 



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

Murray State University

http://www.murraystate.edu/

Murray, Kentucky

***Overview of Program Model***

The College to Career Experience (CCE) at the Murray State University (MSU) will provide students with intellectual disabilities (ID) an inclusive college experience. Intellectual disability is defined by the Higher Education Act as:

A student—

(A) With 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.

All courses offered in this program are part of the MSU regular course offerings and are open to all MSU students. As true participants in campus life, students with ID will have the opportunity to be a part of the MSU experience- academically and socially. