduced.

| Abbreviation | Term |
|-----------------------------|--|
| BRS | Bureau of Rehabilitation Services within the CT Department on Aging and Developmental Services |
| BSE | Bureau of Special Education within the CT Department of Education |
| CEEP | Concurrent Educational Enrollment Program (refers to students who still have public school IEPs but are working towards an IHE Certificate) |
| CT | Connecticut |
| CTTCSC | CT Think College Statewide Collaborative |
| CTP | Comprehensive Transition and Postsecondary Program (the federal designation of programs for individuals with ID who are no longer receiving IDEA-funded services) |
| DDS | CT Department of Developmental Services |
| FAFSA | Free Application for Federal Student Aid |
| GU | Goodwin University |
| HEOA | Higher Education Opportunities Act of 2008 |
| ID | Intellectual Disability |
| IDEA | Individuals with Disabilities Education Act of 2004 |
| IEP | Individualized Education Program (what public schools provide for students eligible for special education) |
| IHE | Institutions of Higher Education (includes colleges, universities, vocational-technical schools, certificate programs, and other postsecondary education programs) |
| LEA | Local Education Agency (public school district) |
| NCC | National Coordinating Center (as in Think College NCC) |
| Section 504 | A section of the Rehabilitation Act of 1973 (29 U.S.C. 794) |
| TC | Think College |
| UConn UCEDD or UCEDD | University of CT Center for Excellence in Developmental Disabilities |



“CT will have a higher education system where ALL students, regardless of ability, have an opportunity to participate fully in all programs and services of every College, University, and postsecondary career training program.”

This is the vision statement developed in 2018 by the CTTCS that was convened for the purposes of developing a statewide Strategic Plan. If you are reading this Handbook, you most likely are already considering how to achieve this vision in at least one Connecticut (CT) Institution of Higher Education (IHE) or other postsecondary education programs. You may be questioning how you can join the growing numbers of IHEs not only in CT, but nationwide that are inclusive and allow all students, including those who may find traditional academics challenging, to participate anyway as our society in general becomes more welcoming and accepting to people with a wide range of disabilities in schools, communities, and the workforce. You, hopefully, are considering Think College (TC) for a particular IHE. By “all” the CTTCS meant opening college opportunities for a certain segment of the population.

IHEs in CT

CT has many postsecondary opportunities that include over 45 public and private 2-year and 4-year colleges and universities as well as over 75 private occupational schools, hospital-based schools and cosmetology/barber/hairdresser schools which are approved by the CT Office of Higher Education (<http://www.ctohe.org/POSA/Default.shtm>). This Handbook was developed so each one of them can avoid duplication of effort by following the steps taken by GU.

To simplify things, we are going to use the terms IHE or TC to apply to all of these many possibilities.

What Is an Intellectual Disability?

An intellectual disability as defined in the Higher Education

Act of 2008 (HEOA, P.L. 110-315) as it is in other federal laws – i.e., a type of developmental disability “...characterized by “...(A) mental retardation (sic) or a cognitive impairment, characterized by significant limitations in (i) intellectual and cognitive functioning; and (ii) adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and (B) who is currently, or was formerly, eligible for a free appropriate public education under the Individuals with Disabilities Education Act.” (20 U.S.C. 1140 Sec. 760(2))

Approximately three percent of CT’s citizens have ID but only some are motivated to pursue postsecondary education. Thus, we are not suggesting that three percent of your student body have ID because there are a range of challenges faced by those who have this label. Those who are motivated to attend an IHE typically have good communication skills and have sincerely expressed their desire to attend college or other IHEs for a variety of reasons. Some want to go because they have siblings or friends from high school who are enrolled in IHEs. Some recognize the connection between postsecondary education and career goals even if they are not yet certain what their career goals are. Some, like typical students in IHE’s, have had their hearts set on careers that are difficult to enter with just a high school education. In other words, TC is not a charitable endeavor but one that will improve the equitable opportunities and ultimate quality of life for people with ID – just like everyone else who attends an IHE.

How This Handbook Was Developed

This Handbook about Think College in CT is the result of the intensive involvement of both the CT Council on Developmental Disabilities (CCDD) and

the University of Connecticut Center for Excellence in Developmental Disabilities (the UConn UCEDD or UCEDD) in establishing a Comprehensive Transition and Postsecondary Program (CTP) at Goodwin University (GU) in collaboration with GU staff.

This Handbook outlines the steps any CT IHE can take to develop its own Think College model, including successfully applying for and being designated as having CTP status so students can apply for FAFSA. Prior to getting into those steps, there are several essential understandings IHE administrators, faculty and staff should have in order to have the most effective results:

What is a true Think College Model? A true TC model is what the CTTSC envisioned for our state. This model supports students with ID who want to have typical higher education experiences, the same experiences many of their non-disabled classmates from public school: other nondisabled family members: and people they know from being included members of their communities, have had and that those experiences will be inclusive.

A “true” TC model does not have substantially separate facilities, but builds on the existing capacity of IHEs to educate an increasingly diverse student body to meet the needs of an increasingly diverse society. It also complies with the language of the Higher Education Opportunities Act of 2008, which funded the model TPSIDs which are each known as “Think College” (TC) programs. A “true” TC model welcomes students with ID because of the many gifts they have to offer to enrich the unique cultures of each IHE. But, to achieve a true TC model, one has to begin by considering college for a group that has, until recently, been denied participation in what has become a rite of passage for many adolescents and young adults as they journey from school days to pay days.

A true TC model is one in which the principles of the Developmental Disabilities Assistance and Bill of Rights Act are upheld – i.e., that disability is natural and that every individual has a right to be fully included in all aspects of life with the supports they need to be successful.





What are the benefits of Think College? Since its inception, the TC NCC has been compiling data on the many benefits of TC – not just to students with ID but to their non-disabled peers, faculty, staff, and the IHE as a whole. Some of those benefits are:

- Some students have already benefitted from typical campus resources available to all students (i.e., tutoring, writing and other hands-on experiences).
- Students with ID increases campus diversity, income, and inclusion.
- TC challenges everyone’s assumptions about disabilities.
- A Peabody study showed more people want to change majors to work in human services, which is one of the fastest growing fields for future employment (Carter, 2017).
- TC provides an opportunity to make IHEs more physically and programmatically accessible to all.
- TC can potentially result in an influx of resources to IHEs (e.g., how to improve UDL, more students paying tuition).
- TC is consistent with what is considered “state of the art” in adult education.

Strategic Plan Implementation. As a result of many outreach activities by the CTTSC, a number of students and families have begun to create a demand for TC

opportunities and TC is becoming widely embraced as a statewide initiative. It was Goodwin University (GU) that initially took the concept and committed to fleshing out its TC model as one of their certificate-earning programs. It is the journey of GU that is documented in this Handbook for you and others to follow.

Why Else Would You Use This Handbook?

This Handbook was developed so that your IHE can allow another segment of CT’s citizenry, individuals with ID, to achieve the same economic and non-economic benefits afforded to individuals without ID who participate in postsecondary education. You will create additional opportunities for students without disabilities and your faculty to walk the walk of inclusion and benefit from the many gifts individuals with IDs have to offer.

You will also join a growing number of postsecondary institutions across the United States committed to social justice and greater equity for all. You will also assure that individuals with ID can join your learning communities and participate in scholarship and academic achievement, development of personal social-emotional skills, improved independent functioning, and intrinsic and extrinsic benefits to the local and global community (Oades, Robinson, Green, S., & Spence, 2011).

Checking How Closely Your IHE’s Aligning Vision, Mission, and/or Value Statements Align with Those of a “True” Think College Model

Does your IHE already embrace such values as diversity, inclusion, and success for all? Are these values codified in your IHE’s Vision, Mission, and/or Values Statements? If they do, your IHE is already poised to move forward with a TC initiative for students with ID because they align with the CTTCS’s Mission Statement:

*“... create opportunities
for people with intellectual
disabilities to go to college
(and fully participate in other
postsecondary programs) in
a supportive, self-determined,
individualized, and inclusive
environment enhancing the
...(postsecondary) experience
and achieving sustainable
outcomes for all.”*



Appendix A contains a checklist you can use to assess how closely your IHE’s vision, mission, and/or value statements align with those of a true TC model as described in the preface.

At GU, the mission is to educate a diverse student population in a dynamic environment that aligns education, commerce, and community; to provide innovative programs of study that prepare students for professional careers while promoting lifelong learning and civic responsibility; and to nurture and challenge students, faculty, staff and administration to fully realize their highest academic, professional, and personal potential. These visions for students’ futures definitely align with what TC is all about.

Most critical is whether or not your IHE is committed to a diverse student body and your willingness to do so without creating separate opportunities, special classes, or other removal from the college community.

What you don’t want are changes to your standards of excellence (except with the admission requirements waived by the HEOA). Therefore, you need to plan for no separate programs, no modified curriculum, no waived admission or other essential fees, and no formal matriculation except if the individual meets all the requirements of one of your existing programs.

Building Initial Administrative Support

Initial efforts involved a handful of specific students with ID whose parents advocated for age-appropriate inclusive education in line with the P.J. et al v. State of Connecticut, Board of Education, Civil Action No. 291CV000180 (2002) settlement. Examples of past inclusive postsecondary education included:

- A collaboration between the West Hartford Public Schools and the University of Hartford from 1996 - 1999 in which a student was supported by her classmates and staff of an agency under contract with the LEA to attend classes, work on campus, and participate in campus activities with nondisabled peers.
- A collaboration between the Bristol Public Schools and the Human Services Department of Tunxis Community College from 1999 - 2003 in which a young man with ID and complex behavioral and health challenges participated in campus activities and held an on-campus job delivering mail and filling coffee break orders for staff and faculty.
- A collaborative agreement between the West Hartford Public Schools and the University of St. Joseph in which the district's services for students with ID age 18-21 were moved from one of the LEA's high school and based on the college campus where they took classes, used campus facilities such as the pool and eating areas with typical students, and gained valuable work experience.

Did you know that students with ID have been participating successfully in higher education in CT since the 1990's?

Although these early initiatives were disbanded when the specific students exited IDEA services and/or the administrations in the involved districts changed, other parents and professionals around the country – many affiliated with the international disability advocacy organization, TASH – began “thinking college” for transition aged students (Brown & Somerstein, 1990; Butterworth et al, 1994; Rammler, 2001; Rammler & Wood, 1993; Wood & Rammler, 1991).

What the HEOA of 2008 did was build on these early experiences and create the opportunity for systems

change that would institutionalize these opportunities for all students with ID who are motivated to attend college.

Marketing Tools for the Administration of Your IHE

There are a number of tools you can use to “market” TC to the Administrators at your IHE. These are:

- **Appendix B.1** A history of changes in higher education toward a focus on career-preparedness. This brief scholarly paper describes some of the major changes in higher education since the first university was incorporated in the 1600's. It makes the point that all higher education today has benefits in both career preparation and overall quality of life.
- **Appendix B.2** The original FAQs developed by the CTTCS for IHE administrators, faculty, and staff.
- **Appendix B.3** The talking points GU staff developed to market GU to administrators.
- **Appendix B.4** Elevator Speech.

Do not expect this to be the only time you will need to present and re-present background information to administrators. IHE administrators often have competing priorities and time-sensitive matters that may put new initiatives such as this project on “the back burner,” e.g., if an accreditation process is upcoming or there has been an unforeseen change in the IHE's financial status (e.g., lower enrollment due to COVID-19).

- TIP** It was helpful to “break the ice” initially through informal conversations and then share a formal administrative presentation. The recommended content of PowerPoint slides (or other means of introducing the TC content) is:
- What a TC model can do for your IHE.
 - The self-sustaining fiscal impact because all students will pay the standard tuition and fees.
 - Examples of “lean and mean” TC models in CT and other states.
 - A short introductory video, Who Should Go to College? - YouTube (https://www.youtube.com/watch?v=54sPaBZVey8&list=PL6OzbTjFN-HWYldm2OEDO1F_JHnDaqokf&index=12).
 - How it will NOT impact on most aspects of “business as usual”.

Establish an Internal Work Group

The work group at GU began with Craig Drezek and another staff members. Technical Assistance was provided by the UCEDD under contract with the CCDD. Soon after, an individual under contract with GU, Deanne Anderson, M.S., OT-L, was appointed to perform a variety of functions and the original staff member no longer participated in planning. Eventually, a full faculty member, Ellen Swider, M.Ed., Ed.D. candidate, joined the team. Mr. Drezek stayed involved for as long as he was able to.

TIP Establish the work group from the beginning because it saves time required to bring any new individuals up to speed. It will be important to include a strong administrative leader who is committed to the process as well as a faculty member who supports the TC concept and is reasonably well-known among their colleagues. Depending on the other responsibilities of those appointed to an internal work group, members may need administrative support to manage meeting schedules, access materials from existing TC sources, upload documents for group review, etc.

Scope of work. Empowerment of the work group starts by having the work group be enthusiastic and well-informed about the benefits of hosting a TC model for students with ID. GU kept the membership small (n = 3) and only involving other departments, faculty members, administrators, etc., as needed. This worked well because the initial group included individuals who had a good understanding of TC, experience with high expectations for students with ID, and in-depth knowledge of GU operations.

The initial work group will need to have access to all departments in the IHE – both those that are academic and those that provide a range of support services to students and staff. It is only through this comprehensive access that work group members will be able to identify attitudinal barriers versus real or potential obstacles to resolve. Barriers and obstacles will require access to administrators so that administrative decisions can be made and policies, processes, and procedures can be established as needed.

Meetings. Work group meetings at GU were held every Wednesday with a 2-hour block set aside for working on policies, procedures, etc. This block was seldom used in its entirety once the project developed some momentum and work group members could complete tasks outside of the meetings. They then brought their results back to the work group during a regularly scheduled meeting for feedback.

Occasionally, meetings on other days of the week needed to be scheduled, e.g., to accommodate administrators. Other staff were invited to attend the standing meetings when discussion topics required their expertise (e.g., about financial aid or student services).

TIP Rather than meet in person, use Zoom or similar meeting platform from the beginning to save time on travel (including moving across campus) and other intrusions into individual schedules. What worked for GU was to set a standard meeting time for two hours from 10 am – 12 pm, every Wednesday, even though team meetings rarely lasted more than 60-90 minutes. Having a standing meeting on a specific day of the week at a set time allowed work group members, to the extent possible, to schedule other meetings around this and to invite outside parties when needed to address specific topics.

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Decide Whether or Not to Seek Federal Designation as a Comprehensive Transition and Postsecondary Program.

You will need to decide if you want to submit an *Application for Title IV Approval of a Comprehensive Transition and Postsecondary Program* to the U.S. Department of Education's Office of Postsecondary Programs. This can be done prior to launching your program or, as has been done in a number of TC situations nationwide, even some years after your students with ID have been enrolled.

IMPORTANT: Your CTP Application ONLY can apply to students with ID. Therefore, if you decided in Step 5 that you will provide services to students with other disabilities as well, you will need to make sure either that these students with other disabilities (except when they co-occur with ID) are only admitted under one of three conditions:

1. Funded by public schools as part of their transition program;
2. If no longer eligible for public school funding, they can only be eligible for financial aid if they meet the same admissions requirements as your other students; or
3. They may enroll to earn the same certificate you are offering to students with ID but will not be eligible for FAFSA funding.

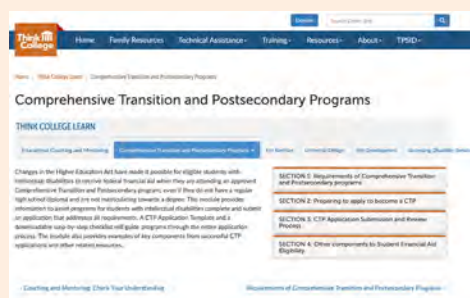
The main advantage to submitting the CTP application this early on is that receiving the approval and official designation as a CTP provides a framework of requirements, policies, and procedures, which can be helpful to staff, faculty, administration, students, parents, and other parties. Applications require a number of components that can help drive your responses to decisions articulated in subsequent steps of this Handbook.

For example, having administrative approval to submit the application provides evidence to your Admissions Office, for example, that they cannot require the same evidence

of eligibility for your program as they do for other students. Since your Financial Aid Office will be the one submitting your application, it is a reminder of the “no loan as student financial aid” requirement. The requirement of the CTP clock hours (TC credits), and demonstrating how these will be accrued by students enrolled in your program, will be a reminder to your Registrar about course load, course sequencing, and Satisfactory Academic Progress are individualized for these students.

The other main advantage is that students enrolled in your CTP are eligible for some federal student aid

TIP If you are going to file a CTP Application, use the many resources (in addition to the list in Appendix E as you develop your application. These resources include contacting the TC NCC staff (which was instrumental in editing GU's submission so it was approved immediately after the first submission). Other resources can be found on the TC NCC website <https://thinkcollege.net/think-college-learn/comprehensive-transition-programs-0> which is actually a complete learning module that has recently been made available to the public. It is strongly advised that you use ALL sections of the Learning Module, check for understanding, and access all other resources the website recommends.



(FAFSA) based on financial need.

If you do decide to pursue designation as a CTP, you should complete Steps 6 through 18 in this Handbook so you are prepared to provide the necessary information on your Application.

A copy of GU's *Application for Title IV Approval of a Comprehensive Transition and Postsecondary Program Resulting in a Certificate* appears in Appendix F.

Define Your Think College “Programs of Study” and Advisement Protocols.

You have some flexibility in defining your TC Programs of Study for students. It should include clock hours in regular college classes as well as independent studies for the development of independent living skills *in vivo*, work experience and paid employment, and participation in extracurricular activities. Some IHE’s set these latter learning opportunities up as a substantially separate program but that is not the TC model planned for CT.

There are three components for this:

- 1. Identify core and foundation courses for all TC students.** Goodwin tweaked theirs from those listed in the initial CTP application for several reasons. Nonetheless, core courses are those required of all students enrolled in the certificate program. Foundational courses are a series of electives from which these students may choose depending on their strengths, interests, preferences, relationship to career goals, and similar person factors. Both core and foundation courses at GU were selected because they are entry level general courses open to all students.
- 2. Design a Basic Course of Study required to earn the certificate.** This will plan out the number of credits or clock hours students in the certificate program are expected to earn semester by semester. As the student progresses through the program, usually by the end of the 4th semester depending on class enrollments and course availability, remaining credits are focused on career development learning, e.g., in the community or in advanced courses at your IHE. Remember that, in all courses, students may have a Learning Agreement with the instructor focusing on individual learning goals and objectives rather than the entirety of the course content. Also remember that credit-earning internships on and off campus, as well as work study participation, count toward clock hours.
- 3. Design and Individual Program of Studies format.** This can be the same as for other students enrolled in your IHE or, if clock hour credits are being awarded for non-traditional learning opportunities, approved by the TC advisor who can sign off on the document and submit it to the registrar for keeping track of progress toward the certificate.

! TIP A “big class, little class” scenario (where a group of TC students are clustered together in one area of a classroom, apart from the other students) is NOT inclusion as intended by HEOA of 2008. Programs of Study need to be *individualized* for each student in your TC model just as they are for most other students. The only exception is if, like some other students, they enroll in a lock-step career training program (e.g., for Certified Nursing Assistant).

QUESTIONS FOR THE ACADEMIC DEAN ARE:

- What courses are recommended as core courses required of all students working toward your TC certificate?
- How will you clear the way for students to advance in a particular discipline (e.g., to take a higher-level class) for exposure to deeper level content?
- Are there certain faculty who are better suited initially?
- Has there been training for faculty in Universal Design for Learning? Have all participated? Who is actually using it? There is a checklist for faculty to use in designing UDL courses in Appendix G.

You will want to refer to Appendix F for specifics about GU’s approach.

Academic Advisement during the student’s TC career) will require an intimate knowledge of all relevant policies and procedures to assure the Program of Study is followed.

! TIP Initially, as GU decided, faculty and staff selected to administer the TC model would need to receive the training required of all academic advisors. Advisement, then, will be handled by program staff who would take whatever programs or trainings offered to other faculty advisors. The long-term goal is for admissions and other advisors at your IHE to assume responsibility for students with ID.

Decide the Length of Your Think College Opportunity

Two or four years has been the standard for TC models around the country. Either will provide students with “the college experience” and only your IHE can make the determination of what works best. Generally speaking, if the course of study for the majority of students attending your IHE is a certain length, the most inclusive approach would be for you to make every effort for your TC model to be the same length. This is so incoming students with ID can enter as “class,” continue year-for-year with other members of their cohort, and participate in the graduation ceremony with their classmates.

TIP Do not assume that students with ID need any more of a break in the summer than other students do. If you have summer courses, they may enroll in them if they want to (mindful of the shortened course time). Like other students, they may have work study or internships over the summer that may actually shorten the time required for them to earn the certificate. The same principle applies to intersessions and other opportunities offered outside the usual semester or trimester schedule.

The HEOA addresses the number of credit hours or clock hours (time in the program that results in earning the credential) flexibly. *Your IHE holds students to the same number of credit hours ONLY when they are earning the same certificate as typical enrollees do.* For students with ID:

- Some IHEs may need to extend the time required for students with ID to complete the number of required clock hours *when they are earning the same certificate as typical enrollees.* Such credentials might include e.g., Certified Nurse Assistant, an Associate or Bachelor degree in General Studies, or an industry-specific credential which have been developed collaboratively between academic and workforce environments. Extending clock hours in this manner is equitable to other students who need to withdraw from enrollment mid-semester, drop from full- to part-time, take a mid-college gap year, or otherwise break the continuity of their credit accrual. All it affects is their eligibility for Financial Aid.

- When your IHE is matching the number of TC model years to the number of years required for typical students, the minimum number of clock hours (credits) per semester or trimester may be fewer than those required for typical students. Currently, FAFSA eligibility requirements define this as “full time enrollment” in your IHE but CTP status allows students with ID to accrue clock hours in non-traditional ways.

Copies of rubrics GU uses to assign clock-hour credits to students with ID appear in Appendix H as follows:

- Rubric for Student Evaluation in Coursework and Other Participation Not Taken for Regular Course Credit (NOTE: May be modified to reflect individual goals/objectives).
- Rubric for Internship/Vocational Experience/Work Evaluation.
- Social Experience Rubric (as observed by program staff or designee such as a formal mentor).

TIP To allow students with ID to benefit from all your IHE has to offer, you can determine clock hours for non-credit-bearing activities such as on- or off-campus employment, participation in various activities, and time spent learning specific life skills *in vivo*. However, you must demonstrate that students have met specific requirements for this participation. GU uses a rubric to evaluate and assign clock hours earned to students who participate in audited classes, work, participate in social events, and opportunities to improve their independence in daily living skills in accordance with their individual programs of study.

To assure greater objectivity in assigning rubric scores to, e.g., soft skills such as classroom behaviors and interactions with others, GU is also using a *Student Classroom Observation Tool*. A template for this also appears in Appendix H.

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Decide if your Think College model will be open to students with other disabilities who might not be able to meet your standards for “otherwise qualified” to attend your IHE

CTP status and resulting financial need eligibility for FAFSA can only apply to students with ID. This can be very confusing but may be better explained by the table below.

| Typical Students | Students with other disabilities | Students with ID |
|---|--|---|
| Can matriculate only if standard admission requirements are met | Can matriculate in existing degree or certificate programs <i>IF</i> standard admission requirements are met OR | |
| | Can matriculate in TC certificate earning program that waives standard admissions requirements | |
| Financial needs-based eligibility for any FAFSA | Not eligible for FAFSA unless meet standard admission requirements. No limits on type of financial aid if eligible | If you are a CTP, financial needs-based eligibility for any FAFSA except student or Parent Plus loans |
| | Private pay option OR may be eligible for other sources of funding | |

What other types of disabilities? Examples of prospective students with other types of disabilities include students with autism spectrum disorders who do not also meet the criteria for ID, students with significant physical disabilities requiring personal attendant supports, or students who use augmentative or assistive communication devices.

TIP To determine whether an applicant has ID or not, require a copy of the most recent IEP for documentation. Even if “Intellectual Disability” is not checked on page 1 of that document, look for other evidence in that document that the student’s IQ and scores on an adaptive behavior scale is below 70. This information is often buried in one of several places within the document. If no recent IEP is available, the student can be required to produce other evidence of having ID. One form of evidence would be a relatively recent evaluation by a psychologist, neuropsychologist, or other individual qualified to administer an IQ test and adaptive behavior assessment of some kind. Another form of evidence is if the student has already been found eligible for services by the CT Department of Developmental Services (DDS).

IMPORTANT: Remember, an intellectual disability as defined in the HEOA as it is in other federal laws – i.e., a type of developmental disability “...characterized by “... (A) mental retardation (sic) or a cognitive impairment, characterized by significant limitations in (i) intellectual and cognitive functioning; and (ii) adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and (B) who is currently, or was formerly, eligible for a free appropriate public education under the Individuals with Disabilities Education Act.” (20 U.S.C. 1140 Sec, 760(2)). This definition must be used when applying for CTP status.

Decide the Age Range of Students to Be Enrolled

Most TC models around the country either serve students (1) who are still receiving public school IDEA services or (2) who have exited those services completely. Some serve both.

This is important because the funding streams significantly differ for those still receiving IDEA services v. those who have exited those services. “Exiting” IDEA services means the student has:

- Accepted their high school academic diploma OR.
- Met the transition goals and objectives in their IEPs and are now able to accept their diploma even though academic requirements were already met OR.
- Have “aged out” of IDEA services.

What this means is that students with ID do not necessarily leave high school the same way other students do. It also means these students with ID who are exiting IDEA services can be anywhere from 18-22 years old. Details about the relationship between IDEA special education services for students with ID and those without appear in Appendix I.

Enrolling Students with ID Who Are Still Receiving IDEA Services. What is critical for your IHE to determine is whether LEAs in your area take the LRE provision of the IDEA seriously. Those that do not may insist that even students who could best meet the transition goals and objectives of their Individualized Education Program (IEP) in an inclusive college setting must go to a contrived IHE developed by the LEA instead. LEAs that are willing to partner with your IHE need to move beyond the concept of establishing a co-located program and adopt the TC model for you to be successful. Much depends on the individual LEA.

It is also critical to know you can NEVER blend (i.e., pay for the same thing) IDEA funding with any other funding for a student. *Braiding* funding, as is done for all other IHE students with various financial aid sources, private pay, and even state funding (for example, through the Bureau of Rehabilitation Services (BRS) within the CT Department of Aging and Disability Services, can be done for students with ID as well.

Is an existing relationship with a public school system necessary? **The answer is NO! There can be definite pros and cons, depending on the kind of relationship you have and how receptive that school system is to a TC model for transition-aged students with ID. For some, changing from how they currently support students (e.g., with a paraprofessional sitting next to the student in a college classroom) may be too challenging because you do not WANT a paraprofessional accompanying any student! Other LEAs may welcome the idea to provide evidence-based inclusive transition services in your IHE.**

GU had an existing arrangement with the neighboring South Windsor Public School system that allowed the transition program of that district to co-locate on the GU campus. Space for this was rented by the LEA. GU also allowed some students to attend selected classes on an audit or for-credit basis. Some of these students, though, were not able to fulfill the full curricular requirements of the classes they were taking so a change was made to GU's audit policy. This proved insufficient for some students who were dismissed from GU classes. The new TC CTP at Goodwin allows individual Learning Agreements for students in the future to avoid this negative experience.

This pre-existing relationship, for GU, has resulted in an instant source of referrals for students/applicants as have current connections between other GU faculty and staff with families and potential students.

Concurrent Educational Enrollment Programs.

Concurrent Educational Enrollment Programs (CEEPs) is the term used to describe many relationships IHEs have been developing with LEAs to include transitioning students with ID in their TC model. Whether or not you choose to service this population is up to your IHE.

HOWEVER, these students are never eligible for FAFSA as long as they are in an IDEA-funded program.

Decide Admissions Requirements and Procedures

Admitting students with ID to a certificate program in your IHE, especially if you obtain CTP designation, will require some changes in business as usual for both your admissions and registrar's offices.

IMPORTANT: Remember, no high school diploma, transcript, or specified GPA is required for admission to your certificate earning program. Documentation of ID is required. Students cannot be admitted on the basis of college board or other tests required by your IHE for another student. *If they take any assessments related to English or Math, these can be used only to determine whether the student should be placed in preparatory/remedial classes if you offer them.* Even if other students must take these preparatory courses without credit, they should count toward the number of clock hours Think College students earn toward the certificate. Additionally, students with ID should not be compared to applicants to other IHE programs in terms of secondary level co-curricular activities, quality of writing (grammar, vocabulary and spelling), or other factors.

Admissions offices that apply these same criteria will effectively violate the spirit of the HEOA of 2008 which waives several specific application requirements that are essential for students in those other programs.

This step requires the cooperation of your Admissions Office.

Student Selection. There may be some individuals already known to your IHE (e.g., siblings of current students or children of faculty members, individuals who were dually enrolled in some classes as part of their public school IEPs, or children of families who

have participated in various trainings about Thinking College and already approached your IHE. This can be an effective strategy for selecting students if the number of applicants exceed your initial capacity to kick-off your service successfully.

Another strategy is literally to draw random names through computer randomization of temporary student numbers or literally by reaching into a draw jar as is done in raffles. Still another strategy is to apply more controlled admission criteria that collects the kind of information to be included in the student's individual portfolio about, e.g., career aspirations, motivation to attend college (from initial interview or written application letter), compatibility with course offerings that will be available during the first semester after admission, etc.

Application Form. GU developed a specific application for the COLS program just like the ones used, e.g., for its Certified Occupational Therapy Assistant program. This contains standard admissions information to a point at which is it diverted to the COTA program for actual admission. Students who are not admitted to the COTA program are referred back for general admission.

The COLS Certificate Program operates in much the same fashion, except that applicants who check the box indicating they wish to enroll in the COLS program will be automatically diverted to program staff.

TIP Initially, as GU decided, this would best be handled by the members of the work group who would then collaborate with each office to assure TC policies and procedures were followed as seamlessly as possible. The long-term goal is for each office to assume responsibility for this certificate-earning program just as they do for all other programs offered at your IHE.

Students are also interviewed to assess their motivation for attending and succeeding in the COLS program and asked for a writing sample at the same time to determine any accommodations or modifications that may be needed for them in their IHE classes.

Decide Whether You Will Offer Residential Life (“Res Life”) Opportunities if You Have Them for Other Students

When GU first conceptualized its Thinking College opportunity, residential housing was newly established and the number of available housing units was small. Additionally, GU serves a large number of commuter students so that not living on campus is not going to be discriminatory against students with IDE.

Other IHEs in CT and nationwide, however, have been unable to fill all of their residential units. Before the pandemic, these IHEs were actively looking for students who wish to live on campus. Some of those with TC models opened these opportunities up to students with ID under the same payment conditions and Student Handbook requirements as for all students engaged in Res Life.

Only your IHE can make this decision about whether or not Res Life will be part of your TC model.

TIP

If you do offer on- or off-campus housing on any terms to matriculating students, there may be a lesson learned about inclusive housing from the story of a man named Micah Falk-Feldman. You can read about how Mr. Fialka-Feldman broke down a barrier to being included in Rochester, Michigan’s Oakland College dormitories at <https://throughthesamedoor.com/micah/>. You can read about what he is successfully doing today through his employment at Syracuse University at <https://taishoffcenter.syr.edu/personnel/micah-fialka-feldman/>

IMPORTANT: It is also inadvisable to house all student in your TC model because students with ID should be integrated among all other on-campus students, with the appropriate supports available, in order to be successful and develop greater independence like other students. Segregating them, even as a “little dorm within a bigger dorm” rather than in housing units that are scattered, forms a barrier to each student’s ability to be immersed in the true college experience.

Remember, though, that active participation in Res Life, particularly if specific goals and objectives can be met for an individual’s Program of Study, can actually shorten the length of your TC program.

If your IHE does intend to offer residential life to students with ID, additional considerations will be:

- Who will provide any needed supports – e.g., residential advisors, room- or floor-mates, or Educational (peer) Navigators?
- Who will provide training and support within residential life to assure that students with ID are fully included and also supported in developing life skills that other res life students may acquire vicariously?
- What additional policies and procedures will need to be developed to assure all needs are met?

The TC NCC has many resources to answer these and other questions. A number of resources can be found at <https://thinkcollege.net> by entering “residential” in the search feature. TC NCC staff also respond to requests for technical assistance within 24-48 hours and are willing to consult with your IHEs staff who support res life for all students.

IMPORTANT: While some may suggest that housing all students in your TC program in one area, this does not support the values of TC. Students with disabilities should be integrated among all other on-campus students, with the appropriate supports available, in order to experience inclusive college life. Having a designated suite, group of rooms at the end of a hall, an entire floor, or an entire building specifically for those with disabilities who attend your IHE (whether they are enrolled in your Think College program or matriculating in other programs) forms a barrier to each student’s ability to be immersed in the true college experience. The point of the true Think College model is to avoid self-contained “higher special education”) in all aspects of all students’ lives.

Develop Policies and Procedures for Your Office of the Registrar

The Registrar will have a number of new responsibilities if it is to assume the same level of involvement with students in your TC program that they have with other students.

New responsibilities will include:

- The results of any rubric score shall be converted to a grade point average.
- Audits count as completed courses as long as there is an appropriate Learning Agreement between the student and instructor, approved by Program Staff, on file. The registrar or program staff will need to convert the grade assigned by the instructor to work completed under the learning agreement or as determined by an audited course rubric to an official grade for determining GPA.
- GPA of 2.0 or better is required for the audited course to count toward meeting certificate requirements.
- If an instructor erroneously enters a grade that is not reflective of the certificate student's modified syllabus, the registrar will change that grade after consultation with the student's advisor (and instructor when available) to reflect the modified syllabus.
- Providing equal access to courses within class size limits for students having those courses in their Individual Programs of Studies.

Essential Understandings for the Registrar. Students are waived from traditional standards of academic progress:

- Exempted from GPA.
- No actual credits need accrue as long as tuition and fees are paid.
- Students do not need to be working toward a degree or professional certificate.
- No formal matriculation is required.
- Each student will have an individual Program of Study.
- There is an SAP policy that applies instead which is driven by each individual's Program of Study.
- An audited course can count as much as a course taken for credit if in the student's Program of Study.

TIP Initially, it is recommended that someone from your Think College work group collaborate with the Office of the Registrar to assure compliance with your Think College model and, if you have CTP status, with the requirements of the HEOA of 2008. It also may be beneficial to have designated staff in that office to be responsible for managing new TC responsibilities.

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Develop Policies and Procedures to Address Financial Aid for Students Enrolled in Your Think College Model

By becoming a designated CTP, students with ID who enroll in your IHE are eligible for financial aid based on financial need.

Concepts to include in your Financial Aid Policies and Procedures are:

- This does not change what’s currently in your IHE’s e-app but you will need to submit a request to add a new program to the e-app.
- The CTP creates a pathway for students with ID to access financial aid based on financial need – just like everyone else.
- There is no threat to, or competition with, students already receiving financial aid.
- Approval as a CTP makes students with ID eligible for financial aid if they meet all other FAFSA requirements but does not make them eligible for federally subsidized student loans or Parent Plus loans. FAFSA that is included are PELL grants, supplemental education opportunity grants, and Federal work-study funds.
- FAFSA eligibility also makes students with ID eligible for other scholarships, grants, or non-loan sources of funding.
- Typically, students still need to find/braid in other sources of funding (e.g., private pay [parents, SSI*, ABLE Account, Special Needs Trust], scholarships, BRS).
- Financial Aid is retroactive to the start of the semester in which CTP was approved.
- Application will need to include “Satisfactory Academic Progress Policy” because students in CTPs are exempted from traditional standards of academic progress (e.g., GPA, # of courses/semester).
- Students with ID enrolled in your certificate-earning must have the same access to any financial aid for which they have been determined eligible based on financial aid as all other students.

! TIP Initially, it is recommended that someone from your Think College work group collaborate with the Office of the Registrar to assure compliance with your Think College model and, if you have CTP status, with the requirements of the HEOA of 2008. It also may be beneficial to have designated staff in that office to be responsible for managing new TC responsibilities.

! TIP **Regarding private pay by families**
Most families of students with ID have not saved for college because TC was not widely discussed in public school transition programs until recently. Some families may have established certain Special Needs Trusts that can be tapped into for educational purposes, but this is not true of all Special Needs Trusts. Some may have established an ABLE (Achieving a Better Life Experience) account that allows students to save more than what Social Security typically allows before benefits are reduced. Providing assistance to families in negotiating these options is discretionary, for the IHE, but the most helpful way is to convene a meeting of any potential payers or representatives to have a cost-dividing discussion with families.

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*SSI cannot be used to fund educational expenses because they are dedicated to funding living expenses.

Define the Role of Your Disability Services Office

Different IHEs have different names for their DSOs such as the Center for Students with Disabilities (UConn), Accessibility Services, (University of Saint Joseph), AccessAbility (GU), and so on. Knowing whether or not your Disability Services Office (DSO) embraces inclusion and diversity is an important question to answer because it will help you determine whether to include your IHE's DSO staff in the initial planning of your TC project.

Does your Disability Services Office (DSO) really embrace inclusion and diversity or provide only limited 504 Accommodations?

This is because a major barrier relayed to the CTTCS by many who had lived experiences with DSOs, either as a student or a parent, was that many were not willing to consider other reasonable accommodations beyond those provided since these offices were established. To do so, according to many DSO staff present at a subsequent meeting with CT AHEAD (the CT chapter of the national Association of Higher Education and Disability), meant that they would be supporting students in conflict with Section 504 which states "No otherwise qualified person with a [disability] in the United States shall, solely by reason of a [disability], be excluded from the participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance." In other words, students exempted from a high school diploma and other admissions requirements are, by their definition, "not otherwise qualified."

What DSO staff may not realize is that the HEOA extends far beyond Section 504 when it comes to students with ID, especially with a bona fide Comprehensive Transition and Postsecondary Education (CTP) in place. They also may not realize that there are so many more accommodations today that students with other types of disabilities can access that make them otherwise qualified. A case study appears in Appendix N. When DSOs are resistant to TC efforts, students with ID are not likely to receive the reasonable accommodations

and supports they need in order to benefit from a TC model. Goodwin's initial experience with its previous DSO Coordinator led to the development of the following recommendation.

"Once you replace negative thoughts with positive ones, you'll start having positive results."

Willie Nelson

The question then is, do you try to bring them along as you proceed with your project or do you bring them in and provide retraining and support once TC at your IHE is a *fait accompli*?

TIP If your IHE's DSO staff are unwilling to provide an expanded level of reasonable accommodations, you will need to invest in a Think College coordinator (as a consultant or staff member) who has experience with individuals with ID, shares the values of the TC movement, embraces the requirements of the HEOA of 2008, and can flexibly and creatively envision how to support faculty, staff, and students with ID. You will also need to empower this person to advocate strongly and have administrative authority over faculty, staff, and specific departments that may need additional information, training, and supports in order to provide the accommodations required for many of these students. Opportunities to re-train your DSO staff through immersion in the values and strategies of the TC movement as well as the many reasonable accommodations identified for various types of disabilities in the Job Accommodation Network's Searchable Online Accommodations Resources (<https://askjan.org/soar.cfm>) also is strongly recommended.

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Determine What Think College Staffing You Will Need to Operate Your Program

Despite the best of intentions, it is likely some existing staff members will need to have their roles expanded, at least initially, to assure that your TC program launches successfully.

There is a wealth of material available on the TC NCC's website www.thinkcollege.net, from existing TC programs around the country, and at the UConn UCEDD's website www.uconnucedd.org. The program will need an Operations Manual that provides “one stop shopping” for everything program staff need for the program to be fully operative.

TIP From lessons learned, it will be easier to develop your operations manual “as you go” even if some sections remain in draft form until finalized. It is a difficult process to go back through individual policy drafts, forms, etc., after they are individually produced.

You will need identified, assigned staff to perform the following:

- Training for faculty, staff, students.
- Support to IHE administration.
- Screening applications.
- Interviews of prospective students.
- Acceptance decisions.
- Collaborating with Admissions, FAFSA through the financial aid office, and the business office, to assure these enrollment procedures run as smoothly for TC students as they do for any other member of your student body.
- Applicant Advising solely by CTP Team to involve person-centered planning and either review of or completion of assessments **solely to determine what supports and learning objectives** a particular candidate may need. NOTE: This may require that program staff be trained in advisement if they have not already served as advisors.
- Consulting or technical assistance to faculty/staff.
- Partnerships for Independent Study and review/maintenance of portfolios that provide evidence of accomplishments outside of existing coursework.

- Development of Individual Plans of Study/Programs of Study, course selection, work study, work experience, portfolio development, etc.
- Developing and supporting the implementation of Learning Agreements with faculty.
- Assuring compliance with specific guidelines for Satisfactory Academic Progress (SAP) which need to differ because of the way credit toward your IHE's certificate is accrued.
- Monitoring student SAP and participating in remediation efforts.
- Collaborating with LEAs (e.g., participate in PPT meetings).
- Collaborating with state agencies (e.g., BRS/DDS) for CTP students that fulfill the planning, implementing, documenting, and reporting requirements of these funders.
- Collaborating with Human Resources and on-campus resources (e.g., an early education setting, custodial staff, mail room) for skilled work opportunities.
- Collaborating with all other Student Services (e.g., tutoring, writing labs, etc.) because these are the primary means by which TC students will receive their support.
- Problem-solving/complaint resolution.
- Advising current enrollees (portfolio maintenance, Individual Programs of Study/Satisfactory Academic Progress, regular check-ins w/faculty/students/linkages to Registrar for credit, SAP, transcript, completion of certificate).
- Support to Educational Navigators and Federal Work Study to clarify job roles, recruit ENs, train and supervise/support ENs, be available for problem resolution.
- Determine criteria, if any, for a multi-tiered EN system.
- Assuring program quality.
- Identifying on- and off-campus student activities and other opportunities for social connections and assuring at least informal supports students may need are in place.

As early as possible, train program staff in your IHE's policies and procedures for, e.g., academic advisement, disciplinary measures, appeals procedures, etc. While they do not need to be expert in many of these areas, they should be familiar enough with issues concerning the general student body to know who to contact in the event an issue arises that has consequences external to the program – just like such issues may arise for any other student.

Decide How to Involve Non-Disabled Peers

Every TC nationwide involves non-disabled peers to some extent in their program. At GU, the decision was made to call these students “Educational Navigators” and to develop a Work Study Job Description for students wishing to do this with pay. Other students are involved through required departmental internship or similar practical experiences.

Educational Navigators may support students academically, in social activities, at work, or in community activities. You may want to consider a system that provides more than one level of peer involvement (i.e., first-timers v. those with experience). Considerable training will be required to assure these students are aware of their roles and responsibilities.

Regular meetings with your TC support staff and some form of documentation of both hours work and students’ involvement in inclusive activities should be required.

Resources for Educational Navigators (a/k/a peer mentors). Educational Navigators are other students who commit to supporting students with ID. They may commit as volunteers, as a work study assignment, or to fulfill requirements of a program-specific internship with permission from their Department. For work study assignments, you may need to create a new “job specification” and go through appropriate channels for approval. Consent from department heads that performing certain responsibilities as an Educational Navigator can meet certain internship requirements is needed, too. Follow your IHE protocol for volunteerism within your IHE and assure that appropriate documents required for all student volunteers are in place.

Your IHE may already have institutionalized how these different roles function in other situations (e.g., if you have paid student tutors) that are likely to apply to your Thinking College Model.

- However, you will still need to develop a specific job description (see Appendix O.1), a form for a written commitment by the other student to provide this support (see Appendix O.2), and a Handbook to clarify the expectations, responsibilities, reporting requirements, established chain of command, etc., for supporting students with ID. The GU Handbook was modeled after the Camden County College program.

(see *Peer Mentor Handbook | Think College*). <https://thinkcollege.net/resource/mentoring/peer-mentor-Handbook>

TIP These materials should be in place prior to recruiting, engaging, and retaining other students who support students enrolled in your Think College program and used as the basis for training ENs.

- Both onboarding and ongoing training materials need to be available for Educational Navigators that include videos ([see https://thinkcollege.net/training/peer-mentor-training](https://thinkcollege.net/training/peer-mentor-training)), independent readings, regular supervisory contacts, and trouble-shooting guidance. Especially important are the core values of a) supporting not doing for the student with ID, b) encouraging self-advocacy and independence, and c) respect and dignity. Navigators are equals who have a stronger skill set for navigating their IHEs. Navigators must be expected to comply with *Ethical Standards for Human Service Professionals*.
- Additional training content should include how a) to support life skills development in natural settings, b) to fade support, c) to use apps and technology to support student learning, d) to facilitate social engagement, and e) to apply specific skills such as breaking tasks down, prompting techniques, building vocabulary and writing papers.
- You may want to consider a multi-tiered system where Level 1 consists of students who have never worked with individuals with ID and are new to the concept of TC and Level 2 consists of students who have successfully performed this function for one or more academic years.
- Program staff need to conduct unobtrusive but periodic observations, regular check-ins with students in the certificate program to solicit their input about how their Educational Navigator(s) is/are doing, review of written data and reports submitted by the navigators, and formal supervisory evaluations that commend them for work well-done and set objectives for enhancing their support skills.

Identify Resources for Faculty

These resources must include specific ideas for how to make their course curriculum more accessible to all students (e.g., technology for learning, supplementing lecture with visual and multi-media resources, and applying Universal Design for Learning ([UDL http://www.cast.org/](http://www.cast.org/)) to how their syllabus is organized, classroom is structured, and learning activities and assessments designed).

- Also included should be the Learning Agreement form they will sign which will specify the goals and objectives for students with ID who takes their classes for audit. Faculty need to understand that they are not “watering down” their curriculum, but rather raising expectations that those who audit will actually learn something by being in their classes.
- Faculty also need to understand that students auditing their classes should still be included in all class activities regardless of which degree or credential they are pursuing to comply with your IHE’s commitment to inclusion.
- Individual check-ins by program staff on a regular basis needs to be scheduled. It does not hurt for the program to host virtual or face-to-face opportunities for faculty to reaffirm their commitment to teaching all students, ask questions of program staff and each other, and provide on-going support.

If your IHE has already made a commitment to UDL instructional approaches, inclusion of students with ID in their classes will allow faculty to stretch UDL implementation to meet the learning needs of an even greater number of students. GU had made such a commitment and, as a result, initial enrollment was facilitated because a number of faculty had already become UDL-certified through CAST, a nonprofit education research and development organization that created the UDL Framework and UDL Guidelines ([see CAST: UDL-CCI: UDL Credentials & Certifications for Educators & Product Developers for more information](#)). There are also a number of UDL resources available through the TC NCC. These were uploaded onto the GU website for reference by certified faculty questioning applicability to this new cohort of learners and for those not yet certified.

Faculty who are familiar with technology for learning, and/or who have support from institutional instructional

design resources, are also desirable instructors for students with ID. This is because there are numerous apps in addition to your LMS that help all students organize, schedule, collaborate, and self-monitor. Additionally, there are specialized apps unique to students who benefit from alternative means of demonstrating their content mastery, writing effectively, and so forth. Among the resources provided by the TC NCC are lists of mobile apps for learning and other ways to use personal electronic devices to aid scholarship.

Faculty and instructors inexperienced with Thinking College may need not only an introductory session with Program Staff to review expectations but some on-going support, especially if any issues arise (e.g., a student needs to change their status from course credit to clock hour credit), may be needed.

TIP It is a good idea to have UDL resources available to all faculty and especially to adjuncts who may not have participated in ongoing trainings offered to improve access to the curriculum for a more diverse student body. Experience with inclusive education practices across ages and stages from early intervention to college and beyond has demonstrated that teachers who make learning participatory and meaningful to each student (Fenrich & Johnson, 2016) and are perceived to be the most knowledgeable, intelligent, approachable, helpful and enthusiastic (Yermack & Forsyth, 2016) have greatest success in student achievement.

NOTES: _____

Collaborate with Funders

The main purpose of obtaining buy-in from collaborating agencies is to assure that your IHE does not incur additional costs beyond what any other new degree program does. For students with ID, as an example, funding can be braided from multiple sources (including BRS, DDS, personal funds, FAFSA) to cover different types of expenses related to attending your IHE.

For GU, collaborating agencies (in addition to LEAs described in [Step 10, *Deciding the Age Range of Students to Be Enrolled*](#)) included:

- DDS,
- the Bureau of Special Education (BSE) in the CT State Department of Education,
- and BRS.

Remember that braiding of funds can also include private pay from parents or students themselves (e.g., from ABLE accounts or Special Needs Trusts discussed in [Step 12, *Determine How Much Involvement Families Will Have*](#)).

TIP Establish clear boundaries about what funders are and are not able to do to assure classes and the experiences of TC students are not disrupted. If observations are necessary, it is fair to get prior consent to videotape or photograph the student unobtrusively while they are involved in activities that are being funded through agency resources. This should be done legitimately to add to the student's portfolio of TC success. Waiving FERPA requirements to allow funders to see any portfolio contents needs to be formalized with the student's consent. Students who require Personal Assistants should be advised to self-direct their staff to be unobtrusive as well, even sitting in a lobby or other neutral area to be summoned when needed by the student using assistive technology.

Results of understandings reached between the state agencies and GU appear in Appendix P.1 (DDS), Appendix P.2 (BSE), and Appendix P.3 (BRS).

IMPORTANT: DO NOT SACRIFICE YOUR FUNDAMENTAL MISSION OF HIGHER EDUCATION.

GU briefly considered becoming a DDS Qualified Vendor. However, careful consideration led to the conclusion that, for GU to meet the requirements of DDS for this purpose, a substantial alteration of the inclusive nature of the GU CTP would be necessary. Specifically, a separate entity would need to be established within GU that adopted, in full, all DDS policies and procedures required of QVs and subject GU to another level of compliance monitoring.

Without becoming a qualified vendor, however, students and/or their families would need to use “Self-Determination funds” from DDS to “self-hire” any support staff. A resource that explains this arrangement can be found at https://portal.ct.gov/-/media/DDS/Self_Determination/ct_consumer_flyer_and_tips_2019.pdf.

The disadvantage is that some families, for a variety of reasons, prefer to deal directly with an agency such that their students would not be able to benefit from what GU offers unless other sources of funding outside DDS were available. A disadvantage for GU is that it will not have any supervisory authority over staff working directly for the family.

Similarly, GU decided against being designated by the CT Bureau of Special Education as either an “Approved Private Special Education Program (APSEP)” or a “CT Transition Program/Provider Offering Transition-Only Services to Students with Disabilities (18-21).” Although this would have simplified the process by which students with IEPs could be enrolled in GU's CEEP, the standards also would have required a substantial alteration of the inclusive nature of the CEEP and created another layer of reporting and compliance monitoring that would have directed resources away from the TC opportunities being offered.

Potential Barriers to Overcome

Tips for overcoming the many barriers faced by GU are scattered throughout this document so you may learn from GU's experience. Here is some more information about other barriers you may face

- **COVID's effect**

As with other IHEs across the country, GU was adversely affected in all ways by the COVID-19 pandemic which was especially hard in March of 2020. The CT Governor, Ned Lamont, issued a total lockdown of all non-essential services (including on-ground IHE). Many faculty members who had been teaching on-ground courses at the beginning of the 2019-20 spring semester and who had anticipated teaching the more intense, full-credit on-ground courses during the 8 weeks of the second half of that semester were left scrambling to design virtual editions of their syllabi and competing for resources in their Learning Management System. Specific advice for addressing the issues presented by COVID appears in Appendix Q, Preparing to Change Course.

Fortunately, GU had an excellent track record and supports for virtual classes – both synchronous and asynchronous – but this still stressed the system. A year later, at this writing, new strains of COVID and continued spread of the disease continue to affect IHEs.

- **Internal messaging**

There will always be some members of your IHE community who misunderstand the purposes of your TC program. This may be a particular issue if you have existing financial arrangements with LEAs that are not applicable to TC. It also may be a problem if your IHE has a co-located program or provides work opportunities to individuals receiving services from DDS-funded agencies. Translating program issues into fiscal issues is a necessary and on-going process.

- **Competition with other programs**

IHEs are almost constantly making changes to their programs, establishing new ones, expanding some and consolidating or eliminating others. Any proposal for TC will be competing with these other priorities so it is important to design your program in such a way that student tuition and fees will make it self-sustaining.

- **Lack of other sources of funding**

GU applied for a grant specifically to fund program staff and a consultant. The UCEDD applied for a 2020-2025 TPSID grant. Neither was awarded which made it more important than ever to maintain parsimony and reliance on existing IHE resources to get the GU program implemented.

- **Overload of information**

In addition to the many steps covered in this Handbook, there is a wealth of information about TC from TC NCC and existing TPSID programs funded in the 2010 and 2015 rounds of funding. Reviewing that material to determine what is a good fit for your IHE, and modifying/combining resources as needed, is a labor-intensive task.

- **The need for planning**

Unless you are allowing students with ID to enroll on a course-by-course basis and not offering a certificate for their efforts, time is required for planning. The advantage to becoming a CTP is that it forced GU work group members to stay on course rather than become distracted by ideas that, in reality, could deviate from its TC model. The steps in this Handbook are intended to save you time but they may need to be adapted to your specific IHE. Staff specifically needed to be freed for this purpose.

- **Staffing the program**

If you are developing a fully inclusive program, you still will need internal experts who understand the nuances of the HEOA of 2008, implementation requirements, learning needs of students with ID, interfacing with others at your IHE, student advising, and other tasks. Although the program should be able to pay for itself, many IHEs do not specifically direct tuition and fees, or other income the IHE receives, to specific programs. Especially challenging will be dealing with up-front costs before students are enrolled. The number of staff (e.g., 1 FTE to 2 or more part-time staff) will depend on your organizational structure and ability to free up time from selected staff's existing schedule and responsibilities. Nationally, some IHEs used grant funds to hire additional faculty but the disadvantage of this is their tendency to drift toward segregation of "their" students.

Although these may seem like many steps, following the course taken by GU will eliminate much uncertainty about the process of establishing your own true TC at your IHE. The steps are arranged in logical order (although may be taken out of order as needed) so that your work group can check each step off as it proceeds. Tips are provided to avoid the pitfalls encountered or anticipated in developing GU's TC model so your process can more go more smoothly.

Documents appended to this Handbook may be replicated although it is strongly suggested that they be reviewed carefully to assure applicability to your IHE's unique situation. Many of these documents were borrowed from the TC NCC and adapted to GU because that is the nature of National Coordinating Centers. You may use the TC NCC materials to suit your own needs, too.

All in all, the CT Council on Developmental Disabilities and the UConn Center for Excellence in Developmental Disabilities wish you the best in implementing the vision of the original CTTCS repeated here:

“CT will have a higher education system where ALL students, regardless of ability, have an opportunity to participate fully in all programs, and services of every College, University, and postsecondary career training program.”



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Assessment of Your IHE’s “Readiness” to Host a True Think College Model

Directions: For each Quality Indicator, please use the rating scale below (1-3) to rate each

Element of Quality listed in this table over the next few pages. These scores can be recorded in the right-hand column of each table.

| Quality Indicator Rating | Description |
|--------------------------|---|
| 1 | The IHE has none of this element in place |
| 2 | The IHE has some of this element in place |
| 3 | The IHE has this element in place |

| “READY MEANS NEVER” | |
|---|--------|
| Elements/Indicators | Rating |
| Leadership, Coordination, and Sustainability | |
| • Institution-wide commitment to diversity | |
| • Institution-wide commitment to a new Certificate-earning program if applicable | |
| • High level administrator is committed to project start-up | |
| • Committed administrator is influential member of leadership/executive team | |
| • Committed administrator can obtain/has obtained the support of leadership | |
| • Committed administrator can persuasively support buy-in from governing board | |
| • Finance operations can demonstrate value added | |
| Personnel Assets | |
| • Many faculty members have demonstrated ability to reach and teach diverse learners | |
| • Faculty members are generally open to/have experience implementing new initiatives | |
| • Faculty members generally demonstrate flexibility and individualization within the parameters of their course requirements | |
| Personnel Development Opportunities | |
| • Institution-wide commitment to supporting faculty in staying up-to-date with advances in their respective fields of expertise | |
| • Institution-wide commitment to supporting faculty in learning about and applying new instructional methods | |
| • Faculty are encouraged to go to conferences outside their fields to learn about specific student needs. | |

| Elements/Indicators | Rating |
|---|--------|
| Academic and Instructional Assets | |
| <ul style="list-style-type: none"> • There is an institution-wide commitment to Universal Design for Learning (even if all training goals have not been met) | |
| <ul style="list-style-type: none"> • There is a current and flexible LMS to which all students have access | |
| <ul style="list-style-type: none"> • There is 24/7 technical support for the LMS | |
| <ul style="list-style-type: none"> • There is instructional support for LMS users (faculty) | |
| <ul style="list-style-type: none"> • There is instructional support for LMS users (student) | |
| <ul style="list-style-type: none"> • State-of-the-art technology is readily available to all students in inclusive environments (e.g., computer lab, library) | |
| General Student Support Assets | |
| <ul style="list-style-type: none"> • Students who need academic support have access to a range of options. | |
| <ul style="list-style-type: none"> • There are writing labs where students can go for assistance with writing papers. | |
| <ul style="list-style-type: none"> • All students can access their instructors for additional support outside of class. | |
| <ul style="list-style-type: none"> • Tutors are available for specific subjects. | |
| <ul style="list-style-type: none"> • Reference librarians know their collections and enjoy helping students do research. | |
| <ul style="list-style-type: none"> • There is a campus helpline if students don't know where to go for help. | |
| <ul style="list-style-type: none"> • Campus security is friendly and always available to students. | |
| <ul style="list-style-type: none"> • There is adequate signage to orient students and enable them to easily get from one campus location to another. | |
| Flexible Disability Support Assets | |
| <ul style="list-style-type: none"> • Disability Services Office (DSO) uses a variety of accommodations (e.g., https://askjan.org/soar.cfm) | |
| <ul style="list-style-type: none"> • If more than one staff member is in the DSO, one can be specifically assigned to the Think College model | |
| <ul style="list-style-type: none"> • All buildings on campus are fully accessible. | |
| Community-Building Opportunities | |
| <ul style="list-style-type: none"> • Orientation to campus involves activities to encourage students to develop supportive relationships with faculty and other students. | |
| <ul style="list-style-type: none"> • There is a wide variety of social and extra-/co-curricular activities that are inviting and engaging to students. | |
| <ul style="list-style-type: none"> • There are opportunities for student volunteerism in the broader community outside of campus. | |
| Student Assets | |
| <ul style="list-style-type: none"> • | |
| Bricks and Mortar Assets | |
| <ul style="list-style-type: none"> • | |

A History of Changes in Higher Education toward a Focus on Career-Preparedness

Consider how much higher education has changed in the United States since Harvard College was founded in 1636. Then, it was a small institution intended to enrich the lives of the elite through the study of religion and the classics of grammar, Greek, Latin, philosophy, literature, mathematics, the fine arts, and similar cultural pursuits (Fawley, 1971). The establishment of graduate professional schools in law and medicine over a century later; implementation of public financing for land grant universities a century after that; the shift to educating the middle class (solidified by the creation of junior colleges in the early 20th century); the slow but steady admission of women and people of color long after separate higher educational institutions had been in existence; and the initial passage of the federal Higher Education Act in 1965 are but a few of those changes (Hutcheson, 2020).

There remains an on-going debate among scholars about the value of colleges and universities having less of a distinguished focus on “becoming learned for the sake of being learned” versus having succumbed to an emphasis on career preparation at the expense of those traditional studies (Eagleton, 2015). At the same time, secondary-level vocational-technical schools, established in the early part of the 20th century to meet the growing demand of skilled workers in the post-industrial era (Gordon, 2002) now boast of their 21st century emphasis on academics to enable a larger percentage of students to go directly to college rather than engaging in the trade for which they were trained (Lynch, 2000’.

Dougherty and Lombardi (2016) describe what they call the vocationalization of higher education. Indeed, even IHEs that provide a more intellectual approach to undergraduate education these days do so with the expectation that most graduates will “...(improve) the world today and for future generations through outstanding research and scholarship, education, preservation, and practice...(by educating) aspiring leaders worldwide who serve all sectors of society, ... (carrying) out this mission through the free exchange of ideas in an ethical, interdependent, and diverse community of faculty, staff, students, and alumni.”

(Source: *Mission Statement of Yale University*, <https://www.yale.edu/about-yale/mission-statement>). At the very least, graduates of such programs are prepared

to go on to graduate school where, if not prepared there for applying their knowledge and skills to society at large, are being vocationally prepared for careers in higher education as professors and researchers.

The relevance of historical changes in higher education

The relevance of historical changes in higher education is that, today, college attendance and other forms of postsecondary education serve a multitude of purposes for those who want, and are able, to attend. This is true whether the IHE’s focus remains on a more classical education or career preparation. In a synthesis of the literature, Chan (2016) found nine themes of non-economic benefits for students of college attendance. These are:

- (1) Preparation for civic engagement and to take an active role in society, service, and co-curricular activities;
- (2) Increased problem-solving, analytical and thinking skills as well as more creativity;
- (3) Improved ability to communicate orally and in writing;
- (4) Improved interpersonal skills including appreciation of diversity;
- (5) Vocational and employment preparedness;
- (6) Development of a personal sense of purpose and identity that enhances one’s quality of life;
- (7) Personal integrity in honoring personal ideals and values in the face of conflict;
- (8) Preparedness for graduate school; and
- (9) Fulfilling family expectations and aspirations.

Higher education is likely to continue into the future in this direction as a greater focus is placed on developing learning communities which promote scholarship and academic achievement, development of personal social-emotional skills, improved independent functioning, and intrinsic and extrinsic benefits to the local and global community (Oades *et al*, 2011).

The Original FAQs Developed by the CTTCS for IHE Administrators, Faculty, And Staff



FAQs about Think College in CT Colleges and Universities

What is Think College?

- National project dedicated to developing, expanding, and improving inclusive higher education options for people with intellectual disability
- Outcome of Higher Education Opportunity Act (P.L. 110-315) of 2008
- Consistent with other federal legislation about inclusion of people with ALL disabilities in ALL aspects of life
- The choice to attend college should be there for anyone who wants to attend.

How would students with intellectual disabilities (ID) be involved in our school?

- Course enrollment based on strengths, interests, talents, career goals
- Individual "Plan of Study" development includes schools, students, and where applicable, families and funding sources
- Tuition and fees to be covered by other sources
- Academic classes when appropriate, maybe on- or off-campus residential life, and co-curricular participation as with all students

Would this mean lowering our academic standards because these students have learning challenges?

- NO! Research clearly shows that people with ID can excel in learning about topics of interest to them
- Some would access non-matriculating enrollment with external support (e.g., from paid mentors)
- Inclusion with universal design for learning and prior student experiences works for all

Wouldn't this raise costs for my school?

- NO! In fact, it would increase student enrollment
- No separate programs or separate spaces but rather support to access existing spaces and resources
- Access funded by other sources
- Faculty and staff would have access to training re: how best to accommodate these students to the benefit of ALL students



"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." – Margaret Mead

The Original FAQs Developed by the CTCSC for IHE Administrators, Faculty, And Staff

UConn

UNIVERSITY CENTER FOR
EXCELLENCE IN
DEVELOPMENTAL
DISABILITIES

Think College FAQs, cont.

If these students have an intellectual disability, could they even benefit from an intellectually-focused environment?

- Students with ID who have inclusive post-secondary experiences have academic and social advantages over segregated programs
- Outcomes (e.g., for employment) are similar for ALL students which reduces reliance on costly human services by those with ID
- Students who have Think College experiences report very positive experiences

What would be the benefit to our school if we actually enrolled students with ID?

- ALL benefit from campus diversity
- Faculty involved in Think College opportunities report positive experiences
- Students without disabilities report very positive experiences (some have even switched majors from hard sciences to human services and education)
- *Consistent with your school's vision, mission, and/or values*

If an interim grant was obtained by the UConn Center for Excellence in Developmental Disabilities (UCEDD) or, better, a 5-year federal grant was awarded for 2020, funds could be used for:

Collaboration with, and coordination of the project by, the UConn UCEDD with minimal infringement on IHEs' existing practices

UCEDD technical assistance in implementing practices like Universal Design for Learning effectively to the benefit of ALL students

UCEDD support for practices like peer mentoring that also effective for ALL

UCEDD training and support for families

IHE-sanctioned DSO staff training by the UCEDD in how best to support another sector of diverse learners

NOTE: These FAQs reflect the Strategic Plan developed by the CT Think College Statewide Collaborative which includes representatives from IHEs. Additional information, including constraints, may be imposed by third party funders.

Are you willing to participate in further discussions to bring a Think College model to **CT** or to your school at some point in the future? If so, please contact:

Linda Rammler, M.Ed., Ph.D.
Developmental Disabilities Network Coordinator
Center for Excellence in Developmental Disabilities | UConn Health
263 Farmington Avenue, Farmington, CT 06030 | MC6222
Office: 860.679.1585 | Fax: 860.679.1571
www.uconnucedd.org

The Talking Points GU Staff Developed to Market GU's Think College to Administrators

The following are some more talking points which were specifically developed by the GU team to justify moving ahead with implementing a Think College Program even in the midst of the pandemic

- GU was the first Comprehensive Transition and Postsecondary Program (CTP) in CT. CTPs, approved by the U.S. Department of Education, are authorized under federal law to admit students with intellectual disabilities who would not otherwise meet standard admissions requirements (e.g., standard high school diploma, course and grade transcript, various pre-admissions test by the IHE or College Board). Although your IHE will not be the first (and, as discussed later, may opt not to apply for CTP status at all), you will be among the first.
- Initial core staffing will require only 30 hours per week with 6 students which will be scalable to a long-term goal of 20.
- The program will pay for itself because full tuition and fees will be paid by students. Their needs really can be met using existing resources and the core staff once the program is established.
- Selective admissions will take place to assure that applicants are highly motivated to attend college and will be an asset to the IHE through gainful employment at GU and with community partners. At GU, the initial candidates were identified because of connections faculty and others already had.
- The program provides internship experiences for typical students from many programs which, especially during the pandemic, are hard to come by today. There are also work-study opportunities for typical students from any department who wish to provide academic or social supports to students.
- When more than one campus is involved, the service can be easily replicated at multiple sites.
- GU community connections are statistically affected by ID (e.g., external internship and work opportunities, Board of Trustees, administrative cabinet, and so forth). This would have positive public relations benefits by addressing the interests of these connections.
- This service is important to replace inadequate transition programs in CT and meet school district needs for compliance with the Individuals with Disabilities Education Act.

“The Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act of 1973, as amended by Title IV of the Workforce Innovation and Opportunity Act (Rehabilitation Act), make clear that transition services require a coordinated set of activities within an outcome-oriented process that relies upon active student involvement, family engagement, and cooperative implementation of transition activities, as well as coordination and collaboration between the VR agency, the State educational agency (SEA), the LEA, and the school.” (OSERS, 2020)

Although this language was directed toward Vocational Rehabilitation programs and special education partners during the COVID-19 epidemic, the reality is that such coordination may not always be in effect. Providing transition services through student enrollment in IHEs facilitates the coordination of activities because of the many opportunities for academic, social, and other enrichment provided in higher education settings. This changes the dynamic so that emphasis is placed on *administrative* coordination to address such issues as referrals to IHEs and braiding of funding streams. Many of the other functions (e.g., planning individual programs of study, supporting students in achieving satisfactory academic progress, providing co- and extra-curricular activities to emerging and young adults, and guiding and monitoring student progress towards the culmination of their higher education experience) remain with those whose expertise already exists in performing these functions – i.e., faculty and staff in IHEs.

- Replication very easily done in other campuses.
- Involved faculty and staff will have consultation opportunities to other IHEs in CT and elsewhere.
- The program is consistent with GU values about diversity, community, and inclusion.
- Scholarship opportunities about teaching and learning will be expanded through many new research opportunities, for example:
 - How Universal Design for Learning (UDL) contributes to student outcomes (replicating other research in a unique setting)
 - Instructor uses and perceptions of value of UDL for students with ID in inclusive classrooms.
 - Peer connections of students with ID to non-disabled peers both formal (i.e., connections with educational navigators or peer mentors) and informal (e.g., participating in a theatre group or other student non-academic activities).
 - Benefits to students with ID (e.g., self-efficacy, self-perception) during/following participation.
- Faculty and students will be able to represent your IHE through presentation opportunities at multiple conferences.
- Partnership with CT's Developmental Disabilities Network, including the CT Council on Developmental Disabilities and the UConn Center for Excellence in Developmental Disabilities, can generalize to other IHE programs and services (e.g., Career Day; speakers bureau).
- Positions GU for TPSID/TPSID-like grants in future because of strong evaluation component
- There is already state level support for Think College models as demonstrated by the fact that Tim Larson (brother of U.S. Senator John Larson from East Hartford), Executive Director of the Office of Higher Education, endorses the concept and had signed on to a Think College grant application in 2020.

Think College Elevator Speech

“Think College” is a National Project in its 9th year. It was one of the outcomes of the Higher Education Opportunity Act (P.L. 110-315) (HEOA) of 2008 intended to provide college options for college-aged students with intellectual disabilities.

We learned through a needs assessment the UConn UCEDD conducted and published in January 2016 that CT does not really have any “true” Think College models. Those on the Think College website are self-selected and, while many IHEs graciously host public school transition programs, these are not structured in a way that they can be designated as a “Comprehensive Transition Program.” This designation is important because it allows students with intellectual disabilities to apply for FAFSA and encourages a braiding of other sources of funding to support them.

CT received a strategic planning grant for Think College in 2017 and we fully intend to be a recipient of a Transition and Post-Secondary Programs for Students with Intellectual Disabilities (TPSID) in the 2020 grant cycle.

But, we need your help and we are specifically

approaching everyone at Goodwin because our mission (i.e., to educate a diverse student population in a dynamic environment that aligns education, commerce and community; to provide innovative programs of study that prepare students for professional careers while promoting lifelong learning and civic responsibility; and to nurture and challenge students, faculty, staff and administration to fully realize their highest academic, professional and personal potential), aligns with what “Think College” is all about. In “true” Think College models, students with intellectual disabilities pay the same tuition and fees as typical students do. We are hoping we can get your input, if not a direct commitment to work with us to establish a Think College program on your campus that also can be designated as a Comprehensive Transition and Post-Secondary Program by the U.S. Department of Education.

What we don’t want are changes to your standards of excellence (except with the admission requirements waived by the HEOA). Therefore, we seek no separate programs, no modified curriculum, no waived admission or other essential fees, and no formal matriculation except if the individual meets all the requirements of one of your existing programs.



Commitment to Values of a True Think College Model

These statements are based on the criteria established for a True Think College Model by the CT Think College Statewide Collaborative (CTTCSC) in development of CT's Strategic Plan. Individuals who cannot comfortably embrace these statements, or are unwilling to have an open mind about possibilities, may not be the best people to include in your work group.

Remember that members of CT AHEAD were less enthusiastic than many others about changing their job functions to include support of students who were “not otherwise qualified” for admission to college. Does your DSO object to the concept of Think College? Will they be likely to produce barriers as the project moves ahead? This assessment may help you determine whether they should or should not be on your initial TC work group. If not, some IHEs have worked around this by giving specific responsibilities to program staff until DSOs feel comfortable with this new model.

| Item | Yes | No | Unsure |
|--|-----|----|--------|
| 1. Should all people with disabilities make their own decisions, even if they need some help? | | | |
| 2. Should our school support students with disabilities who have difficulty making and keeping friends in having a satisfying social life? | | | |
| 3. Should people with disabilities be able to learn from their mistakes as long as those mistakes do not jeopardize their health or well-being? | | | |
| 4. Are all people truly welcome and valued in our school? | | | |
| 5. Is an important function of the education we provide to prepare students for life and work after graduation? | | | |
| 6. Are all students afforded the same dignity and respect? | | | |
| 7. Should all of our programs and services be accessible to all students? | | | |
| 8. Should all students be encouraged to be as independent as possible and exercise constructive interdependence when appropriate? | | | |
| 9. Can we provide a welcoming educational experience to students with intellectual disabilities? | | | |
| 10. Are we obligated to step in if students are discriminated against or denied access to our resources because of disability? | | | |
| 11. Is success for all students measured by personal growth, friendships, and positive life outcomes in addition to grades? | | | |
| 12. Are we able to assure that students with intellectual disabilities who are enrolled on our campus create a positive experience for all students? | | | |

Formalized LMS Systems for Intradepartmental Communication

Items uploaded to this system are clearly labeled “Draft” or “Final.”

Resources for Instructors

This area contains information on Resources available for Instructors who have Think College students participating in their courses.

- **Learning Agreement Form.** For use with instructors when student is not enrolled to fulfill the full curricular requirements of the course. The student may receive audit credit or independent study credit as determined by the TC team.
- **Folder: Think College Resources on UDL.** Some Goodwin University Faculty may have a student with an intellectual disability enrolled in their class without having been formally trained in Universal Design for Learning. These resources are intended to assist these faculty, and supplement application of UDL in specific courses for other faculty, but are in no way intended to replace or otherwise compete with the UDL approach adopted by Goodwin University.
 - Orientation to UDL in a Think College Context
 - Checklist for UDL Course Design
 - Action Plan for UDL
 - UDL and Technology to Support Diverse Learners
 - Common UDL Elements in College Courses
 - UDL: Using Multiple Means for Representation
 - UDL: Using Multiple Means for Engagement
 - UDL: Using Multiple Means for Expression
- **Folder: Technology for Learning.** This folder contains documents and links to documents that may support students with any disabilities, but particularly those with intellectual disabilities, with accessing your valuable curriculum.
 - Tech Tools for College Prep
 - Mobile Apps for Think College
- A Compelling Argument by a Faculty Member for Use of Visuals (video)
- Practical Strategies for Expanding and Enhancing Inclusive Academic Access: A Webinar

Resources for Educational Navigators

- **Educational Navigator Job Description.** This document describes the roles and responsibilities

of Educational Navigators at Goodwin University. Educational Navigators are required to apply for the position to the TC Program Staff who, upon approval, will be assigned to a student or students as needed.

- **Educational Navigator Handbook.** Directions to applicants are: “Please review this Handbook before applying for an Educational Navigator position and again if you are an accepted candidate. You are expected to follow all directions contained within and to ask for assistance from TC staff if you have any questions or concerns.”
- **Folder: Educational Navigator Training Materials.** This folder contains all onboarding and ongoing trainings required of Educational Navigators at Goodwin University. Some of these will be conducted as a group and others will be available for independent participation. Students will demonstrate participation in each required activity by updating their personal Educational Navigators Checklist for review with TC staff.
 - **VIDEOS Working as an Educational Navigator**
 - **INDEPENDENT READINGS for Educational Navigators** on Supporting Life Skills Development during a Typical College Day, Fading Support in College, The Path to Independence; Using Apps and Technology to Support Inclusive Dual Enrollment
 - **Must-Know Ethical Standards for Human Service Professionals**
 - **Ethical Standards for Human Services Professionals**
- **Folder: Educational Navigator Forms.** (Responsibilities Assignment Form and Link to *What’s Your Learning Style*)

Resources for Students

- **Folder: Portfolio Contents.** (will require a unique ID for students to store Person-Centered Planning Materials, Programs of Studies, completed rubrics, work samples, etc.)
- Social Opportunities at GU
- HELP! Resources for Students (Apps that may be helpful, Zoom directions)
- Other Student Supports at GU

The following LMS Components are included in text or other Appendices to this Manual:

Goodwin Department Policies and Procedures
Resources for Think College Program Administrators
Videos \ Universal Design for Learning \
Think College Website \ FAQ

Requirements of Comprehensive Transition and Postsecondary Programs

The following is copied with permission from the TC NCC website

<https://thinkcollege.net/think-college-learn/comprehensive-transition-programs/requirements-comprehensive-transition-programs>.

The Higher Education Opportunity Act (HEOA) of 2008 described and defined a new type of higher education program for students with intellectual disabilities: the **Comprehensive Transition and Postsecondary Program** or CTP Program.

In order to be approved as a CTP program, a program must meet the following requirements, as outlined in the HEOA:

- Be delivered to students physically attending the institute of higher education.
- Be offered by an institute of higher education that is participating in Title IV Federal Student Aid.
- Be designed to support students with intellectual disability in preparation for employment.
- Include an advising and curriculum structure.
- Provide *at least* 50% of the program time in academics (college courses for credit or for audit, or internships) with other students without intellectual disabilities.

In addition to meeting these requirements, programs seeking approval as a CTP program must also have a *Satisfactory Academic Progress Policy*, must offer a *credential or have identified outcomes* for students and have an *established program length* in weeks of instructional time and equivalent clock or credit hours.

Programs that are approved as CTP programs can offer three types of federal student aid to eligible students with ID. Students do not have to have a standard high school diploma or GED, or be pursuing a degree to be eligible. However, they do need to meet “financial need requirements.”

There are three types of federal financial aid available to students with intellectual disabilities attending a CTP program.

- **Federal Pell Grants**, unlike student loans, do not have to be repaid. Amounts can change yearly and are

dependent upon student financial need. The maximum Federal Pell Grant for the 2020-2021 award year (July 1, 2020, to June 30, 2021) is \$6,345.00.

- **Federal Work-Study** allows students to earn money working in part-time jobs on campus. However, it is important to know that students need to apply for the jobs, which can be limited, so even students who are eligible for work-study funds may not be able to find a job that allows them to earn those funds.
- **Federal Supplemental Education Opportunity Grants** (FSEOG) are awarded based on financial need. Students who will receive Federal Pell Grants and have the most financial need will receive FSEOGs first. The FSEOG does not need to be repaid. The FSEOG program is administered directly by the financial aid office at each participating school and is therefore called “campus-based” aid.

Did You Know? Federal or private student loans are not available to students with ID attending a CTP at this time.

Comprehensive Transition and Postsecondary Programs List

- When beginning the application process to become a CTP program, it may be helpful to contact an existing CTP program and ask them about their experience in in the application and review process. Programs can be searched easily in the pre-sorted list below from the Think College website. It shows all programs that are approved to offer access to federal student aid.
https://thinkcollege.net/college-search?f%5B0%5D=tc_financial_aid%3AYes

Copy of GU's CTP Application

**Application for Title IV Approval of a Comprehensive Transition and Postsecondary
Program Resulting in a Certificate of Life and Occupational Skills**

Submitted to U.S. Department of Education

September 27, 2019

Name of Institution: **Goodwin College**

Financial Aid contact person: **Bonnie Soltz-Knowlton**

BKnowlton@goodwin.edu

Office: 860-913-2002

Program contact person: **Craig Drezek**

Cdrezek@goodwin.edu

Cell: 860-987-8997

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2. Detailed Program Description

a. Eligibility and Purpose. Eligible students for the Goodwin College CTP have a diagnosis of *intellectual disability* (ID) that is documented currently or formerly on an Individualized Education Program (IEP) by the public school district responsible for their free and appropriate public education under the federal Individuals with Disabilities Education Act. As stated in the HEOA, ID is characterized by significant limitations in intellectual and cognitive functioning and adaptive behavior as expressed in conceptual, social, and practical adaptive skills. These students will have the opportunity to participate in the same formal and informal learning environments and activities as their same-aged peers.

The CTP is designed to support students with ID who are seeking to continue academic, career and technical education, as well as independent living instruction, at an institution of higher education in order to prepare for employment. The CTP supports those who have an Individual Program of Study (IPS) designed through a person-centered planning process. The IPS, which appears in **Appendix B**, will meet the requirements of the CTP so that enrollees may earn the credential awarded by the program. The IPS will focus on work readiness through coursework, internships and employment, and/or extracurricular activities. Additional preparation for employment will occur through increased independence and personal, social, and emotional growth as a result of enrollment at Goodwin College. The student's person-centered planning process will determine the particular configuration, timing, and, in some cases, content of these work readiness opportunities in pursuit of the student's career goals. Sample person-centered planning forms appear in **Appendix C**.

b. Where the program will be provided. The CTP is delivered to students physically attending the Goodwin College main campus (which includes ancillary sites where some classes are held) and participating in the same formal and informal learning environments and activities as their same-aged peers alongside those non-disabled peers. There are no separate classes. Peer mentors to support success will be provided by student volunteers such as those in the Occupational Therapy Assistant program leading to an Associate Degree.

c. Advising and Curriculum Structure. The Goodwin CTP will be managed by an administrator of Goodwin College. Program staff will operate under the direction of that administrator. Program staff will assure that all students enrolled in the CTP receive the guidance they need for course sequencing and selection in alignment with their IPS. The IPS will flow from a person-centered planning process (q.v. **Appendix B**) and be developed by the program staff in conjunction with the student and his/her invitees (e.g., family members, friends and acquaintances of the student, Goodwin College staff or faculty, and a representative of any outside funding agencies).

c.1. Academic Advising. Program staff will serve as Academic Advisors for students seeking a certificate in conjunction with a faculty mentor in a department that aligns with the student's career goals as appropriate. The role of the Academic Advisor, as for all Goodwin students, is as follows:

- Advises on course selection
- Assists with adding and withdrawing from classes

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- Counsels when experiencing academic difficulties
- Navigates plans of study
- Refers students to campus resources if needed
- Serves as a support system

Advisement activities will be driven by the IPS. The IPS will be reviewed, minimally, according to the standard Goodwin semester schedule (prior to the fall and spring semesters) and updated as needed to allow students to change their minds about career paths and personal learning objectives.

Program staff also will serve as the Portfolio Review Instructor for course IS 110 for students enrolled in the CTP.

c.2. Curriculum Structure. The program offers a full-time course of study resulting in a Certificate in Life and Occupational Skills. It requires a minimum of 10 credits or 375 clock hours per semester, based on the credit hour to clock hour conversion of 1 credit = 37.5 clock hours. Each semester is a minimum of 375 clock hours, for a minimum total of 3000 clock hours in the overall program of study over 4 years.

All courses are from the Goodwin college catalog and attended by matriculating Goodwin students without disabilities. Both foundational course selections and electives will be chosen based on the student's IPS. Detailed descriptions of these courses, along with modification that will be made for students in the CTP, appear in **Appendix D**.

The curriculum for each student will be individualized to incorporate core course requirements, approved courses that align with the student's IPS-driven areas of interest, and independent study. Independent study will focus on independent skills, career development skills and work experiences or internships. All courses are open to all Goodwin students and described in detail in the Goodwin College online course descriptions at <https://www.goodwinsonisweb.com/gensrcs.cfm>.

Students may take courses for typical college credit or may audit these courses in accordance with their individualized plan. Any of these options will award credit towards the program's certificate as an independent study in calculating GPA and listed with the course name and the audit designation on the student's transcript.

Basic Course of Study

| Semester 1 | |
|---|-------------------------------|
| <i>Requirements</i> | <i>Clock hour equivalency</i> |
| 3 credits Core | 112.5 clock hours |
| 3 credits Foundation | 112.5 clock hours |
| 3 credits Independent Study/Life Skills, Career Development | 112.5 clock hours |
| 1 credit Portfolio Development | 37.5 clock hours |
| Semester 2 | |

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| <i>Requirements</i> | <i>Clock hour equivalency</i> |
|---|---------------------------------|
| 3 credits Core | 112.5 clock hours |
| 3 credits Foundation | 112.5 clock hours |
| 3 credits Independent Study/Life Skills, Career Development | 112.5 clock hours |
| 1 credit Portfolio Development | 37.5 clock hours |
| Semester 3 | |
| <i>Requirements</i> | <i>Clock hour equivalency</i> |
| 3 credits Core | 112.5 clock hours |
| 3 credits Foundation | 112.5 clock hours |
| 3 credits Independent Study/Life Skills, Work Experience | 112.5 clock hours |
| 1 credit Portfolio Development | 37.5 clock hours |
| Semester 4 | |
| <i>Requirements</i> | <i>Clock hour equivalency</i> |
| 3 credits Core | 112.5 clock hours |
| 3 credits Foundation | 112.5 clock hours |
| 3 credits Independent Study/Life Skills, Work Experience | 112.5 clock hours |
| 1 credit Portfolio Development | 37.5 clock hours |
| Semester 5 | |
| <i>Requirements</i> | <i>Clock hour equivalency</i> |
| 6 credits electives (career focused) | 225 clock hours |
| 3 credits Independent Study/TBD | 112.5 clock hours |
| 1 credit Portfolio Development | 37.5 clock hours |
| Semester 6 | |
| <i>Requirements</i> | <i>Clock hour equivalency</i> |
| 6 credits electives (career focused) | 225 clock hours |
| 3 credits Independent Study/TBD | 112.5 clock hours |
| 1 credit Portfolio Development | 37.5 clock hours |
| Semester 7 | |
| <i>Requirements</i> | <i>Clock hour equivalency</i> |
| 6 credits electives (career focused) | 225 clock hours |
| 3 credits Independent Study/TBD | 112.5 clock hours |
| 1 credit Portfolio Development | 37.5 clock hours |
| Semester 8 | |
| <i>Requirements</i> | <i>Clock hour equivalency</i> |
| 6 credits electives (career focused) | 225 clock hours |
| 3 credits Independent Study/TBD | 112.5 clock hours |
| 1 credit Portfolio Development | 37.5 clock hours |
| TOTAL Credits = 80 | TOTAL clock hours = 3000 |

A sample Program of Studies appears in Appendix E.

c.3. Additional Supports. Supports available to students to achieve success will be identified on an individual basis from among those available at Goodwin to typical students. Program staff will assure that those providing these support services receive the training and on-going support they need to work with students with ID. The supports available to all students include:

- Meetings with individual instructors or program staff
- AccessAbility services available to all students eligible for ADA/504 accommodations.
- Counseling
- Educational Opportunity Programs such as Women Invested in Securing an Education (WISE) or Men of Vision in Education (MOVE)
- Office of Career services. This Office "...help(s) students achieve professional success and prepare them for their desired career, whether it be helping them explore their interests, skills or values, edit a resume or cover letter, build their network, prepare them for interviews or job search."
- Academic Success Center. The ASC "...seeks to promote and foster student learning and development by providing free tutoring to all students. All tutors – professional and peer – are qualified to work individually or in groups on particular assignments..." An eTutoring option is also available and there occasionally are academic success workshops conducted. Current tutors are available in (1) English/writing, (2) Sciences, and (3) Math and Technology Lab. Help is also available with writing for any course.
- Resources available at Goodwin's Hoffman Family Library.

In addition to access to these existing campus resources, students in the CTP will also have access to formal peer-to-peer support provided by students without ID who are enrolled in the same courses as the student or that share common interests with the student. Peer supports will be on campus the same time as the CTP student and receive training and support from the program staff.

Lastly, student-to-student study groups frequently form, especially when instructors assign group projects. Students enrolled in the CTP would be required to participate in such groups relevant to their IPS.

d. Participation of students with intellectual disabilities in program and academic integration.

d.1. Taking credit-bearing courses for credit. Students seeking certificate who take credit-bearing courses for credit are expected to complete the full curricular requirements of those courses using Universal Design for Learning opportunities to demonstrate knowledge and/or skill competencies.

d.2. Auditing. CTP students can participate in any credit-bearing courses for which there are no pre-requisites on an audit basis. Students who participate in courses without receiving regular academic credit will still be required to meet individualized learning objectives specified in their IPS. A sample Learning Agreement for Courses Taken as an Independent Study or on an Audit based for such course participation appears in Appendix F. CTP students will be awarded the same number of credits towards their program certificate for courses audited as those earned

by students taking the course for full credit. No advanced courses are closed to students who took pre-requisite courses for credit. Additionally, CTP students will have an extended window of four (4) weeks (instead of the usual two [2] weeks) to decide if they want to take a course they had planned to audit for full credit.

d.3. Participating in internships or work-based training in settings with individuals without disabilities. In addition to enrollment in the credit-bearing courses described above, students enrolled in the CTP will participate in additional internships or work-based training in setting with individuals without disabilities. There are several ways in which this participation can occur:

- **Work-study on campus.** Up to 140 Clock Hours per semester. May count toward certificate credits as per student IPS.
- **Internships** (included in IS credit hours according to individual ISPs)
- **Off-campus internships sponsored for groups of students.** (included in IS credit hours according to individual ISPs)

All Goodwin students also have opportunities for various apprenticeships or “employment as a helper” in the community consistent with their career goals. CTP students will as well. The number of clock hours students enrolled in the CTP will spend in these activities may be counted toward elective or independent study credit.

e. Maximum opportunities for social integration with non-disabled students. Social opportunities are available through the Goodwin Office of Student Engagement and may include Programmatic Clubs, Special Interest Clubs, Sports Clubs, and other scheduled events such as fundraisers, website maintenance, or the campus news. ISPs for students enrolled in the CTP will assure participation in interest-based campus opportunities and connect these students with non-disabled students for off-campus events and activities. Specific examples of opportunities appear in Appendix G.

3. Institutional Policy to Determine Whether a Student Enrolled in the CTP Is Making Satisfactory Academic Progress (SAP)

As for all Goodwin students, “Satisfactory Academic Progress (SAP) refers to a level of achievement that students must uphold in order to earn a degree at Goodwin and maintain their financial aid eligibility.” The SAP Policy may be found at <https://www.goodwin.edu/sap/>. For students enrolled in the CTP, the proposed modifications to the SAP standards will be as follows:

a. Individual SAP requirements. Students enrolled in the CTP may take credit-earning courses for a grade or audit basis according to their IPS. Courses passed for credit (by meeting the same requirements as other students) OR audit (according to their ISP) will count toward the certificate and the student’s GPA. Courses taken for audit will be evaluated by a rubric and rubric scores will be converted to a grade to be used in calculating the student’s GPA.

Rubrics for each Internship/Vocational Experience/Work Evaluation and Social Experience students undertake as part of their course of study will also be completed. Rubric scores will be

converted to grades to be used in calculating the student's GPA. Samples of all rubrics appear in **Appendix H**.

All students will maintain a personal e-portfolio of work throughout their enrollment in certificate that will include all rubrics and any supportive documentation. Copies of student e-portfolios can be accessed, and will be maintained, by the program staff in the same manner that transcripts are retained for students enrolled in other certificate or degree-earning programs at Goodwin.

b. GPA Requirements. Goodwin College's minimum GPA of 2.0 will apply to CTP students. CTP students GPA will be determined by converting rubric scores earned in accordance with the student's IPS to grades. Credit-bearing courses taken on an audit basis will be evaluated using the rubrics in Appendix H.

c. Quantitative Component - Rate of Completion (Pace). The same rate of completion standard as applies to other Goodwin students will be used for students enrolled in the CTP.

d. Quantitative Component - Maximum Time Frame (MTF). The Maximum Time Frame (MTF) for certificate is the same criteria that applies to all Goodwin students.

e. Time Frames for Determination of SAP. Determination of satisfactory academic progress will be made according to the same standards which apply to other students. CTP students also will have access to the same procedures, e.g., for appeal.

f. Probation and/or dismissal. Students who do not meet SAP as described above will be placed on academic probation for one semester, where s/he will be expected to improve her/his performance. Students in this situation will be strongly encouraged to communicate or discuss any actions or disciplinary notices with their parents and staff as early as possible, and their individual programs will be reviewed by the team to encourage improvements in the following semester. If the expectations are not met for a second time, the student will be dismissed from the program.

In addition to satisfactory academic progress, students must abide by the Student Code of Conduct and other applicable Federal guidelines and policies delineated in the Student Handbook without exception. Some other Goodwin Campus/Academic Policies and Procedures (for example, the length of time to withdraw from a class without penalty) as well as those that are waived by Title IV requirements (e.g., the admission requirement of attainment of a high school diploma or a General Education Diploma) will be waived as required. Furthermore, all students will be afforded the same rights and due process mechanisms (e.g., grade appeals, grievance procedures) that are given to traditional students. CTP students will be guided through this appeal process by program staff. The same grounds for appeal (i.e., the death of a relative, a serious personal illness/injury, or other extenuating circumstance that adversely affected the CTP student's academic performance) will also apply.

g. Reinstatement. As with all students, those enrolled in the CTP who are dismissed for unsatisfactory academic progress for the first time are not permitted to request reinstatement until the following academic year. Requests for reinstatement must be made in writing to the program staff. Only one extension will be granted by the authority of the program staff. Subsequent requests for extensions will require an appeal by the students and/or with his/her family. Information submitted for these purposes will remain confidential.

h. Students who maintain satisfactory academic progress. As with all Goodwin students, Satisfactory Academic Progress will not automatically guarantee a student's approval of Title IV assistance.

4. **The number of weeks of instructional time and the number of clock hours in the program, including the equivalent credit or clock hours associated with noncredit or reduced credit courses or activities.**

The semester at Goodwin College is 15 weeks long. A summary of minimum requirements per semester of the previous table is as follows:

| Semester 1 | |
|--|---------------------------------------|
| <i>Requirements</i> | <i>Credits/Clock hour equivalency</i> |
| 3 credits each (Core, Foundation, Independent Study/Life Skills, Career Development) | 9 credits total/337.5 clock hours |
| 1 credit Portfolio Development | 37.5 clock hours |
| Semester 2 | |
| <i>Requirements</i> | <i>Clock hour equivalency</i> |
| 3 credits each (Core, Foundation, Independent Study/Life Skills, Career Development) | 9 credits total/337.5 clock hours |
| 1 credit Portfolio Development | 37.5 clock hours |
| Semester 3 | |
| <i>Requirements</i> | <i>Clock hour equivalency</i> |
| 3 credits each (Core, Foundation, Independent Study/Life Skills, Career Development) | 9 credits total/337.5 clock hours |
| 1 credit Portfolio Development | 37.5 clock hours |
| Semester 4 | |
| <i>Requirements</i> | <i>Clock hour equivalency</i> |
| 3 credits each (Core, Foundation, Independent Study/Life Skills, Career Development) | 9 credits total/337.5 clock hours |
| 1 credit Portfolio Development | 37.5 clock hours |
| Semester 5 | |
| <i>Requirements</i> | <i>Clock hour equivalency</i> |
| 3 credits each (two Career-focused courses, one Independent Study/TBD) | 9 credits total/337.5 clock hours |
| 1 credit Portfolio Development | 37.5 clock hours |
| Semester 6 | |
| <i>Requirements</i> | <i>Clock hour equivalency</i> |

| | |
|---|-----------------------------------|
| 3 credits each (two Career-focused courses, one Independent Study/TBD) | 9 credits total/337.5 clock hours |
| 1 credit Portfolio Development | 37.5 clock hours |
| Semester 7 | |
| <i>Requirements</i> | <i>Clock hour equivalency</i> |
| 3 credits each (Career-focused course, one Independent Study/TBD, capstone) | 9 credits total/337.5 clock hours |
| 1 credit Portfolio Development | 37.5 clock hours |
| Semester 8 | |
| <i>Requirements</i> | <i>Clock hour equivalency</i> |
| 3 credits each (Career-focused course, one Independent Study/TBD, capstone) | 9 credits total/337.5 clock hours |
| 1 credit Portfolio Development | 37.5 clock hours |
| TOTAL Credits = 80 | TOTAL clock hours = 3000 |

Therefore, students seeking the certificate must have a minimum of 3000 clock hours over the span of four years with a minimum of 375 per semester. There is no upper limit on the number of clock hours afforded CTP students.

5. A description of the educational credential offered (e.g., degree or certificate) and identified outcome or outcomes established by the institution for all students enrolled in the program.

Goodwin will offer the educational credential of a *Certificate in Life and Occupational Skills Program* for any eligible student who satisfactorily completes their four-year IPS. Certificates will be offered for completion of a four-year program. The expected outcomes are:

- academic enrichment and as related to career goals through participation in credit-bearing courses resulting in a minimum of 375 clock hours per semester;
- socialization opportunities;
- development of independent living skills, including self-advocacy skills, addressed through an independent study for credit; and
- integrated work experiences and career skills that lead to employment. Some of these may result in credit as independent studies, service learning, career planning and development, and a professional studies capstone.

As a result of this program:

- Students will have the soft and hard skills necessary to become gainfully and competitively employed in the CT labor market. Soft skills include demonstrating appropriate workplace etiquette and having satisfactory co-worker relationships. Hard skills include those directly related to their chosen area of specialization or generalizable to it.

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- Through participation in this inclusive college experience, students will gain the interpersonal skills and develop the relationships needed to be successful at work and in other aspects of life.
 - By completing the required coursework, students will develop a greater sense of self-efficacy, empowerment, and accomplishment. Their self-esteem and confidence will increase as will their independence in accessing community resources including public transportation and taking care of their own needs. Specific skills will range from increased competency in appropriate use of electronic devices for self-management to making and keeping appointments.
6. **A copy of the letter or notice sent to the institution's accrediting agency informing the agency of its comprehensive transition and postsecondary program.**

A copy of this letter appears in the next three pages of this application.

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Letter to the New England Commission of Higher Education (NECHE)

New England Commission of Higher Education (NECHE)
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514

September 20, 2019

To Whom It May Concern:

The Higher Education Opportunity Act, Pub. L. 110-315 (HEOA), added provisions to the Higher Education Act in sections 760 and 766 that enable eligible students with intellectual disabilities to receive Federal Pell Grant, Supplemental Educational Opportunity Grant, and Work-Study funds if they are enrolled in an approved program. Goodwin College is submitting an application to the U.S. Department of Education for approval of what federal law refers to as a Comprehensive Transition and Post-Secondary Program (CTP) for individuals with intellectual disabilities. Students participating in this 4-year CTP at Goodwin College will be eligible to earn a Certificate in Life and Occupational Skills.

Goodwin's CTP will accept students with intellectual disabilities according to the criteria set forth in the HEOA. In the CTP, they will continue academic, career and technical education, as well as receive independent living instruction, to prepare for employment.

CTP students will be taking classes open to all students using the natural supports and services available to all enrolled at the Goodwin College main campus (which includes ancillary sites where some classes are held). As per HEOA requirements, course selection will be driven by each enrollee's Individual Program of Study (IPS) developed through a person-centered planning process. Students will participate in the same formal and informal learning environments and activities as their same-aged peers without disabilities.

There are no separate classes. CTP students also will be able to participate in all social, service-oriented, and other events offered at Goodwin.

CTP students may take credit-bearing courses for credit, completing the full curricular requirements of those courses, to apply to certificate requirements. CTP students may also enroll in credit-bearing classes for audit. Students who participate in such courses without receiving regular academic credit will be required to meet individualized learning objectives specified in their IPS and as determined by program staff, the student, and the instructor at the start of each semester. Course credit in this case will appear in two formats: As an audited course on the student's transcript and as an Independent Study for determining GPA. Rubrics will be used to evaluate student's progress toward meeting individual goals and objective and rubric scores will be converted to a grade to be used in calculating the student's GPA.

Supports available to students to achieve success will be identified on an individual basis from among those available at Goodwin to typical students. Program staff will assure that those

providing these support services receive the training and on-going support they need to work with students with ID. Formal and informal peer-to-peer support may also be available.

Minimum Requirements for the Certificate

- Completion of 4 core academic courses required of all students enrolled in the CTP.
- Completion of two additional required courses that must be chosen from an established menu
- An overall minimum of six face-to-face academic courses per semester, taken on either a for-credit or audit basis, for a minimum total of 48 out of 80 credits over the course of four years.
- Additional academic courses that are considered foundational and/or which are applicable to the student's individual career goals.
- Eight credits of Portfolio Review (one per semester) included in the core courses.
- A minimum of three credits per semester in an independent study for life skills instruction, and/or career planning and development, and/or and/or service learning as determined by the IPS. These credits also may include internships and work-based training.
- Completion of a 6-credit (3 per semester) of an individualized capstone project related to the student's career during Year 4 of the program.
- The distribution of certificate credits will result in a minimum of 3000 clock hours over the span of four years with a minimum of 375 per semester. There is no upper limit on the number of clock hours afforded CTP students.
- A portfolio of accomplishments that includes skill-based rubrics reflecting (1) course participation, (2) work performance in all applicable areas (e.g., internships, work study, service learning), and (3) participation in social opportunities. The portfolio also will include examples of assignments/course projects taken for credit or as individually modified for audit credit.

For any courses not taken for full academic credit, individual objectives will be determined in relation to the student's career goals as permitted by HEOA and will be specified in an Agreement between the student, the instructor, and program staff. Program staff will modify course assignments in collaboration with faculty so as not to add additional responsibilities to the course instructors.

The existing Goodwin Satisfactory Academic Progress (SAP) policy will be minimally modified for CTP students as follows:

- Goodwin College's minimum GPA of 2.0 will apply to CTP students. However, a CTP student's GPA will be determined by converting rubric scores earned in accordance with the student's IPS to grades.
- The same pace (rate of completion) standard as applies to other Goodwin students will be used for students enrolled in the CTP. However, the cumulative number of clock hours attempted will reflect credits specified in the student's IPS.
- Determination of satisfactory academic progress will be driven by the IPS.
- Academic probation will result from not meeting course and work expectations as driven by instructor criteria for courses taken for credit or by rubrics. CTP students will be guided through any appeals process by program staff.

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- Requests for reinstatement must be made in writing to the program staff. Only one extension will be granted by the authority of the program staff. Subsequent requests for extensions will require an appeal by the students and/or with his/her family.

As a result of this program:

- Students will have the soft and hard skills necessary to become gainfully and competitively employed in the CT labor market. Soft skills include demonstrating appropriate workplace etiquette and having satisfactory co-worker relationships. Hard skills include those directly related to their chosen area of specialization or generalizable to it.
- Through participation in this inclusive college experience, students will gain the interpersonal skills and develop the relationships needed to be successful at work and in other aspects of life.
- By completing the required coursework, students will develop a greater sense of self-efficacy, empowerment, and accomplishment. Their self-esteem and confidence will increase as will their independence in accessing community resources including public transportation and taking care of their own needs. Specific skills will range from increased competency in appropriate use of electronic devices for self-management to making and keeping appointments.

This independence will expand beyond the college setting and into other aspects of their lives.

Thank you for your time and consideration.

Sincerely:

Bonnie Soltz-Knowlton
Senior Director of Financial Aid
860-913-2002
BKnowlton@goodwin.edu

Attachment: Individual Program of Studies Format

Appendix A



CORE VALUES STATEMENT

Goodwin College's Core Values are its deeply held beliefs that represent the College's highest priorities and fundamental driving forces. They define our passionate belief in what we do and how we choose to resonate with and appeal to students, employees, and the greater Goodwin community.

| | |
|---|--|
| P | <p>Purpose - Goodwin College provides access to a high-quality higher education. Our innovation and engagement with students, in personal, virtual, and hybrid, and our students-of-life considerations that are the driving forces behind the need for change in a student's life.</p> |
| A | <p>Academic Excellence - We are a dynamic academic institution with high expectations for all. We believe in preparing our students for lifelong learning through rigorous, career-based curricula, which promote critical thinking and personal growth and lead to strong employment outcomes. We focus on effective teaching as everyone's responsibility and central to our endeavors.</p> |
| S | <p>Student Success - Students are the focus of all work at Goodwin College. We have the responsibility to create innovative learning environments and provide support services, which are nurturing, yet hold students accountable for their own success.</p> |
| S | <p>Service to Community - Our obligation and responsibility is to give back to individuals and the broader community. We encourage collaboration and seek out meaningful experiences for students, faculty, and staff.</p> |
| I | <p>Integrity - We are honest, trustworthy, and respectful of others, and we foster these traits in our students, faculty, and staff.</p> |
| O | <p>Opportunity - By embracing the sharing of diverse ideas, viewpoints, learning styles, and abilities, each individual enriches the College as a whole. Our system of shared governance offers an opportunity for the entire Goodwin community to have a voice in the continuous improvement of the College.</p> |
| N | <p>Navigators - We are Navigators! It is the responsibility of everyone at Goodwin College to guide ourselves, colleagues, and students through this shared transformational journey of personal and professional development.</p> |

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Appendix B INDIVIDUAL PROGRAM OF STUDIES FORMAT

Student: _____ Goodwin ID: _____

Original date: _____ Date of this Revision: _____

Career Goal: _____

| Course category | Course #/Title | ID Year/ Semester | Credit Status** | Instructor of record |
|--|--------------------------|----------------------|--------------------|----------------------|
| Core Courses required of all students | GAP 088 | Y1.S1 | | |
| | COM 105 | TBD | | |
| | HSC 120 | TBD | | |
| | IS 110 | ALL | | |
| | PRO 495 | Y4/S1&2 | | |
| Additional Required Courses (from menu) | | | | |
| | | | | |
| | | | | |
| Electives | | | | |
| | | | | |
| | | | | |
| Life Skills and/or Career- specific course, internships or work experiences | IS 150 (credits per ISP) | TBD | | |
| | IS 160 (credits per ISP) | TBD | | |
| | IS 289 (credits per ISP) | TBD | | |
| | IS 239 (credits per ISP) | YR1/YR2 | | |
| | IS 389 (credits per ISP) | YR3 | | |
| | IS 489 (credits per ISP) | YR4 | | |

** For Credit or audit. Any courses taken on an audit basis requires that an Academic Rubric be attached to this IPS.

Additional goals (the following is an example only. Attach additional sheets as needed.)

| | |
|---|---|
| Life Skills experiences at Goodwin | (Sample) Individual Skills to be Acquired |
| Using a Personal Electronic Device for organization | <ol style="list-style-type: none"> 1. Entering due dates, events, etc., into PED 2. Following schedule on PED 3. Using PED communication feature to ask for help |
| Social experiences at Goodwin | (Sample) Individual Skills to be Acquired |
| Participation in classes, club, cafeteria | <ol style="list-style-type: none"> 1. Share courses, personal interests, with others 2. Sign up for a non-academic event and invite a classmate/other student with shared circumstances 3. Join group of familiar others at breaks/lunch |

Rubrics for Life Skills and Social Goals also must be attached (See Appendix H).

Appendix C Proposed Person-Centered Planning Tools

Goodwin will use the person-centered planning process consistent with the CT Department of Developmental Services adoption of the Charting the LifeCourse Framework developed by the University of Missouri at Kansas City (UMKC) with families "...to help individuals and families of all abilities and ages develop a vision of a good life, think about what they need to know and do, identify how to find supports, and discover what it takes to live the lives they want to live." Specific tools to be used, included in the CTP student's portfolio, and updated annually, are the fill-outable forms, available at https://portal.ct.gov/-/media/DDS/lifecourse/CT_Supports_and_Services_Portfolio_fillable.pdf, are depicted below:



_____'s ONE-PAGE PROFILE

What is your life's purpose (dream)?

How to Best Support ME

Access the LifeCourse framework and tools at lifecoursetools.com 11-29-2016

* State of CT Bureau of Rehabilitation Services (BRS) and the CT Department of Developmental Services (DDS). Eligible CTP students may receive some post-secondary support from state agencies to facilitate their ability to reach their career goals.

Appendix D

SELECTED COURSE DESCRIPTIONS FROM THE GOODWIN CATALOG

CORE REQUIRED COURSES FOR THE CERTIFICATE

- GAP 088** Foundations for College Success. This course is designed to provide students with an extensive orientation in the culture and academics of higher education. Students will learn and develop competence in reading, writing, language, and interpersonal skills for college-level assignments. Course activities will help students improve problem solving skills, appreciate diverse populations, prioritize academic tasks, and recognize the impact of personal issues on college success.
- COM 105** Interpersonal Communication. This course introduces students to effective communications in work settings. Topics include communicating in one-on-one conversations; participating in and leading meetings; creating e-mail, phone, social media, and written communications; making presentations; and resolving conflicts. Students learn how to be active listeners, interpret body language, tailor communications to different audiences, and other skills. Prerequisite: None.
- HSC 120** Health and Wellness. This introductory course covers health and wellness models. It includes healthy life style goals, such as diet, nutrition, weight control and exercise. Additionally, risk factors to poor health such as alcohol, illegal drugs, drug abuse, and smoking will be discussed. The course also covers mental health issues and the special needs of this patient population, along with patient education techniques. Prerequisite: None.
- IS 110** Portfolio Review (Experiential Credit). This course provides students with the opportunity to organize, assess, and articulate their knowledge and skills acquired through work and life experiences. Students will develop a Credit for Experiential Learning Portfolio to demonstrate their prior knowledge and relate that learning to specific college-level curricula. Students interested in completing a portfolio should meet with their program director to identify courses that are appropriate for this process. Students must meet with the portfolio review instructor to complete a portfolio review agreement in order to register for the course. Portfolios will be reviewed by an Assessment Committee for possible award of experiential college credit. Prerequisite: Permission from Portfolio Review Instructor.
- IS 239, 389, 489** Independent Study (Credits 1-12). These courses provide students with the opportunity to address Life Skills according to their ISP.
- IS 160** Service Learning (Credits 1-3). In this course, students will engage in public service in partnership with agencies or organizations in the Greater Hartford area. Through written work and class discussions, they will reflect on both the purposes of that work and also on how that work responds to specific needs within the community and within the more general context of social justice. Students will also explore issues of social responsibility and citizenship in the professions and business world in relation to the social problems they encounter through their community work. Class will be ground. For students in the CTP, these credits may be accrued through

volunteerism in events held on the Goodwin Campus as well as require inclusive participation in other learning activities on campus with non-disabled students.

IS 150 Career Planning and Development (Credits 3). This course presents practical strategies that prepare students to confirm an appropriate career, to conduct a successful job search, and to lay the foundation for successful career development. Emphasis is on Career Action assignments to assess your skills and interests, to research prospective employers, to learn about current application requirements, to prepare resumes and cover letters, to practice meeting with business people in your targeted career field, and to practice interviewing. These assignments polish job search and career management skills so students can apply them directly to achieving immediate and future career goals. For students in the CTP, this independent study may be repeated as credit for Discovery of career interests, career-related internships and work study experience, job shadowing, and other activities required by their ISP to prepare for, obtain, and sustain employment after completion of the certificate.

PRO 495 Professional Studies Capstone (with requirements modified according to the individual's person-centered plan). This course is a culminating experience, providing students with an opportunity to apply theoretical knowledge and acquired skills to an organizational or community issue. Students will also explore current career options, strengthen job search strategies, complete a detailed five-year career plan, and identify opportunities for furthering their education. Course assignments challenge students to demonstrate and strengthen critical thinking and analytical skills. The final outcome of this course is the completion of a major action/service-learning research project.

MENU FROM WHICH ADDITIONAL REQUIRED COURSES MUST BE CHOSEN

In addition to the core courses, students also must choose at least two (2) from the following foundational credit-bearing courses that are regularly offered. Those chose will depend on the CTP student's individual strengths, needs, skills, and career interests and taken in accordance with that student's IPS:

- BIO 101 Concepts in Human Biology (Fall/Spring)
- BMM 100 Introduction to Manufacturing (Fall)
- ENG 089 Introduction to College Reading and Writing (Fall/Spring) OR
- ENG 099 Reading-Writing Connection (Fall/Spring) OR
- ENG 101 English Composition (Fall/Spring)
- HUM 100 Introduction to the Humanities (Fall evening course only; daytime course in Spring)
- MATH 097 Topics in Arithmetic (Fall/Spring) OR
- MATH 135 Contemporary Math (Fall/Spring)
- SOC 101 Introduction to Sociology (Fall/Spring)

The standard Goodwin College Success® Placement Test will be used to determine which of the above English and Math courses in which to enroll a particular student at first but, just like with other standard Goodwin admissions requirements, students eligible for and seeking the certificate

certificate will not be denied entrance to Goodwin College regardless of the College Success® Placement Test score.

Here are descriptions of a sample of these courses:

- BMM 101** This course provides a comprehensive introduction to the field of manufacturing. It introduces the student to the structure and operations of the well-running manufacturing organization. The lean production process is described, as well as the controls needed to ensure that high-quality products are manufactured at a competitive cost. The importance of meeting customer requirements is stressed. Functions that support the production process such as Quality Management and Logistics and the Supply Chain are evaluated. The role and importance of the suppliers to the company is explored. The efficient use and maintenance of production equipment is explained. Problem solving techniques are defined and their usage is described. Several inventory techniques are compared. Interpersonal skills used in leadership, teaming and meetings are emphasized. Advanced manufacturing equipment, processes and techniques are introduced.
- ENG 089** This course is designed to enhance students' competence in reading and writing in preparation for college-level assignments. Emphasis is on applying cognitive strategies to the reading process as students summarize and analyze text through class discussions and written responses. Students utilize the writing process to develop accurate grammar, sentence, paragraph and essay structures in response to readings and assigned rhetorical patterns. The goal of this course is to engage students in developing analytical and interpretive reading and writing skills and mastering grammar, mechanical, and syntactical concepts of writing.
- HUM 100** This course provides a multi-disciplinary introduction to a global view of the arts and humanities. The emphasis of the course is on the interaction of art, poetry, literature, philosophy, music, and dance with the social issues of all cultures considered.
Prerequisite: None
- SOC 101** This course examines the theoretical perspectives, origins and history of sociology. Students will be challenged to do research and to think critically in examining cultural issues in American society and the world. Topics include: human socialization, macro- and micro-sociological perspectives of social structure, class, status, stereotypes, groups, norms, and deviance. It examines the impacts of technology, mass media, social inequality, gender, marriage, family, and social change. Prerequisite: None.

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Appendix E

Sample Program of Study

The following is a sample program of studies *for a student whose career goal is advocating for women with disabilities*. Students may choose to enroll in more classes as well.

YEAR 1

Semester 1

- GAP 088* Foundations for College Success (6 credits)
- IS 110* Portfolio Review (1 credit)
- IS 239* Independent study – Life Skills *and/or* IS 150* Career Planning and Development including any Work Study assignment *and/or* IS 289* Internship/Experiential Vocational Training (3 credits each; a minimum of 3 credit hours must be taken)

Semester 2

- ENG 089* (3 credits)
- PSY 112** Introduction to Psychology or (3 credits)
- IS 110* Portfolio Review (1 credit)
- IS 239* Independent study – Life Skills *and/or* IS 150* Career Planning and Development including any Work Study assignment *and/or* IS 289* Internship/Experiential Vocational Training (3 credits each; a minimum of 3 credit hours must be taken)

YEAR 2

Semester 1

- BIO 101** Concepts in Human Biology (3 credits)
- HSC 120* Health and Wellness (3 credits) core requirement
- IS 110* Portfolio Review (1 credit)
- IS 239* Independent study – Life Skills *and/or* IS 150* Career Planning and Development including any Work Study assignment *and/or* IS 289* Internship/Experiential Vocational Training *and/or* IS 160* Service Learning (up to 3 credits each; a minimum of 3 credits must be taken)

Semester 2

- SOC 101** Introduction to Sociology (3 credits)
- CAP 110 Computer Applications (3 credits)
- IS 110* Portfolio Review (1 credit)
- IS 239* Independent study – Life Skills *and/or* IS 150* Career Planning and Development including any Work Study assignment *and/or* IS 289* Internship/Experiential Vocational Training *and/or* IS 160* Service Learning (up to 3 credits each; a minimum of 3 credits must be taken)

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YEAR 3

Semester 1

- ENG 099 Reading Writing Connection or other elective (3 credits)
- PSC 201 The Legislative Process (3 credits) Career focused
- IS 110* Portfolio Review (1 credit)
- IS 389* Independent study – Life Skills *and/or* IS 150* Career Planning and Development including any Work Study assignment *and/or* IS 289* Internship/Experiential Vocational Training *and/or* IS 160* Service Learning (up to 3 credits each; a minimum of 3 credits must be taken)

Semester 2

- HSR Introduction to Human Services (3 credits) Career focused
- Elective (3 credits)
- IS 110* Portfolio Review (1 credit)
- IS 389* Independent study – Life Skills *and/or* IS 150* Career Planning and Development including any Work Study assignment *and/or* IS 289* Internship/Experiential Vocational Training *and/or* IS 160* Service Learning (up to 3 credits each; a minimum of 3 credits must be taken)

YEAR 4

Semester 1

- ENG 101 (3 credits)
- COM 101 Public Speaking (3 credits)
- IS 110 * (1 credit)
- IS 489 Independent study – Life Skills *and/or* IS 150 Career Planning and Development including any Work Study assignment *and/or* IS 289* Internship/Experiential Vocational Training *and/or* IS 160 Service Learning (electives up to 3 credits each)
- PRO 495* Professional Studies Capstone (3 credits)

Semester 2

- HIS 310 Social History of American Women (3 credits) Career focused
- COM 105 (3 credits)
- IS 110* Portfolio Review (1 credit)
- IS 489 Independent study – Life Skills *and/or* IS 150* Career Planning and Development *and/or* IS 289* Internship/Experiential Vocational Training *and/or* IS 160 Service Learning (electives up to 3 credits each)
- PRO 495* Professional Studies Capstone (3 credits)

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Appendix F

Sample Learning Agreement for Courses taken as an Independent Study or on an Audit Basis

Date: _____

Last Name: _____ First Name: _____ Middle Initial: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Student Phone Number: _____ Student Email: _____

Course: _____ Semester/Term: _____

Instructor: _____ Department: _____

Instructor Phone Number: _____ Instructor Email: _____

Learning Goals:

Student will be complete the following tasks or meet the following performance goals:

1. _____
2. _____
3. _____
4. _____
5. _____

Instructor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Program Coordinator Signature: _____ Date: _____

This Learning Agreement may be modified as appropriate for internships, work experiences or other aspects of the students ISP.

Appendix G

Social Opportunities at Goodwin College

Office of Student Engagement.

Programmatic Clubs

Early Childhood Education Club provides opportunities to work with children through “fellowship with local community organizations.”

Environmental Science Club engages in “education based programs that include lectures by professors and discussions between members on crucial environmental concerns. Members also participate in community service activities, local field trips, and other events that aim at protecting the environment.”

Human Services Club “is committed to community outreach and civic duty and partners with local community and civic organizations to serve those in need, thus creating pathways to meaningful projects. Members host on campus events...”

Poetry Club “gives students the opportunity to join others who share a love of words. It provides students with a venue to exchange poetry, songs or any creative writing and determines ways to showcase work.”

Respiratory Care Club “seeks to educate the Goodwin College community on the importance of respiratory health. It promotes enthusiasm and enhances positive learning experiences by building a supportive network and alliance between students and the Goodwin College Respiratory Care program.”

Student Nurses Association. Past events have included drives, walks, taking blood pressure, ice cream socials, bake sales

Special Interest Clubs

African Heritage Club “is committed to educating the Goodwin College community about African culture while celebrating it and enriching the diversity on campus. The club gives students an opportunity to broaden their global perspective and their cultural experience. Awareness is promoted through dance, music, social events, discussions/presentations and community service.”

Dance Crew “introduces the art and enjoyment of dance throughout the Goodwin College community. The club partners with other Goodwin College clubs and organizations to showcase its members’ talents and their dynamic dance styles. All students, regardless of dance experience, are invited to participate, learn and express themselves through the art of dance.”

Fitness Club “encourages members to keep active and stay fit. Activities will include anything from low intensity such as walking or yoga to high intensity such as conditioning/training for athletes as well as everything in between. Classes offered might range from dance, sports training, walking groups, Frisbee, yoga, dodge ball, self-defense classes, cross fit, stretching, field days, boot camp, Zumba, weight training, kickball and much more. We are always open to suggestions for ideas on other activities. The club accommodates all fitness level/abilities...”

Music Jam Club “is open to all students who love and appreciate music. The club provides students with the opportunity to share their musical talents with peers and incorporates vocalists, and various instruments and musical styles into jam sessions, creating a collaborative environment among its members. The club also gives students the chance to meet others on campus that share similar musical interests. Professional musical experience is not required and various levels of experience are welcome.

Outdoors Club “is dedicated to enjoying and learning about nature through outdoor exploration. Through the club, students are provided with a means to experience the outdoors and participate in outdoor activities together. The club makes the outdoors accessible to everyone, regardless of level of experience. It offers a variety of activities throughout the year. Being a part of the Outdoors Club is a great way to explore some of the most beautiful places in New England.”

Women Achieving Voices of Empowerment (WAVE) “is an empowerment group for female students, staff, and faculty that allows them to connect and be inspired by one another. It is a safe place to discuss being a student, mother, wife, daughter, sister, and friend and everything that those roles entail. Members learn coping skills, relaxation techniques, and ways to feel stronger than ever.”

Sports Clubs

Basketball Club “plays in the NIRSA Region One league, competing in the Northeast Conference. The team practices and plays out of the Connecticut River Academy gymnasium, located on the north end of the Riverside Campus. The season starts in October and runs through March, with the culmination being the annual Staff v Student game. The team plays in three major tournaments..”

Flag Football Club “...gets together once a week in the afternoons beginning in July, and also play in the NIRSA Northeast Regional league...The practices take place in front of the college on the college lawn..”

