

**What is the proposed UK-CTP program?**

The Comprehensive Transition and Postsecondary (CTP) program is a two-year program where students with intellectual disabilities typically take two courses each semester for four semesters. Courses are selected through a person-centered process with the support of a full-time CTP coordinator, who is available to the student and faculty. Students take part in a meaningful college experience that includes extracurricular activities, mentoring, and vocational exploration through internships and work-study. Courses may be taken for credit or audit. In semesters two – four, students also take an internship. The CTP does not create new courses, degree program, minor, or academic certificate. It is anticipated that five students would enroll in the UK-CTP in academic year 2022 – 2023.

Technical assistance and training for students, faculty and staff are available through the Supported Higher Education Partnership at the UK Human Development Institute (UK-HDI). The UK-CTP program emphasizes leadership development of a population of students who have experienced longstanding inequities in higher education and employment. CTP status designation from the US Department of Education opens the door to federal financial aid for enrolled students.

**What will students receive at the completion of their UK-CTP program?**

Students will receive a College and Career Studies credential.

**National context**

Over 300 colleges and universities offer postsecondary education programs for students with intellectual disabilities. UK benchmarks offering CTP programs include the University of Alabama, University of Arkansas, Auburn, University of Georgia, Mississippi State University, University of Missouri, University of South Carolina, University of Tennessee, Texas A&M, Vanderbilt, and the Ohio State University.

**National, regional and state leadership**

UK-HDI leads the existing network of CTPs across the state. UK-HDI provided education that resulted in students with intellectual disabilities in Kentucky being able to access their Kentucky Educational Excellence Scholarship (KEES) Program funds when they enroll in a CTP. Our staff serve in leadership roles on regional consortia, present nationally and publish on inclusive higher education.

To: Dr. Aaron Cramer, Senate Council Chair

From: Dr. Kathy Sheppard-Jones, Human Development Institute Executive Director



Re: UK CTP information request

Date: April 18, 2022

Many thanks to the Senate Council for the invitation to present on the Comprehensive Transition and Postsecondary (CTP) Program at the February 21, 2022 meeting. Following are details on three items, as requested by Dr. Cramer. If approved, we look forward to providing an annual report to this body on program status.

**1. Name of the credential** University of Kentucky College and Career Studies.

**2. Requirements of the program**

- *Twenty-four (24) hours of audited coursework or coursework taken for credit.* Course of study will be individually determined in relation to student goals and in consultation with the CTP coordinator. Each student will choose an area of emphasis for the CTP and take coursework in this area. The HDI program supervisor and student will work with the instructor of record for the audited course to define activities that the student must meet to be considered having successfully audited the course.
- *A minimum of three supervised internships related to career goal will be required.* Internships can be paid or non-paid.
- *Each CTP student will be required to maintain and complete a portfolio.* Student portfolio of accomplishments is required for completion of CTP. The portfolio will include modified course assignments or projects for audited classes, examples of skills obtained through internships, and may also include examples of leadership or service learning activities on campus or in the community, or other extra-curricular involvement.

**3. Admissions process** Students enrolled in UK's CTP program will be non-degree-seeking students. However, students will be typically unable to comply with the current requirements outlined in Senate Rule (SR) 4.2.1.3.1 and 4.2.1.3.1.3. Since students enrolling in UK's CTP would be typically unable to comply with the requirements outlined in current SRs, we propose that the SRs be updated to expand the students eligible to enter the University in a non-degree status to include students enrolled in UK's CTP. See attached for consideration of updates to SR 4.2.1.3.1 and SR 4.2.1.3.1.3.

Depending upon when these changes, if approved, could be published and effective, it may be necessary to employ a short-term approach to admitting students enrolling in UK's CTP. That process could be as follows:

- Prospective student submits program application to CTP program office at the Human Development Institute.
- If the program and applicant appear well-matched, the CTP program office forwards student information and materials to the UK Office of Undergraduate Admission and the Office of Financial Aid, notifying them of program approval.

see blue.

- UK Admissions manually enters the information to enroll the applicant as a non-degree UK student.

see blue.™

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# Comprehensive Transition & Postsecondary Program at UK

Senate Council

February 21, 2022

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# Background – HDI and Inclusive Higher Education

The Human Development Institute is administered under the Office of the Vice President for Research. The mission of HDI is *to advance efforts that build inclusive communities, address inequities and improve the lives of all people who experience disability across the lifespan.*

Students with intellectual disabilities who participate in postsecondary education are more likely to:

- Be employed
- Work more hours
- Earn more per hour

HDI has been the statewide TA Center since 2010, and funded through:

- Commonwealth Council on Developmental Disabilities
- US Dept of Education Office of Postsecondary Education
- Kentucky state budget

# Comprehensive Transition & Postsecondary Programs (CTPs)

Higher education programs for students with intellectual disabilities (ID) created by the Higher Education Opportunity Act (2008).

- Programs that been approved by the U.S. Dept of Education (USED) and can offer access to federal financial aid.
- KY students with ID who enroll approved CTPs also have access to Kentucky Educational Excellence Scholarship (KEES) funds.
- There are currently three KY IHEs with approved CTP programs.
  - NKU
  - MSU
  - BCTC

# UK CTP

- A fully inclusive college experience which will better prepare students with ID for competitive integrated employment and independent living
- Offered to up to five students in 2022 – 2023
- Includes coordination with student's networks of support
- Utilizes the existing course catalog (no new courses)
- Includes a full-time coordinator who maintains contact with students throughout their two year program, from application to completion. The CTP Coordinator connects with relevant UK units and partners including admissions, DRC, CELT, faculty and student organizations
- Includes strong mentoring and vocational exploration components
- Students receive a program certificate of completion

# What This Means for UK Faculty

- Ongoing opportunities to learn about inclusive higher education
- Students may take courses for credit or audit
  - For credit courses - Syllabi are NOT modified
  - Auditing courses – faculty assess the audit option as they would for any student; CTP Coordinator can coordinate around any modified assignments, to not create added responsibility for faculty
- Faculty receive support as needed or requested through the semester
- Mentoring opportunities for your students