Football Club “plays in the NIRSA Region One league... The season runs from August through November and consists of practices and games against teams in and around New England.”

Soccer Club has “...intramural teams (to) support both men’s and women’s play, in all abilities, and compete in various matches during the fall and winter, including 4 v 4 on Campus, and 7 v 7 indoor contests.

Other

The Beacon, Goodwin College’s literary journal
Goodwin College School News
 Yearbook
 Website maintenance
 Goodwin College Farmer’s Market

Sample Rubrics for Student Evaluation in Coursework and Other Participation Not Taken for Regular Course Credit

| Certificate Class Audit Tracking Record based on Goal Attainment Scaling (Percentages based on weighted scoring as per IPS) | | | | | |
|--|---|---|--|---|---|
| CATEGORY | Much less than expected - 0 | Less than expected - 1 | Expected - 2 | Greater than expected - 3 | Much greater than expected - 4 |
| Goal #1: Attendance | 60% or less | Greater than 60% but less than 85% | 85% or better | No more than 1 excused class absence | 100% perfect attendance |
| Goal #2: Class participation | 60% or less | Greater than 60% but less than 80% | 80% or better | Instructor rated participation as higher than average for this course | Instructor rated participation as outstanding for this course |
| Goal #3: Assignments (in determining "some" or "all," instructors will apply the same "grade forgiveness standard" as applies to all other students, e.g., dropping the lowest grade, allowing work to be re-done, extra credit assignments) | All modified assignments rated as below expectations as stated in modified syllabus | Some modified assignments rated as below expectations as stated in modified syllabus. Some assignments rated as meeting those expectations. | All assignments rated as meeting expectations as stated in modified syllabus | Some assignments rated as meeting expectations as stated in modified syllabus. Some assignments exceeding expectations. | All assignments rated as meeting expectations as stated in modified syllabus. |
| Goal #4: Peer relationships | | | | | |
| Goal #5: Individual objective(s) | | | | | |
| Overall progress | | | | | |

The results of this rubric score shall be converted to a grade point average. A GPA of 2.0 or better is required for the audited course to count toward meeting certificate requirements.

If an instructor erroneously enters a grade that is not reflective of the certificate student's modified syllabus, the registrar will change that grade after consultation with the student's advisor (and instructor when available) to reflect the modified syllabus.

Goodwin College

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Appendix H, cont.

Internship/Vocational Experience/Work Evaluation

| | | | | | | |
|--|-------------------------------------|---------------------------|------------------------------------|---|--|-----|
| Student: _____ Rated by: _____ Date: _____ Experience title: _____ Work assigned: _____ | Needs significant Improvement | Needs some improvement | As expected according to ISP | Exceeds ISP some or most of the time | Exceptional (consistently above and beyond) | N/A |
| Attendance and punctuality | | | | | | |
| Hygiene and grooming | | | | | | |
| Communication skills | | | | | | |
| Interpersonal relationships | | | | | | |
| Motivation | | | | | | |
| Accepts/follows direction | | | | | | |
| Attends to task and performance quality | | | | | | |
| Production speed/quantity | | | | | | |
| Problem-solving skills | | | | | | |
| Enthusiasm on the job | | | | | | |

Comments:

Social Experience evaluation (as observed by program staff or designee such as a formal mentor)

| Activity | Location | Date/Time | Needs Improvement | Average participation | Above average | N/A | Rated by |
|---|--------------|----------------|-------------------|-----------------------|---------------|-----|----------|
| Ex. Informal Physical Fitness (semester long group) | Community Rm | T/Th 2:50-3:20 | | | X | | ASMS |
| | | | | | | | |
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| | | | | | | | |

Comments:

Faculty Checklist for Universal Design for Learning



Checklist for UCD Instruction:

- Stop and change the way you're teaching every 20 minutes—Remember you will lose 80% of your student audience after 20 minutes of lecturing.
- Post an outline of the day's topic on the board or online prior to beginning class—This allows both students and you to stay on track.
- Post your course materials (i.e. assignments & PowerPoint slides) for the day's class online before class begins—put the onus on the student to download them to a device or print them for class.
- Scaffold the course materials. Use graphic organizers, guided notes or other materials to increase the engagement and success for all students
- Let students plan for discussions. Tell them in advance of the discussion topic, so they have time to process the information and plan how they will participate according to their strengths.
- Model active listening to student responses by summarizing in your own words the general idea of their comments. Expand on the exercise by calling on fellow students to do the same.

Checklist for UCD Assessment:

- Provide clear information about all assessments—when will an exam occur, what percentage will a project be worth, etc.
- Provide clear rubrics for all assignments—post these online for students to refer to when completing a project.

- Provide examples of good work—use examples of good work from previous students to show current students what you are looking for.
- Offer choice in assessment—this may be as simple as two different topics to write about or maybe more complex in that students can choose between a paper or a video presentation.
- Conduct a brainstorming session with your students as to what the final project should be—this allows students to begin taking ownership of their knowledge early in the class.
- Let students self-evaluate their participation. Include in the evaluation alternate ways of participation, such as taking notes, paying attention, coming prepared for class.

Checklist for UCD Environment:

- To the extent possible, rearrange the room so that the students are sitting in a circle—this allows greater engagement
- Repeat any questions—if a student in the front row asks a question, repeat it so that everyone can hear it.
- Provide periodic breaks—if you're teaching a class that is longer than 90 minutes, offer your students a break. This will help them to recharge.
- Use an online platform to host discussions—online discussion boards allow students who are timid to post their responses in an environment that is comfortable to them.
- Use a projector (LCD or other technology) —this allows you to enlarge topics so that the entire class can see.

Rubrics to Keep Track of Clock Hours Obtained

Rubric for Student Evaluation in Coursework and Other Participation Not Taken for Regular Course Credit
(NOTE: May be modified to reflect individual goals/objectives)

| CERTIFICATE CLASS AUDIT TRACKING RECORD BASED ON GOAL ATTAINMENT SCALING <i>(Percentages based on weighted scoring as per IPS)</i> | | | | | |
|---|---|---|--|---|---|
| CATEGORY | Much less than expected - 0 | Less than expected - 1 | Expected - 2 | Greater than expected - 3 | Much greater than expected - 4 |
| Goal #1: Attendance | 60% or less | Greater than 60% but less than 85% | 85% or better | No more than 1 excused class absence | 100% perfect attendance |
| Goal #2: Class participation | 60% or less | Greater than 60% but less than 80% | 80% or better | Instructor rated participation as higher than average for this course | Instructor rated participation as outstanding for this course |
| Goal #3: Assignments (in determining "some" or "all," instructors will apply the same "grade forgiveness standard" as applies to all other students, e.g., dropping the lowest grade, allowing work to be re-done, extra credit assignments) | All modified assignments rated as below expectations as stated in modified syllabus | Some modified assignments rated as below expectations as stated in modified syllabus. Some assignments rated as meeting those expectations. | All assignments rated as meeting expectations as stated in modified syllabus | Some assignments rated as meeting expectations as stated in modified syllabus. Some assignments exceeding expectations. | All assignments rated as meeting expectations as stated in modified syllabus. |
| Goal #4: Peer relationships | | | | | |
| Goal #5: Individual objective(s) | | | | | |
| OVERALL PROGRESS | | | | | |

Appendix H Continued

The results of this rubric score shall be converted to a grade point average. A GPA of 2.0 or better is required for the audited course to count toward meeting certificate requirements.

If an instructor erroneously enters a grade that is not reflective of the certificate student's modified syllabus, the registrar will change that grade after consultation with the student's advisor (and instructor when available) to reflect the modified syllabus.

RUBRIC FOR INTERNSHIP/VOCATIONAL EXPERIENCE/WORK EVALUATION

| Student: _____ Rated by: _____ Date: _____ Experience title: _____ Work assigned: _____ | Needs significant improvement | Needs some improvement | As expected according to ISP | Exceeds ISP some or most of the time | Exceptional (consistently above and beyond) | N/A |
|--|-------------------------------|------------------------|------------------------------|--------------------------------------|---|-----|
| Attendance and punctuality | | | | | | |
| Hygiene and grooming | | | | | | |
| Communication skills | | | | | | |
| Interpersonal relationships | | | | | | |
| Motivation | | | | | | |
| Accepts/follows direction | | | | | | |
| Attends to task and performance quality | | | | | | |
| Production speed/quantity | | | | | | |
| Problem-solving skills | | | | | | |
| Enthusiasm on the job | | | | | | |
| COMMENTS: | | | | | | |

SOCIAL EXPERIENCE RUBRIC *(as observed by program staff or designee such as a formal mentor)*

| Activity | Location | Date/Time | Needs Improvement | Average participation | Above average | N/A | Rated by |
|---|--------------|----------------|-------------------|-----------------------|---------------|-----|----------|
| Ex. Informal Physical Fitness (semester long group) | Community Rm | T/Th 2:50-3:20 | | | X | | ASMS |
| | | | | | | | |
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| | | | | | | | |
| COMMENTS: | | | | | | | |

Appendix H Continued

STUDENT CLASSROOM OBSERVATION TEMPLATE

Student Name: _____ Classroom: _____ Date: _____ Observer initials: _____

| Student Behavior | Description | Tally | Time | Other information |
|--|-------------|-------|------|-------------------|
| 1. Volunteers Responses | | | | |
| 2. Answers questions posed directly to him/her | | | | |
| 3. Participates in Group work (e.g., discussion, filling assigned collaborative group roles) | | | | |
| 4. Requests assistance appropriately. | | | | |
| 5. Implements strategies to remain on task (which may look off-task to a casual observer) | | | | |
| 6. Uses social language appropriate to situation. | | | | |
| 7. Engages in conflict resolution willingly-w/ or w/out assistance. | | | | |
| 8. Uses content-related language appropriately in communicating. | | | | |
| 9. Applies rules and/or procedures as directed (with modifications/ accommodations as required). | | | | |
| 10. Supplies supportive details, rationale, examples. | | | | |
| 11. Has student- to-student interactions that are on-task when class is in session | | | | |
| 12. Other | | | | |

Background Information on the IDEA

Did you know? The Individuals with Disabilities Education Act determines eligibility for public special education services to be “...between the ages of 3 and 21, inclusive...” (IDEA Sec. 1412(a)(1)(A)). The exceptions are if students drop out of school and do not return before their 21st birthday (in which case they need to earn a high school equivalency degree) or if they earn a standard high school diploma. What this age range actually means has been left up to individual states and LEAs, such that some students’ IDEA services are terminated at their 21st birthday, some continue these services beyond their 21st birthday (e.g., until June of the year in which they turn 21), and some have continued through the school year after which the student has turned 21. The IDEA also allows for students with disabilities who complete academic requirements for a high school diploma but require “Transition Services ... to facilitate the child’s movement from school to post-school activities...” (IDEA, Sec, 300.43 (a)(1)) to continue to age 21. This decision is made on an individual basis. In CT, this means students do not accept their earned diploma until their results-oriented transition process is complete or the age limit described previously in this paragraph are met. To equalize opportunities for CT students with ID, all may receive a free and appropriate public education up until their 22nd birthday (Summary Judgment in *A.R. v. CT State Board of Education*, June 10, 2020).

More about Concurrent Educational Enrollment Programs

Some states have formalized the relationship between school districts and IHEs by developing laws governing (and even funding) what are called Concurrent Educational Enrollment Programs (CEEP) for students with ID.

The Massachusetts Legislature, (that state being the home of the TC NCC) passed what is referred to as “The (2007) State-Funded Massachusetts Inclusive Concurrent Enrollment Initiative (MAICEI)”. This state law funded partnerships between local school districts and two- and four-year public colleges and universities in Massachusetts. The term “Concurrent Enrollment” means that participating students are still eligible for special education services, even though they have finished four years of high school. Students in MAICEI programs are enrolled in college while at the same time receiving special education services through the school district providing that support.” (*SOURCE: <https://www.mass.edu/strategic/maicei.asp>*)

Although MAICEI funding is no longer available, partnerships between school districts and IHEs successfully meet the needs of transition-aged students (generally 18-21 years of age) and have worked out a Memoranda of Understanding between the parties to legally confirm what each is paying for.

Earning College Credits in High School Is Widely Accepted Already

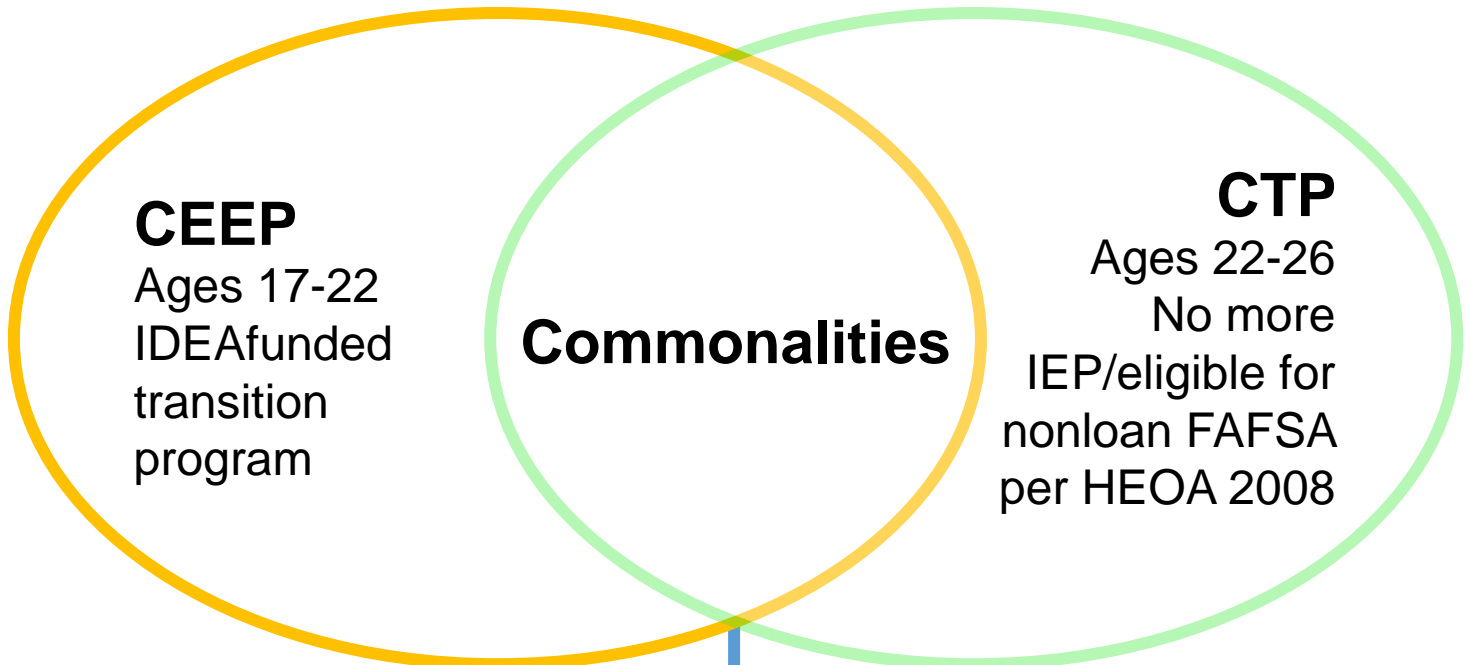
Since the Bill and Melinda Gates Foundation launched the Early College High School Initiative in 2002, early college models have proliferated throughout the country. These models, designed to encourage high school students who might otherwise drop out of school or consider college an option, have proven highly successful (Berger *et al*, 2013). Like Think College, early high school has been possible on a student-by-student basis for years, but not on a systemic level until that year.

Some CT IHEs have formal arrangements with schools, whereby students can take their courses while they are still in high school. GU, for example, operates Connecticut River Academy, a secondary magnet school that allows students to be immersed in a college environment. Students can earn up to 30 credits. For GU, it was a logical extension of this opportunity to be

inclusive of students with ID and other disabilities in addition to its diverse student body.

If other at-risk or special needs students can go to college, is it discriminatory to exclude those with ID?

The Goodwin Model for Programmatic Commonalities for Public School Students (Concurrent Educational Enrollment Program) and Adults in the CTP




Must have ID as defined by HEOA
 COLS-specific admission, same inclusive opportunities, same program staff, same program model, eligible for COLS:
 Same tuition, fees, participation in academics (for credit or audit with Learning Agreement), same modified CTP SAP, same LifeCourse Tools & curriculum

IDEA-funded via public school transition program/Separate administrative relationship with public school. IPS is the IEP.
 Separate CEEP-only listing on Think College National Coordinating Center Website

May be funded by DDS, BRS. IPS is the IP and/or career plan of adult agency
 Separate CTP-only listing on Think College National Coordinating Center Website

Recommended Person-Centered Planning Documents

 _____'s **ONE PAGE LifeCourse PROFILE**

What people admire about me/My strengths

What does NOT work for me
Food that requires chewing

What's important to me (my preferences, interests, passions)
Her parents

How best to support me
Use blended food until I learn to chew

Developed by the UMKC Institute for Human Development, UCEDD
May 2016 REV Uconn UCEDD 2017

Life Trajectory Worksheet

Past Life Experiences
Review last year's goals & activities

Review what didn't work last year

Future Life Experiences
List goals & activities for the upcoming year

List experiences, activities & obstacles that you don't want



VISION for a GOOD LIFE
LIST what you want your "good life" to look like ...

What I DON'T Want
LIST the things you don't want in your life ...





Complete twice: Once for current services and supports and again for needed services and supports.

Contrasting IDEA-Driven Family Involvement in Public Schools “versus” IHEs

| IEP family involvement per IDEA | Areas of Overlap | Typical family involvement in IHEs |
|--|--|---|
| <p>Parents can:</p> <ul style="list-style-type: none"> • Insist that the school provide all necessary learning materials including assistive technology • Daily home-school communication is possible • On-going opportunities to see students’ grades • Parents cannot only advocate, but can exercise due process rights to make educational decisions for their child • Parents are equal partners in the program and placement process • NOTE: When concurrent enrollment (school system still involved), parents may be as involved as in any other PPT process. | <ul style="list-style-type: none"> • Parent orientation opportunities; school newsletters • Maintain positive relationship with student so s/he shares any issues for family discussion/problem-solving, shares info IHE cannot share because of FERPA or HIPAA • Involvement in community events like other parents (incl. school support) • Anyone can encourage student to text/email parents | <ul style="list-style-type: none"> • Parent involvement is discouraged/ Limited direct communication if any • FERPA rules prohibit IHEs from sharing education and health information with families/no special rights for families of students with disabilities • Families pay the bills and provide other financial support (e.g., pay for assistive technology, books, other academic, social or living needs) • Parents are expected to welcome their student home for breaks/Your house, your rules (when home) • Parents may visit their young adult at college occasionally • Parents may private pay for supports not provided at the college • Parents only see grades if shared by student • Students work with faculty advisors to choose courses and majors |

FAQS for Families



FAQS for Families about Think College at Goodwin University

What is Think College?

- National project dedicated to developing, expanding, and improving inclusive higher education options for people with intellectual disability
- Outcome of Higher Education Opportunity Act (P.L. 110-315) of 2008
- Consistent with other federal legislation about inclusion of people with ALL disabilities in ALL aspects of life
- The choice to attend college should be there for anyone who wants to attend.

How would my student with an intellectual disability be involved in higher education?

- Individual "Plan of Study" development includes students, and where applicable, families and funding sources.
- Tuition and fees to be covered by multiple sources that may include private pay.
- Academic classes may be taken for full credit or as an audit with individual learning objectives.
- Opportunities exist for academic enhancement, increasing independence, internships and real work, and meaningful social activities and connections
- Your student would be working toward the Drezek Certificate in Occupational and Life Skills over the course of 4 years that is designed to prepare them for the workforce. Audited courses and other activities count toward this certificate.

How can my student who experiences learning challenges keep up with other college students?

- Course enrollment is based on strengths, interests, talents, career goals
- Keeping up is not the goal. Participating in the same experiences as non-disabled students with an individual program of study is.
- We know students with ID, when motivated by content and the higher education environment, often exceed expectations
- Students with ID have alternatives to class participation such as a modified audit (i.e., work is required but the course is audited), an individual learning agreement with specific faculty members (e.g., specifying what essential knowledge or skills the student will acquire as a result of being in the class), and have a modified method of determining Satisfactory Academic Progress





Think College FAQs, cont.