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**Comprehensive Transition and Postsecondary (CTP) Program  
Application**

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## Contents

Overview of Program Model.....	3
1) Detailed description of how the program meets all of the definitional components of a Comprehensive Transition Program (CTP), as outlined below: .....	4
a. The CTP is delivered to students physically attending the institution;.....	4
b. The CTP is designed to support students with ID who are seeking to continue academic, career and technical, and independent living instruction at an institution of higher education in order to prepare for employment; .....	8
c. The CTP includes an advising and curriculum structure; .....	9
d. The CTP requires students with intellectual disabilities to have at least one-half of their participation in the program, as determined by the institution, focus on academic components through one or more of the following activities: .....	10
e. The CTP provides students with ID opportunities to be socially and academically integrated with non-disabled students to the maximum extent possible.....	11
2) The institutional policy for determining whether a student enrolled in the program is making satisfactory academic progress;.....	12
3) The number of weeks of instructional time and the number of semester or quarter credit hours or clock hours in the program, including the equivalent credit or clock hours associated with noncredit or reduced credit courses or activities; .....	15
4) A description of the educational credential offered (e.g., degree or certificate) or identified outcome or outcomes established by the institution for all students enrolled in the program;.....	17
5) A copy of the letter or notice sent to the institution’s accrediting agency informing the agency of its comprehensive transition and postsecondary program. The letter or notice must include a description of the items in paragraphs (1) through (4) of this section.....	18
Appendix A (section 1 of 2).....	19
Appendix A (section 2 of 2).....	21
Appendix B.....	22
Appendix C.....	23

## Overview of Program Model

The conspicuous underrepresentation of students with intellectual disabilities (ID) in higher education is a long-standing and pervasive problem in Kentucky, one that presents both an economic challenge and opportunity for our state. As the state's flagship university, and increasingly the first choice for students to pursue their passions and professional goals, the University of Kentucky (UK) is uniquely positioned to establish, implement, and sustain a comprehensive transition and postsecondary (CTP) program that serves as a model for other Kentucky institutions of higher education (IHE), and to right inequities that have disproportionately characterized the education and postsecondary life of students with ID.

The proposed UK CTP will provide students with ID, as defined in the Higher Education Opportunity Act (HEOA) of 2008, **a fully inclusive higher education experience** leading to a meaningful credential, competitive integrated employment, and independent living, characterized by:

- Person Centered Planning (PCP) as a core element of the CTP focused on an individualized course of study based on strengths and interests, coupled with socialization, and building independent living skills that lead to competitive integrated employment;
- Diverse and multiple pathways to student success with a commitment to Universal Design in all program activities, including distance education;
- Advising and curriculum structures as well as course delivery methods that ensure inclusive coursework, equitable opportunity to participate in rigorous academic content, and clear measurement of satisfactory academic progress (SAP);
- Opportunities for a meaningful college experience – including the development of friendships, practical social skills, and extracurricular activities – all supported through mentoring, program assistance, and natural supports;
- Program integration within UK for ongoing sustainability;
- Partnerships with local educational agencies to support the participation of students with ID who are still eligible for special education and related services under the Individuals with Disabilities Education Act (e.g. dual enrollment);
- Partnerships with employers and other stakeholders in employment and independent living to ensure career development experiences, including opportunities for vocational exploration, internships, work-study, practica, and paid employment while in school; and
- Ongoing program evaluation and participation with the national coordinating center established under section 777(b) of the HEOA in the evaluation of the components of the program.

The UK CTP will partner with the University of Kentucky's [Center for the Enhancement of Learning and Teaching](#) (CELT) to engage a Faculty Learning Community around establishing, conducting, and sustaining the program. Faculty Learning Communities (FLCs) are a mainstay of faculty development and involve a sustained and structured inquiry among a small group of faculty colleagues organized by topic, cohort, or both. FLCs (1) are interdisciplinary, (2) ideally include between eight and twelve members, and (3) engage in a structured, yearlong program

with a curriculum and focus that the community directs and that culminates in a deliverable (e.g. portfolio, white paper, presentation, event, or open resource).

Since its founding in 2010, CELT has facilitated FLCs investigating digital pedagogy and technology-enhanced learning, supporting student veterans, inclusive and equitable pedagogies, active and engaged learning in large-enrollment classes, first-year students' transition to college, accessible design, and more. Partnership with the CELT and the engagement of a FLC, including the positive impact of faculty leaders to effect change in cultures and practices, will enrich our teaching and learning environment at the University of Kentucky with respect to students with ID enrolled in the UK CTP.

Through the vision of our President, Provost, and Vice-President for Research, and with our state leadership's commitment to increasing higher education opportunities and success for students with ID, UK is poised to deliver transformational results at both the student- and systems-level.

Moreover, UK is home to the [Human Development Institute \(HDI\)](#), Kentucky's University Center for Excellence in Developmental Disabilities Education, Research and Service. HDI's standing within the university, as well as its demonstrated experience and strong partnerships across state and national networks, provides the resident expertise and leadership necessary for UK to increase statewide capacity, improve lifelong success for students with ID, and contribute to building a truly inclusive workforce in Kentucky.

***1) Detailed description of how the program meets all of the definitional components of a Comprehensive Transition Program (CTP), as outlined below:***

**a. The CTP is delivered to students physically attending the institution;**

The University of Kentucky is a public, land grant university. While the main campus is located in Lexington, Kentucky, our scholarship and research enrich the entire Commonwealth, indeed, the nation, and the world.

UK is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, bachelor, master, and doctoral degrees. UK participates in Title IV federal financial aid programs as well as state financial aid programs.

Students in the UK CTP will attend the main campus in the manner consistent with that of the larger student body. CTP students will be able to access all general student services, academic services, and social events for which they are otherwise eligible.

We anticipate that students will audit (with appropriate modifications in content), or take for credit, a minimum of six credit hours. We also anticipate that students will spend time on campus, consistent with current university policies for all students, studying for classes (3 to 6 hours per week) in addition to participating in formal and informal social activities. We anticipate that students will engage in campus extra-curricular activities, intramurals, or university clubs, depending upon area of interest. The amount of time spent in these activities will depend upon individual student preferences. In addition, students will be engaged in an

internship for three semesters, with each internship consisting of at least six hours per week. Internships can be either paid or unpaid, and may include university related jobs (e.g., federal work-study position in an area of a student's interest).

Thus, students will be expected to spend a minimum of nine hours per week on campus, consistent with current university policies for all students.

Access to and navigation of the campus – in relation to academic activities, work study/internships, and extracurricular activities – will be facilitated with support from the CTP Coordinator, mentors, and other CTP team members, as needed.

*CTP Coordinator responsibilities:*

- Provide direct services and support, on an ongoing basis, to students, faculty and staff.
- Assist students with registration and financial aid.
- Assist in the development of students' individualized programs of study – including guidance in course sequencing and selection – leading to meaningful credential.
- Facilitate all stages of planning and support using a Person Centered Planning (PCP) approach and encourage the practice of supported decision making (SDM) by all identified members of a student's support team. (See Appendix A)
- Help student utilize available resources including mentoring and tutoring.
- Address barriers to full participation of students with disabilities with their non-disabled peers.
- Work with faculty to develop modifications/individualized learning agreements.
- Work with Kentucky school districts to provide skills and readiness training and to recruit potential students for the program.
- Work with Kentucky Office of Vocational Rehabilitation (OVR) to coordinate internships for students in the program.
- Help identify, develop, and oversee interdisciplinary program components to promote student progress and success (academic, social, employment).

***Mentoring Supports***

Mentoring is an essential component of success in higher education, and one that helps to facilitate student adjustment to college life and expectations, including the development of problem-solving and other practical skills, and contributes toward students with ID being academically, functionally, and socially prepared for successful career outcomes and community participation upon exit from their program.

The proposed UK CTP will use peer mentoring supports to connect students with and without disabilities, and to enhance the student's classroom and social experiences. This assistance may be in the form of an academic tutor, a study partner, class peer, or even just a friend. We believe that developing meaningful relationships on a college campus benefit all who are involved. Although we might refer to one person as the mentor (the one who provides support and guidance) and the other as the mentee (the one who receives the support and guidance), both

parties learn from one another, creating more of a partnership than an unequal mentor/mentee relationship.

Mentor responsibilities include:

- Participate in mentor trainings;
- Develop a communication plan with student and student's family (if requested), and use multiple means to connect with students, fully leveraging available technology options that enable seamless access for mentors and mentees;
- Develop (with the mentee) and commit to a mentoring schedule, e.g. weekly contacts through social media, email, phone, and/or text message;
- Look for opportunities to build on the mentee's strengths and interests through extra-curricular activities, campus events, organizations, and volunteer or job opportunities, and to build self-advocacy skills and increase support networks for students;
- Attend college events with mentee to support them in the whole college experience;
- Honor the mentee's request for less support – however, notify the CTP Coordinator as well;
- Before attending a class with the mentee, check to see if the instructor has been contacted, and introduce self to the instructor ahead of time;
- When providing support in the classroom, do so in the least intrusive manner. Provide prompting and encouragement only as needed;
- Maintain the confidentiality of the mentee. However, if problems or concerns should arise, the mentor should contact the mentoring coordinator immediately;
- Participate in annual survey on perspectives of the mentoring process and supports received by the mentor.

Mentee responsibilities include:

- Participate in mentee training;
- Contact the mentor if schedule changes. It is helpful for each mentee to have and know how to use a cell phone. Mentor phone numbers can be programmed into the phone for easy access when needed;
- Check emails and texts regularly for communication from mentor;
- Set aside a time each week to complete homework independent of mentor;
- Email or call mentors for help with homework;
- Discuss concerns with the mentor. If the mentee is uncomfortable communicating with their mentor, then they can contact the mentoring supervisor;
- Contact the Disability Resource Center (DRC) and request accommodations when needed;
- Access other campus resources – such as the Presentation U tutoring center – for additional academic support, as needed;
- Build self-advocacy skills and increase support network with mentor, as needed;
- Participate in annual survey on perspectives of the mentoring process.

## **Presentation U**

[Presentation U](#) is the University of Kentucky’s centralized tutoring center providing free peer tutoring services in live and asynchronous formats. Students receive assistance with assignments and projects in any form, for any course, including writing assignments, group projects, presentations, etc.

More recently, Presentation U has prepared its tutors to support learners as they navigate novel modes of course delivery such as remote, hybrid, simulcast, and hyflex that accommodate safety measures and a diverse range of student needs in the wake of COVID-19. Students benefit in particular from support that attends to executive functioning (practices related to organization, time management, and prioritization) as well as communication strategies to stay engaged in coursework with instructors and peers.

Presentation U also pairs students with a peer tutor for sustained support and mentorship over time, as needed. This individual peer mentorship along with Presentation U’s established focus on communication and learning practices serves as a strong precedent for selected peer tutors supporting students in the proposed CTP program.

Presentation U personnel have expressed support of CTP students accessing this resource for academic help.

## **Career Services**

[The Stuckert Career Center](#) is an existing resource on campus for students to further explore career goals. Its mission is: “Preparing students for a lifetime of career possibilities through an educational journey that fosters engagement, reflection, and holistic development while connecting passion to purpose.” Students in the UK CTP will meet with staff at the Stuckert Career Center during their first semester, in order to establish that connection and begin planning for career-related elements of the curriculum. Program Coordinator will facilitate this connection, and will make sure that career interests and goals are reflected in the student’s planning portfolio. This will also be a good first step in identifying possible internships for subsequent semesters.

Stuckert Career Center personnel have expressed support of CTP students accessing this resource for help with work experience and career-related goals.