How could my students even benefit from an intellectually-focused environment?

- Students with ID who have inclusive post-secondary experiences have academic and social advantages over segregated programs
- Outcomes (e.g., for employment) are similar for ALL students which reduces reliance on costly human services by those with ID
- Students who have Think College experiences report very positive experiences

How do other students, faculty, and others in the higher education setting benefit from my student's attendance?

- ALL benefit from campus diversity
- Faculty involved in Think College opportunities report positive experiences
- Students without disabilities report very positive experiences (some have even switched majors from hard sciences to human services and education)
- This is totally consistent with Goodwin's Core Values!

Who will pay tuition, fees, and other expenses?

- Sometimes, students who still have IEPs can meet their transition goals and objectives at GU. That is up to the PPT. If your student has an IEP, your school district may pay for services like transportation, tutoring, or assistive technology.
- The CT Bureau of Rehabilitation Services (BRS) may pay up to the cost of attending a community college if your student is eligible for BRS services.
- For adults with ID who do not have an IEP any more, the CT Department of Developmental Services can contribute at an eligible individual's Level of Need for Individual Day Supports.
- ABLE accounts, special needs trusts, and other sources of private pay can help meet expenses.
- Financially eligible adults can apply for and receive federal grants and work study funds in this program. They can't get student loans and you can't get Parent Plus loans either.

Will I still have the same level of involvement at GU that I had in my student's public school education?

- The short answer is no because it is not age-appropriate for college students (even those with disabilities) to have their parents as involved. There are many age-appropriate ways for you to be involved, though, just like parents of typical students.
- Goodwin must adhere strictly to its FERPA policies. FERPA stands for the Federal Educational Rights and Privacy Act of 1974. This law says you can only get information about your student if your student (or one of the funders) shares it.
- You will not be allowed to observe classrooms, chat with teachers, call special meetings, or otherwise interfere with the higher education process at GU.

For more information, contact:

Ellen Swider ESwider@Goodwin.edu or
Deanne Anderson DAnderson@Goodwin.edu
800-889-3282

Goodwin Sample CTP Satisfactory Academic Progress Policy



POLICY AND PROCEDURE

| | |
|---------------|--|
| TITLE: | CTP SATISFACTORY ACADEMIC PROGRESS POLICY |
|---------------|--|

POLICY STATEMENT:

Satisfactory Academic Progress (SAP) refers to a level of achievement that all students must uphold in order to earn a degree at Goodwin and maintain their financial aid eligibility.

Goodwin University recognizes the conflict inherent in the spirit and language of the federal Higher Education Opportunities Act of 2020 that would result from applying all components of the Satisfactory Academic Progress (SAP) Policy listed in the Student Handbook to students with intellectual disabilities seeking a Certificate of Occupational and Life Skills. However:

- All students enrolled selectively in the Comprehensive Transitions and Postsecondary Program will be held accountable for following the CTP Satisfactory Academic Progress Policy at Goodwin University.
- The only differences between the CTP SAP and the overall SAP Policy of Goodwin University are:
 - In how grades are earned
 - In how grade points are calculated
 - In how student records are maintained.
- These other benchmarks apply equally to all students including those in the CTP:
 - Minimum Grade Point Average (> 2.0)
 - Rate of Completion (Pace)
 - Maximum Time Frame (MFT)

PROCEDURAL DETAILS:

The procedures for how grades are earned are detailed in the CTP Credit-Earning Policy.

Section 1: Requirements for CTP Students to Make Satisfactory Academic Progress

1. For any course taken *for credit*, the student must meet the same requirements for earning credit (as opposed to failing the course) that apply to all students enrolled in the course for credit by applying Universal Design for Learning approaches or 504 accommodations.
2. Any course taken *on an audit basis* for all or part of the course duration requires that the student satisfactorily meet 60% or more of the specific criteria (e.g., goals and/or objectives) outlined in their Individual Program of Studies.
3. Rubrics and/or checklists will be used to evaluate student social experiences and/or work experiences. Scores resulting from these measures will be converted to grades that are submitted to the registrar.
4. Grades, including those converted from the above objective measures, as well as those earned in courses taken for credit, will be converted to a Grade Point Average (GPA).

Section 2: Roles and Responsibilities of the Registrar

- Maintain communication with CTP program staff about student course enrollment and other credit-bearing opportunities outlined in each individual student's Program of Studies.
- Maintains student portfolios and any other official records (e.g., Student Engagement, rubrics, Learning Agreements)
- Monitors whether faculty are using the rubric for courses not taken for regular course credit and converts final grades with advisor and faculty to reflect the modified syllabus requirements
- Monitors SAP using modified criteria
- Conduct degree audits for successful earning of Certificate
- Monitors student academic probation/dismissal

Case Study of Rigid 504 Accommodations: What You Don't Want for Think College

Larissa was a student with a significant language processing disability who, with a lot of support in high school, graduated in the middle of her class. She had a long list of accomplishments including her mastery of sign language and active membership in school and community activities. She also worked with people with disabilities and planned to pursue this as a career.

She chose to obtain a Bachelor of Science degree after graduating from high school at a state university that offered a particular program which paralleled the work she enjoyed doing. Unfortunately, that IHE provided only time and a half on tests, note-takers and readers in certain courses, and assistance with time management, study skills, and advocacy. Larissa did not need this assistance at all, was capable of taking her own notes, and seldom needed extended time on tests. What she did need was a specific type of reader who would explain unfamiliar vocabulary terms in plain language and allow her to document the definitions on her index cards for later memorization, who would pause and check for understanding, so she would not be overwhelmed by too much content before she had processed what had been read before, and who would restate any misinterpretations of the material correctly. With this support, Larissa was fully capable of learning and testing well on the materials from all courses she took.

Larissa also needed a writer, not for notes, but to allow her to dictate a draft of her thoughts, re-read them, and make corrections to her work by asking her “talk around” what she meant to say when her word-finding difficulties confused her and the dictated results did not make sense. What she talked around would be recorded as part of her written work and she would be able to go back and fill in the terms later. This required a lot of effort on Larissa’s part and, were it not for the strong support of her family and friends to make these accommodations for her, she would not have graduated from college. Nothing the DSO offered was needed.

Additionally, the IHE insisted that she take a foreign language to graduate and would not accept her advanced certificate from the American School for the Deaf sign language courses. She instead had to

take another semester after walking with her class for graduation, with a sign language instructor retained by the IHE to teach sign language to students who requested it as an independent study. She easily surpassed this instructor’s expectations. Had sign language been recognized as having the same value as a more conventional language like Spanish or French, she would have surpassed the IHE’s proficiency expectations so as not to have to take additional foreign language courses at college. This was especially ironic since sign language was more useful to her in her work with people with disabilities.

After receiving her diploma, she went on to start her own private non-profit offering ground-breaking inclusive community services to individuals with very significant disabilities.

There are questions underlying this case study:
(1) Was Larissa “otherwise qualified” to attend this IHE? (2) Should Larissa have been able to obtain the accommodations she needed by the IHE’s DSO? (3) Does your DSO provide accommodations that are actually needed by individuals with a wide range of disabilities or limit what is available to specific types of disabilities?



Job Description: Educational Navigator

Position: Educational Navigator

Supervisor: Certificate in Occupational and Life Skills Staff

Purpose of the Position:

The purpose of the position is to assist with the inclusion of students with disabilities in college course work and campus life.

Job Performance Responsibilities:

- Help to maintain a positive academic environment
- Academic tutor when needed
- Assist students with assignments in courses as assigned
- Maintain accurate records regarding students
- Encourage appropriate college behavior
- Foster student independence
- Help students with time management
- Relay communication about student progress to project staff
- Work as a member of the team
- Maintain confidentiality regarding educational information and records

- Willing to obtain added training
- Coverage of other Educational Coaches in the event of an absence
- Performs other duties and responsibilities as assigned

Qualifications:

- Bachelor's degree preferred.
- Excellent communication and organizational skills
- Ability and interest to work with students with disabilities
- Strong interpersonal skills with the ability to build positive relationships
- Ability to work with college students in a fast-paced environment
- Flexibility and ability to multi-task

Part-time up to 18 hours per week

This position may be fulfilled by a volunteer, Work Study recipient, or to meet the requirements of an internship in specific Goodwin departments.

FORM FOR EDUCATIONAL NAVIGATORS: EDUCATIONAL NAVIGATOR RESPONSIBILITIES

When you sign up to be a Goodwin College Educational Navigator, you may be assigned to one or more students. There must be a separate form completed for each student to whom you are assigned. Copies should be placed in the student's portfolio, sent to the Financial Aid Office, and retained in the Educational Navigator's record. Timesheets are expected to align with this chart and will be monitored. You must notify TC staff if your responsibilities have to change for any reason, preferably with at least two weeks' notice.

Student's name: _____ Date: _____

Educational Navigator's name: _____

Days/Hours of availability (specify breakdown in space provided): _____

| Possible need for assistance | Student responsibilities | Support educational coach will provide, if any |
|---|--------------------------|--|
| Transportation to and from campus | | |
| Mobility around campus | | |
| Communication with course instructor | | |
| Meetings with disability services counselor | | |
| Using accommodations | | |
| Using academic support services | | |
| Free time between classes including lunch | | |
| Participating in campus life activities | | |
| Other | | |
| Other | | |
| Other | | |

CT Department of Developmental Services

Background. The GU planning team had several meetings with DDS staff to determine how the two entities would collaborate to meet the needs of individuals who are no longer receiving IDEA services (a/k/a “new graduates”) and have been found eligible for DDS services. DDS considers “new graduates” to be anyone known to DDS, who has either (1) aged out of IDEA services or (2) who has received their academic diploma but is not receiving school-funded transition services even if they are under 21 years of age. The two-year budget cycle of DDS assures that there is funding for “new graduates” in accordance with the DDS-determined Level of Need (LON).

DDS case managers use a standardized tool—CT Level of Need Assessment and Screening Tool (LON) to assess each individual’s level of need for supports and services. Case Managers complete a LON in conjunction with people who know the consumer well; family, friends and providers. The LON (also) is used to allocate resources based on individual level of support need. Key areas assessed by the tool are: health and medical; personal care activities; daily living activities; behavior; safety; support for waking hours, overnight support, comprehension and understanding, communication; transportation; social life, recreation, community activities; unpaid caregiver support. A web-based data application generates a profile made up of a score in each of the various domains assessed and a composite LON score as well as an individualized risk profile that can be used to inform the development of the person’s Individual Plan.” *Source: Assessing Level of Need for Supports (ct.gov)*

Decisions made with DDS. Important decisions GU made with DDS are as follows:

- The same criteria for ID is used by both DDS and GU for admission to its CTP. There may be some individuals eligible for services by DDS, however, who may not have ID (e.g., Prader-Willi with IQ>69) and therefore would not be eligible for the CTP because of the strict federal requirements. These individuals would not be eligible for FAFSA if they are working toward the COLS at GU and would need to take classes under the same conditions as students not eligible for DDS services.

- DDS has determined that supports for any individuals attending this CTP would be in the waiver category of “Individual Day Supports.” These funds would not cover tuition, fees, or any living expenses, but could be used to purchase such services/supports as:
 - Paid assistance with classwork/homework.
 - Support for participation in social activities.
 - Transportation in accordance with Medicaid Waiver guidelines.
 - Required assistive technology.
- For Assistive Technology, existing relationships between the GU planning team, DDS, and Oak Hill Assistive Technology will be coordinated.
- Goodwin will use the DDS LON assessment as its required adaptive behavior assessment to help guide development of Individual Programs of Study for individuals already eligible for DDS services.
- GU is already committed to using three UMKC Charting the LifeCourse forms (One-page Profile, Trajectory, and Integrated Services Star). This documentation is consistent with information used by DDS in developing Individual Plans required by all individuals receiving DDS services. Working with the student, this person-centered information will be shared between DDS and GU to eliminate duplication of effort. GU will take the lead on completing these forms for students who do not already have these documents in place, and for updating them as appropriate (e.g., if a student changes their vision for the future),
- GU will communicate with DDS Case Managers and Employment staff under the designated DDS point person in meetings when DDS funds are being used to support an individual’s enrollment in the COLS program at GU.
- GU will be responsible for developing its own goals and objectives consistent with its higher education mission that DDS case managers can refer to as they develop Individual Plans (IPs). Again, the intent is to eliminate duplication of effort..
- GU will not be required to attend IP meetings, but will encourage student recipients of DDS support to provide their own report to DDS case managers when their IPs are reviewed.

- Students will need to sign waivers for any sharing of information between DDS and GU.
- Students themselves (or families when appropriate) will be responsible for determining how they purchase waiver-qualified services to support their education at GU.

IMPORTANT: Do not assume that all case managers at DDS are aware of these agreements or know that Think College is even an option for individuals they support. If you run into any issues, you should encourage the family/student to contact the DDS Central Office Coordinator of Case Management Services or the Director of Employment Services. If you have a student with an intellectual disability who has not been found eligible for DDS services, they may still qualify for FAFSA in your CTP if they have other documentation of ID, such as a diagnosis of ID on their school-based IEP or as determined by a private qualified evaluator. However, TC students seeking these supports from DDS must be found eligible for DDS services in order to receive them.

CT Bureau of Special Education

Background. The Bureau of Special Education (BSE) is an administrative division of the CT State Department of Education (CSDE). BSE is responsible for education of CT students with disabilities through their local education agencies (LEAs or school districts). BSE supports the inclusion of students with ID in community settings. It encourages school districts to develop transition services for students that are results-oriented, in alignment with CT Core Transition Standards. These results include preparation of students for postsecondary education, employment, and independent living.

BSE acknowledges that Think College for students with ID is consistent with these initiatives but lacks the funding and statutory authority to impose standardize practices in LEAs.

CT students are considered to have exited high school when:

- a) They complete the academic component of their secondary education and accept their diploma.
- b) They complete the academic component of their secondary education but **do not accept** their diploma because they are still eligible for transition services under the IDEA and the PPT has determined these transition services are needed by the student. These students may exit high school any time up until the age of 22.
- c) They turn age 22 without completing the academic component of their IEP. These are generally students with the most significant disabilities. At age 22, they are considered to have “aged out of IDEA services.” They are no longer eligible for further LEA services.

In CT, students are still documented as “being in high school” until they accept their diploma or turn age 22.

Decisions Made with BSE

When a student’s PPT determines that a student is still eligible for public school service after the academic component of their secondary education has been completed – i.e., because the student still needs transition services – the PPT **may** consider college campuses as the least restrictive environment in which that student’s transition needs can be met.

Even when this occurs, the LEA usually cannot recoup IHE tuition and fees from the BSE. It is important to understand that LEAs are faced with a real issue about whether they are eligible for excess costs reimbursement for this type of “special education.” CT does not have a Concurrent Educational Enrollment law like Massachusetts does.

There are exceptions to what BSE will pay districts. Reimbursement may occur, as determined by the PPT, for costs of:

- transporting the student,
- providing assistive technology,
- providing other instructional materials for the students,
- tutoring/academic support in the postsecondary setting, and
- possibly some other individually required services.

IMPORTANT: Resolution of whether a Think College program is an appropriate transition program if requested by a student or family may require due process. Due process rights are spelled out under the IDEA and, in order, include:

- Attempts to resolve disputes administratively.
- Formal mediation.
- A due process hearing in front of an impartial hearing officer.
- An appeal to state or federal court.

For many reasons, this is not an area in which Think College programs should get involved. However, IHE staff may be asked to describe the program being offered at any of these levels.

BSE has Central Office staff dedicated to transition services for students aged 18-22. This Educational Consultant may be contacted by a school district, a student, or a family for clarification of the BSE's role in Think College arrangements. IHEs may also contact this person for general information, but not about a specific student.

CT Bureau of Rehabilitation Services

Background. The CT Bureau of Rehabilitation Services (BRS) is CT's vocational rehabilitation agency. It is an administrative bureau within the CT Department on Aging and Disability Services (often still known as DoRS). BRS is another source of funds that can be used for students with ID pursuing a college education with some caveats:

- The student must be eligible for BRS services and there needs to be sufficient funding in the BRS budget to cover all or some of the student's costs each year.
- Tuition will only be supported up to the amount charged by CT Community Colleges regardless of which Think College program an eligible student attends.
- BRS requires that the student has a career plan

in place and can demonstrate that the educational activities are necessary to meet career plan goals.

- Based on their experiences after participating in an IHE, a student may change their career goal in consultation with their Vocational Counselor.

Decisions Reached with BRS. BRS will apply these same caveats to eligible students with ID who wish to have BRS fund their Think College enrollment.

IMPORTANT: It has not yet been determined whether the BRS Career Plan and the GU Program of Studies can be integrated into one document or whether they require two separate documents. Additionally, BRS has not adopted Charting the LifeCourse person-centered planning practices yet, although that is currently being addressed through a National Center for the Adoption of Person-Centered Practices core group in CT.

Also, BRS Case Managers may not know about Think College opportunities for individuals with intellectual disabilities who want to go on to postsecondary education. They may not understand that pursuing your certificate of value with a career goal in mind is one of the opportunities BRS can fund. Students (who generally need to work directly with their BRS counselor without family involvement) may need to share your FAQs or other documents with that counselor. Any issues should be addressed to the BRS Regional Director.

Preparing to Change Course



Transitioning from Face-to-Face to Online Classes in an Emergency

Lessons learned from campus shut-downs during the COVID-19 epidemic are important because the HEOA 2008 specifically prohibits online courses taken

by students with ID as counting toward their inclusive enrollment. Because of the pandemic, however, the federal Department of Education Office of Federal Student Aid issued guidance updated 6/16/20 allowing distance education flexibility through 12/31/20 or the end date for the COVID-19 Federally declared emergency, whichever occurs later. <https://thinkcollege.net/think-college-news/covid-related-guidance-from-federal-student-aid>

Things to keep in mind are:

- Assure ALL students have access to your LMS
- Provide access to peer supports
- Offer suggestions for at-home learning (e.g., quiet space, schedule)
- If they do not already exist, prepare step-by-step guides to enable students to log onto Zoom, the LMS, and any other resources students need to access
- Support faculty in creating a course shell to store all materials needed for their course(s)
- Conduct one-on-one check-ins by phone or Facetime
- Provide faculty and students with the NCC TC resource, Supporting Academic Access in a Virtual/ Online Environment https://thinkcollege.net/sites/default/files/files/Tips_Online%20Learning_032720.pdf
- Provide families and students with the NCC TC resource Responding to Families about Virtual Learning https://thinkcollege.net/sites/default/files/files/Tips_Planning%20virtual%20fall%20semester_050120.pdf



Meeting Social Engagement of Students in the Event of a Campus Shutdown

Lessons learned from campus shut-downs during the COVID-19 epidemic are important because the HEOA 2007 specifically requires that students

with ID are socially engaged throughout all of their Think College experience.

Here is how some higher education programs met the social needs of students with ID during the pandemic:

- Connect students with ID to other peer networks on campus
- Create an activity calendar of ongoing and one-time special events
- Create “special” online events (e.g., karaoke parties, movie nights, comedy or painting nights) and invite all members of the student body to participate
- Consider platforms such as Google Hangouts, Flipgrid, Facebook Live, or Houseparty
- Revise orientation activities so more inclusive and beneficial to all students
- Provide access to peer supports
- Conduct one-on-one check-ins by phone or Facetime



Meeting Employment-Related Need of Students in the Event of a Campus and/or Community Shutdown

Lessons learned from campus and community shut-downs during the COVID-19 epidemic are important because the HEOA

2007 specifically requires that students with ID prepare for employment throughout their enrollment in your program.

Here is how some higher education programs met the employment-related needs of students with ID during the pandemic:

- Access or develop online opportunities for job shadowing, company tours, and industry chats
- Expand the role of the Career Services office offerings and virtual supports
- Create regularly schedule work-based learning projects with others pursuing the same field of study (e.g., health care, manufacturing, education, human or public service). Options may include O*NET <https://www.onetonline.org/>, the CT Department of Labor website www.ct.gov/dol, or Linked In
- Focus on work-related skills such as resume-building, interview practice, or use of technology
- Develop virtual volunteer opportunities if the student is not in an essential job
- Provide access to peer supports
- Research jobs on the Internet (including YouTube videos of employees in action)
- Conduct one-on-one check-ins by phone or Facetime





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