## **Disability Resource Center**

The UK CTP will work closely with the University’s [Disability Resource Center](#) (DRC). The DRC partners with qualified students with disabilities and provides services to the University community to ensure that students with disabilities have an equal opportunity to fully participate in all aspects of University life, consistent with their unique needs.

In addition, the UK CTP will identify and facilitate supports and resources relevant to students’ interests in relation to the larger campus experience. This may include connections with practicum students currently enrolled in degree programs where campus life and student support



are part of their focus of study (such as the College of Education), and/or connections made through existing student organizations and interest-based programs (such as [The Blueprint](#)).

**b. The CTP is designed to support students with ID who are seeking to continue academic, career and technical, and independent living instruction at an institution of higher education in order to prepare for employment;**

Only 6% of Kentucky students with ID enroll in a college or university after high school exit (2020). Moreover, while the employment rate gap between individuals with disabilities and individuals without disabilities in Kentucky (29% and 76% respectively, 2020) is significant, the employment gap is even wider for individuals with ID, with only 7% of individuals with ID having paid, integrated employment (2020).

At UK, we understand the importance of postsecondary education for obtaining employment for transition-aged youth in general, and that postsecondary education for students with ID yields a solid return on investment. In fact, a 2018 national study found that individuals who had completed at least some postsecondary education were more likely to be employed, work more hours, earn more per hour, and were employed in a greater range of vocations than individuals with ID who did not. Moreover, a 2019 study found that 64% of students with ID who had attended a model comprehensive transition and postsecondary program were employed one year after college exit, and 72% of former students were employed two years after exit. The power of postsecondary education to improve outcomes also has implications beyond employment. Truly inclusive postsecondary education models, in accordance with the four pillars of the ADA, also promote full participation in the community, independent living, equality of opportunity, and economic self-sufficiency.

The core classes in the proposed program will provide students with the skills they need to be successful in the work place and beyond, including career development experiences in the student's chosen field through opportunities such as job shadowing, job placement assistance, on-the-job training, career counseling, work-study, internships, and practica.

The benefits of "experiential education" include real world experience, opportunity for employer feedback regarding strengths and areas for improvement, developing contacts and networking within the field, and experience in such areas as interacting with co-workers, arranging transportation, and other work-related issues. By being prepared for competitive employment in integrated settings, students will have the opportunity for an improved quality of life. Work provides people with a sense of purpose, increased opportunities for independent living, and financial independence.

Working while in college, particularly paid employment, is one of the strongest predictors of a student with ID having a paid job after college completion. Through the development of work-readiness skills, as well as having had integrated social opportunities and work experiences, students will be better prepared upon completion of the UK CTP to pursue their chosen career paths, engage in their communities, and live in a home of their choice. The University of Kentucky offers more than 500 student organizations. Students can give back and volunteer through the Center for Community Outreach, join a sorority or fraternity, or work out in one of

several gyms. Additionally, these activities provide social opportunities that foster authentic interactions and the development of lifelong friendships.

Faculty and staff members will receive support from subject matter experts, including the CTP coordinator and other HDI staff, in the fields of Universal Design, assistive technology, alternate assessment, and more. Subject matter experts will provide technical assistance and resources to support professors in making course modifications and accommodations, as needed, and in measuring student progress. Learning agreements (see Appendix B) will be offered to students who are participating in an audit or pass/fail status, but syllabi will *not* be modified for students taking courses for credit. In addition, staff and faculty can utilize the catalog of over 100 online trainings at [hdilearning.org](http://hdilearning.org), materials available through the [HDI University Lecture Series](#), assistive technology training through HDI's [Center for Assistive Technology Services](#), and national higher education resources available through [Think College](#).

**c. The CTP includes an advising and curriculum structure;**

Students participating in the proposed UK CTP will have equitable access to rigorous academic content and clear measurement of their progress. The program will include an advising structure aligned to the broader university advising structure to ensure that each student's course of study is directly related to their life and career goals. Thus, our advising and curriculum structure will ensure that students have opportunity to take ambitious, challenging, and meaningful credit and non-credit-bearing courses alongside their non-disabled peers in their chosen fields of study, leading to successful completion of a meaningful credential.

Our model includes an individually determined program of study for each student. Students will receive academic counseling from UK advisors, professors, the CTP coordinator, and subject matter experts from HDI who are trained to address the educational needs of people with ID. Additionally, particular attention will be given to providing academic coaches and mentors to coordinate individualized supports to assist students in applying for financial aid.

The curriculum for each student will be individualized to incorporate approved core classes, as well as approved classes that are in the student's area of interest. All of these courses are in the UK course catalog and are available to all enrolled students. During the process of exploring curriculum with each student, program staff will offer guidance and resources in the area of course sequencing and selection. CTP courses may be taken for credit (traditionally graded or as a pass/fail course) or on an audit basis.

In addition to traditional advising, the CTP coordinator and HDI staff, along with UK faculty and staff, will create a person-centered plan for each student participating in the program. Person Centered Planning (PCP) will be at the core of the UK CTP program, ensuring that students are in the position to direct their course of study based on their own strengths, interests, and visions for the future. CTP staff will facilitate all stages of planning and support using a person-centered approach and encouraging the practice of supported decision making (SDM). The PCP method and tools used for this program will be specifically designed for the purpose of successfully navigating higher education and improving outcomes in the areas of competitive integrated employment and independent living. It will be designed with input from people with diverse

perspectives and past experience with supported higher education, including: former students, mentors, support personnel, instructors, and program coordinators.

See Appendix A: Sample graphics and grids on the draft PCP method for the UK CTP, for reference.

**d. The CTP requires students with intellectual disabilities to have at least one-half of their participation in the program, as determined by the institution, focus on academic components through one or more of the following activities:**

**(i) Taking credit-bearing courses with students without disabilities.**

All courses included in the proposed UK CTP are existing courses in the UK catalog and open to *all* students. The UK CTP is a fully inclusive program, following a traditional semester term which typically includes 16 weeks of instructional time. Each student will typically enroll for six (6) credit hours per semester. The classes can be audited or taken for credit. All courses are listed in the UK course catalog- <https://www.uky.edu/registrar/bulletin-course-catalog>

**(ii) Auditing or otherwise participating in courses with students without disabilities for which the student does not receive regular academic credit.**

Twenty-four (24) hours of coursework will be required – either taken for credit or audited. Courses that are audited will include modified assignments tied to both course content and specific career and or life goals must be included. For students who are auditing, satisfactory academic progress (SAP) will be measured by performance on individually modified learning agreements (see section 2 below for further details). The CTP Coordinator and other HDI staff will work in collaboration with course instructors to modify course assignments. Students with ID will be socially and academically integrated with their non-disabled peers to the maximum extent possible.

**(iii) Taking non-credit-bearing, non-degree courses with students without disabilities.**

Students participating in the UK CTP will also be able to take non-credit-bearing courses which are not related to acquiring a degree. These are other non-credit bearing courses open to all University students. We will encourage participation in these courses as they may relate to students' social and/or career interests. Non-credit bearing courses will count toward completion of the UK CTP.

**(iv) Participating in internships or work-based training in settings with individuals without disabilities; and**

Having a paid job while in college is one of the strongest predictors of a student with ID having a paid job after college completion and can take many forms, including entry-level positions in the student's career field, paid internships, and college work-study programs.

Additionally, career development experiences (including non-paid jobs and internships, job shadowing, job placement assistance, on-the-job training, and career counseling) are related to successful post-school employment. The UK CTP will ensure that students have these experiences, and to the extent possible, opportunity to pursue a paid position in their area of interest while still in school.

The Kentucky Office of Vocational Rehabilitation (OVR) has established a Service-Fee Memorandum (SFM) to facilitate work experiences for students with ID while they are enrolled in school. The UK CTP Coordinator and other relevant staff will work with our partners at OVR to ensure that students benefit, as appropriate, from available services (along the continuum of OVR services) including, based on student eligibility, pre-employment transition services, transition services, and employment-related services to support student participation in internships and work-based training experiences.

The UK CTP will require a minimum of three supervised internships related to the student's career goal. Students will typically earn one credit hour for each internship. Internships can be paid or non-paid and could include work opportunities both on and off campus. As the UK CTP is a fully inclusive program, students' internships/work-based training will be in integrated settings, to the maximum extent possible.

**e. The CTP provides students with ID opportunities to be socially and academically integrated with non-disabled students to the maximum extent possible.**

UK has a demonstrated commitment to ensuring that everyone feels welcome and valued and the addition of this program reflects that commitment. As true participants in campus life, students with ID will have the opportunity to be a part of the full UK experience—socially and academically.

*Social Integration:*

Our proposed program is guided by a philosophy committed to facilitating natural supports for social inclusion. All students who participate in the UK CTP will have equitable access to UK student clubs and organizations, with or without their mentor. Facilitating natural supports and inclusion within the social aspect of college life may include helping the student identify extracurricular activities in which they are interested, determining how to balance social and academic life, and fostering friendships with students who have similar interests. Students may engage in both formal and informal social activities. Social integration/inclusion will be facilitated via the person-centered planning process in which all students will participate. The program will also utilize mentors to connect to students to social outlets and interests as well as volunteer work opportunities on the UK campus to further engage students. This approach will not only expand student social networks but will directly relate to career readiness. UK offers a wide range of formally organized social activities which can be viewed at this link:

<https://uky.campuslabs.com/engage/>

*Academic Integration:*

All courses offered in this proposed program are part of the regular UK course offerings and are open to all UK students. As such, the proposed UK CTP will not be a segregated program.

Rather, the program will be fully inclusive, leveraging natural supports, which will vary from student to student, and individualized support will be provided to students as needed and in a manner that is tailored to their needs and goals. Students will have supports including mentors, advisors, and university staff and resources; however, it will be expected that as they progress through the program, they will become increasingly more independent. This independence should expand beyond the college setting and into other aspects of their lives. Additionally, independent living skills and self-advocacy will be explicitly supported to enrich each student's experience and improve achievement.

**2) *The institutional policy for determining whether a student enrolled in the program is making satisfactory academic progress;***

**Satisfactory Academic Progress Policy for Proposed UK CTP**

Satisfactory Academic Progress (SAP) will be determined using a person-centered planning approach but will largely follow the general [UK SAP policy](#). Students enrolled in the UK CTP program will be expected to maintain SAP using the policies described below. SAP will be measured annually at the conclusion of the spring semester in coordination between the Office of Student Financial Aid and Scholarships and the CTP coordinator.

To be eligible for financial aid funds, students in the UK CTP program must be making satisfactory academic progress in accordance with the following qualitative, quantitative, and maximum time frame measures.

**Qualitative (Grade Point Average and Goal Attainment Scaling Rubric)**

For students who are enrolled in coursework for credit SAP will be determined by grade point average (GPA), and students must maintain a minimum cumulative 2.0 GPA measured annually at the conclusion of the spring semester. Students enrolled in the UK CTP and taking coursework for credit will be expected to achieve all course objectives at the same level as their college peers and will be graded on the same course scale as all other students. As required by the Americans with Disabilities Act (ADA), students who require reasonable accommodations will receive these, as long as these accommodations do not fundamentally alter the academic course or educational program.

For students enrolled in courses on an audit basis, satisfactory completion of a course will be determined and agreed upon for each student through the collaboration between the student, the student's professors, and the CTP coordinator. A rubric will be used to identify and quantify the student's goals and progress for each course and a learning agreement (see Appendix B) will be developed. This matrix will be based upon Goal Attainment Scaling (GAS), with successful progress being determined for each goal. GAS specifies measurable benchmarks for each personalized goal that correspond to these ratings: much greater than expected progress (5); greater than expected progress (4); expected progress (3); less than expected progress (2); and much less than expected progress (1). Satisfactory progress for students auditing a course will be determined by an average rating of expected progress (3) across each of the student's course and internship related goals. Table 1 below provides an example of a GAS rubric for an audited course.

For students whose enrollment includes a mixture of graded courses for credit and other courses for audit, UK will use the standard GPA method for determining SAP in courses taken for credit (minimum GPA of 2.0), and the GAS method for determining progress for audited classes and for work internships (minimum average of expected progress (3) rating). A student must meet both qualitative measures to be considered making satisfactory progress.

**Table 1: CTP Individualized Progress Tracking - GAS Rubric Example**

Student Name: \_\_\_\_\_ Professor Name: \_\_\_\_\_

<b>CATEGORY</b>	<b>Much Less Than Expected</b>	<b>Less Than Expected</b>	<b>Expected</b>	<b>Greater than Expected</b>	<b>Much Greater than Expected</b>
<b>Goal #1 - Attendance</b>	Attendance of 60% or less	Greater than 60% but less than 85%	85% attendance or better	No more than 1 class absence	100% perfect attendance
<b>Goal #2 - Class Participation</b>	Less than 60%	Greater than 60% but less than 80%.	Met goal of 85 % class participation as stated in syllabus.	Greater than 85% but less than 100%.	Instructor rates course participation as outstanding (100%)
<b>Goal #3- Assignments</b>	All assignments rated as below expectations as stated in modified syllabus.	Some assignments rated as meeting expectations as stated in modified syllabus, with some assignments below expectation.	All assignments rated as meeting expectations as stated in modified syllabus.	All assignments rated as meeting expectations as stated in modified syllabus, with at some assignments exceeding expectations.	All assignments rated as exceeding expectations as stated in modified syllabus.
<b>Overall Progress</b>					

**Quantitative (Pace or Completion Rate)**

Students must demonstrate reasonable progress toward program completion, which is defined as satisfactory completion of 67% of all credit hours attempted. This measure aligns with the standard UK SAP policy. To determine the completion ratio percentage, a student’s earned credit hours are divided by attempted credit hours. Credit hours attempted include all regular credit-bearing, audited courses and internships in which students are enrolled. Credit hours earned include grades of A, B, C, D, pass, and, under the GAS rubric, much greater than expected progress (5), greater than expected progress (4), expected progress (3), and less than expected progress (2). Unearned credit hours include grades of E, F, W, Z, I, fail, and, under the GAS rubric, much less than expected progress (1). Hours for courses with grades of incomplete (I) will not be counted as hours earned until the course is completed and credit received but will be counted as hours attempted.



### **Maximum Time Frame**

Students have a maximum time frame during which they can receive financial aid based on the length of their program of study. To remain eligible for financial aid in the UK CTP program, students must complete their program requirements within 200 percent of the published length of the program. This maximum time frame measure is adjusted from the 150 percent measure in the standard SAP policy to accommodate the needs of students in the UK CTP program. All attempted hours are counted in the calculation of maximum time frame regardless of whether financial aid was received or whether the coursework was successfully completed.

### **Repeated Coursework**

If a student in the UK CTP program does not successfully complete a course, the CTP coordinator and HDI staff will work with the student to determine if the course should be repeated, and decisions will be made on an individual basis.

For SAP purposes, repeat coursework taken during the year will be considered in the annual spring review. A repeated course replaces only the credit hours earned for GPA calculation in the qualitative SAP measure; all attempts at a course are considered total hours attempted in the completion ratio and maximum time frame measures.

While not directly related to SAP requirements, it should be noted that courses a student repeats are included when determining a student's enrollment status for Title IV federal student aid purposes as long as it is not a result of 1) more than one repetition of a previously passed course, or 2) any repetition of a previously passed course due the student failing other coursework.

### **Monitoring Satisfactory Progress**

Academic progress will be monitored ongoing by the CTP coordinator, and students will meet with the coordinator at least once per semester to review progress and receive specific guidance if students appear in danger of not meeting standards. Formal SAP evaluations will occur annually at the conclusion of the spring semester in coordination between the Office of Student Financial Aid and Scholarships and the CTP coordinator. Students who fail to meet the SAP standards are suspended from receiving financial aid until satisfactory progress is re-established or an appeal is granted. Students will be notified of their financial aid suspension status and will receive specific guidance as to what needs to occur in order to meet SAP or to submit an appeal.

### **Reinstatement of Eligibility**

Students may re-establish their eligibility in one of two ways: 1) participate at their own expense or with the help of private resources from outside the university until they meet the SAP conditions, or 2) successfully appeal their SAP suspension status.

## Right of Appeal

Students may appeal the suspension of financial aid due to failure to meet SAP according to the published [UK SAP appeal procedures](#). Students are encouraged to work with the CTP coordinator or HDI staff on their appeal and should submit the appeal to the Office of Student Financial Aid and Scholarships along with supporting documentation of the mitigating or extenuating circumstances that negatively impacted the student's ability to make satisfactory progress. Each appeal will be individually evaluated, usually within ten working days. Students who have their appeals granted are reinstated for financial aid eligibility on probationary status and placed on an academic plan they must follow to retain their financial aid eligibility in future semesters. Students will remain on SAP probation for the length of their academic plan provided they meet the conditions of their academic plan each term. The Office of Student Financial Aid and Scholarships will work in collaboration with the CTP coordinator to develop and monitor student academic plans.

***3) The number of weeks of instructional time and the number of semester or quarter credit hours or clock hours in the program, including the equivalent credit or clock hours associated with noncredit or reduced credit courses or activities;***

The proposed UK CTP will follow a traditional semester term which typically includes 16 weeks of instructional time. Each student will typically enroll for six (6) credit hours per semester. The classes can be audited or taken for credit. Completion of the UK CTP will include the following requirements:

### UK CTP (Sample Two-Year Program)

Year 1- Fall	Year 1 – Spring	Year 2- Fall	Year 2- Spring
6 hours (credit or audit)	6 hours (credit or audit)	4 hours (credit or audit)	4 hours (credit or audit)
		Internship (2)	Internship or employment in career area (2)
<b>6 Credit Hours</b>	<b>6 Credit Hours</b>	<b>6 Credit Hours</b>	<b>6 Credit Hours</b>

NOTE: Though this sample shows the schedule for a student beginning the CTP in the Fall semester, the program would allow flexibility in scheduling to accommodate students who may choose to start during the Spring semester.



### **Minimum Requirements for Completion of UK CTP Meaningful Credential:**

- 1) 24 hours of coursework – either taken for credit or audited. If courses are audited, modified assignments tied to both course content and specific career and or life goals must be included and outlined on program of study. Course of study (24-hour program) will be individually determined in relation to student goals. For students who are auditing, satisfactory academic progress will be measured by performance on individually modified assignments and identified on the learning agreement. HDI staff will work in collaboration with course instructors to modify course assignments, so as not to create additional responsibilities for faculty.
- 2) Supervised internships related to career goal. Internships can be paid or non-paid.
- 3) Student portfolio of accomplishments is required for completion of the proposed UK CTP and will be facilitated by the CTP Coordinator. Portfolio will include examples of assignments or projects for courses taken for credit, modified course assignments or projects for audited classes, and examples of skills obtained through internships. It may also include examples of leadership or service learning activities on campus or in the community or through extra-curricular involvement.

### **UK CTP Courses:**

NOTE: Following is a projected list of core classes and electives for the UK CTP. Program staff will continue working with the Provost's office in finalizing a course of study leading to a meaningful credential. Curriculum will be driven by a person-centered plan exploring each student's goals in the areas of employment skills, social interactions, and independent living.

- Academic Preparation Program courses—as needed (1-3)
- **Core Classes:**
  - UK 101: Academic Orientation (1-2)
  - BIO 102: Human Ecology (3)
  - CIS 110: Composition and Communication I (3)
  - CS 101: Introduction to Computing I (3)
  - FAM 251: Personal and Family Finance (3)
  - PS 101 American Government (3)
- **Electives:** (*Sample of possible areas of studies*)
  - A-E 120: Pathways to Creativity in the Visual Arts (3)
  - A-S 245: Introduction to Web Design (3)
  - ANT 103: Sports, Culture, and Society (3)
  - ART 101: Introduction to Art (3)
  - AST 191: The Solar System (3)
  - CIS 111: Composition and Communication II. (3)
  - CLA 100: Ancient Stories in Modern Films (3)
  - CLD: Intrapersonal Leadership (3)
  - COM 101: Introduction to Communications (3)
  - COM 181: Basic Public Speaking (3)

- CSD 220: American Sign Language I and the Culture of the Deaf Community in America (3)
- DES 285: Visual Storytelling (3)
- DHN 101: Human Nutrition and Wellness (3)
- EES 110: Endangered Planet (3)
- EES 130: Dinosaurs and Disasters (3)
- ENG 107: Writing Craft: Introduction to Creative Writing (3)
- HIS 100: Introduction to African Studies (3)
- HIS 112: The Making of Modern Kentucky (3)
- ICT 114: Composition and Communication in the Digital Age I (3)
- IEC 120: Introduction to Early Childhood Education (3)
- MA 111: Introduction to Contemporary Mathematics (3)
- MAS 101: Introduction to Media and Culture (3)
- MUS 100: Introduction to Music (3)
- PHY 120: How Things Work (3)
- PSY 160: Human Sexuality (3)
- SW 124: Introduction to Social Work and Diverse Populations (3)

**Sample CTP Curriculum: Student Jones- Emphasis in Visual Arts**

<b>Year 1- Fall</b>	<b>Year 1 – Spring</b>	<b>Year 2- Fall</b>	<b>Year 2- Spring</b>
UK 101 (1):  Academic Orientation	A-H 101 (3):  Introduction to Visual Studies	CS 101 (3):  Introduction to Computing I	BIO 101 (1):  Ways of Doing Biology
UK 110 (2):  College Readiness for Math	PS 101 (3):  American Government	UK 125 (1):  App Reading and Writing	DES 285:  Visual Storytelling (3)
A-E 120:  Pathways to Creativity in the Visual Arts (3)		Internship (2)	Internship (2)
<b>6 Credit Hours</b>	<b>6 Credit Hours</b>	<b>6 Credit Hours</b>	<b>6 Credit Hours</b>

All courses listed are existing courses in the UK catalog and open to all students.

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

The proposed CTP program at UK will provide students with ID, as defined in the Higher Education Opportunity Act of 2008, an inclusive higher education experience leading to a meaningful credential, competitive integrated employment, and independent living.

For each course, the student, the instructor, and the UK CTP coordinator will work together to develop a learning agreement (see Appendix B) tied to the Goal Attainment Scale discussed above.

Minimum Requirements for the UK CTP credential:

*Twenty-four (24) hours of audited coursework or coursework taken for credit. Course of study will be individually determined in relation to student goals. Each student will choose an area of emphasis for the CTP and take coursework in this area. Supervised internships related to career goal will be required. Internships can be paid or non-paid. Each CTP student will be required to maintain and complete a portfolio. Student portfolio of accomplishments is required for completion of CTP. The portfolio will include modified course assignments or projects for audited classes, examples of skills obtained through internships, and may also include examples of leadership or service learning activities on campus or in the community, extra-curricular involvement, etc.*

The typical number of credits/hours CTP students take will be six (6) credit hours per semester, plus internships throughout the program. Based upon this number of hours, it would take a student two (2) years to complete the program.

***5) A copy of the letter or notice sent to the institution's accrediting agency informing the agency of its comprehensive transition and postsecondary program. The letter or notice must include a description of the items in paragraphs (1) through (4) of this section.***

See Appendix C for Letter to the Southern Association of Schools and Colleges Commission on Colleges (SACSCOC).

# University of Kentucky (UK) Application for a Comprehensive Transition Program

## Appendix A (section 1 of 2): Person-centered Planning (PCP)

As mentioned in the application, the PCP method and tools used for this program will be designed with input from people with diverse perspectives and past experience with supported higher education, including: former students, mentors, support personnel, instructors, and program coordinators.

Here is a draft of the information for incoming CTP students:

### What is Person-Centered Planning? And how is it used in the UK CTP?

#### 1. What is Person-Centered Planning?

Person-centered planning is a concept. It is not one specific program. It is more of a way of doing things.

Person-centered planning is a way of thinking about what you want in life, and making a plan to work toward that.

#### **Person-centered**

What does person-centered mean?

It means that the process *centers around* the person who is making goals and life plans. This means that the wishes and interests of *that person* are being heard. There will be other people on the planning team, but they are not there to decide the path or goals of the person. Instead, they are there to listen to the person who is at the center of the planning process, and to support them as they make decisions and work toward goals.

#### **Planning**

What does the *planning* part look like?

The planning can happen in different ways. One way is that a person may *decide on* some things they would like to do or accomplish in life. These may be related to school, work, community, home, family and friends, or personal interests. Thinking about what you might want your life to look like is a first big step in planning.

Another part of planning is to get other people involved. This is your planning team. You may choose to have a lot of people on your team, or you may choose to have a smaller group. Either is okay. The important thing is to choose people you trust and who you believe can support you in some way as you work toward your goals.

#### **Tools**

There are many different *tools* for person-centered planning. Some of these are like maps, where you can organize your ideas in a visual way. Some of the tools are person-centered planning *systems*, which lead you through the process using charts, questions, or

## University of Kentucky (UK) Application for a Comprehensive Transition Program

directions. These can be helpful for some people. However, there is no *one right way* to do person-centered planning. There are many options.

### 2. How is person-centered planning used in the UK CTP

Again, person-centered planning is a concept. It is a way of thinking about what you want in life, and making a plan to work toward that.

In the UK CTP, we want to make sure every student has a chance to think about what goals they want – both during college and beyond. That is the important thing. What that process looks like will be different for each student.

### What style of planning is right for you?

There are many options you can think about when you decide what kind of planning style to use.

Some of those include:

- Size of planning team
  - Do you want a large team of people to meet and discuss your life plans? Or would you rather have just a few people involved?
- Style of meeting(s)
  - Do you want to have a big meeting where your ideas are discussed and written out on big paper? Or would you rather have smaller conversations, with just program staff?
  - Would you like to start with small conversations, and then plan a bigger meeting once you have made a few decisions about your goals?
- How often to discuss planning and goals
  - Would you prefer to have one big meeting each semester? Or a smaller check-in each month?
- Planning tools and information
  - What planning tools would you like to use?
  - How will you use these planning tools?
  - How would you like to keep your planning information organized? (In your planning binder? On a visual poster for your wall? Something else?)

### Summary

Again, there is no *one right way* to do person-centered planning. There are many options. The important thing is to think about goals – for college and for other parts of life – and to make progress toward those goals. It is also important that we keep self-care and work-life balance in the mix of the planning process. The UK CTP will facilitate this process, directed by each student's chosen methods.

**University of Kentucky (UK) Application for a Comprehensive Transition Program**

**Appendix A (section 2 of 2): Sample grids for documenting information during planning team meetings.**

**GOAL:** \_\_\_\_\_

<b>WAYS OTHERS MIGHT SUPPORT ME IN THIS GOAL</b> (Student shares support ideas from the goal sheets filled out with student and program staff)	<b>ACTION STEPS/ COMMITMENTS FROM TEAM MEMBERS</b> (Student asks: what can each person do to support me in this goal?)	<b>ADDITIONAL THOUGHTS OR IDEAS FROM THE TEAM</b> (added ideas for ways the team can help support the student)	<b>QUESTIONS</b> (Once the other steps have been completed, team members can ask the student questions or give their thoughts about the goal and plan.)

**GOAL (presented to the group by student):** \_\_\_\_\_

**FOLLOW-UP TASKS AND DATES:**

**(NOTE: Ask team members to add any tasks to their own calendars during the meeting.)**

TO DO:	PERSON RESPONSIBLE:	DATE(S):

**University of Kentucky (UK) Application for a Comprehensive Transition Program**

**Appendix B: Learning Agreement for the UK CTP**

UK CTP Learning Agreement

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. \_\_\_\_\_

# University of Kentucky (UK) Application for a Comprehensive Transition Program

## Appendix C: Letter to the Southern Association of Schools and Colleges (SACS)

Dr. Belle Wheelan

Southern Association of Colleges and Schools

Commission on Colleges

1866 Southern Lane

Decatur, GA 30033

Dear Dr. Wheelan,

This letter serves as notification to the Commission that the University of Kentucky (UK) is submitting application to the U.S. Department of Education to establish a Comprehensive Transition and Postsecondary (CTP) program for students with intellectual disabilities (ID), as defined in the Higher Education Opportunity Act of 2008.

UK's Human Development Institute (HDI) is our state's University Center for Excellence in Disability. HDI's standing within the university, as well as its demonstrated experience and strong partnerships across state and national networks, provides the resident expertise and leadership necessary for UK to increase statewide capacity, improve lifelong success for students with ID, and contribute to building a truly inclusive workforce in Kentucky.

The proposed UK CTP will provide students with ID a fully inclusive college experience which – upon completion – will better prepare students for competitive integrated employment, self-sufficiency, and independent living.

Participating students will attend the main campus in the manner consistent with that of the larger student body, and have access to all general student services, academic services and social events for which they are otherwise eligible. In addition, during the course of the program, students will enhance academic and work readiness skills, and have opportunities for direct work experience through internships.

Kentucky is an Employment First state committed to ensuring that individuals with disabilities, including individuals with ID, have access to higher quality, better paying jobs and careers, and that competitive integrated employment in the community is considered the first and primary option for people with disabilities who desire employment. Thus, we anticipate that establishing, conducting, and sustaining the UK CTP will contribute to furthering Kentucky's economic advancement, building an inclusive workforce, and improving lifelong opportunities, options, and success for students with ID.



Katherine M. McCormick, Ph.D.

Acting Associate Provost for Planning & Assessment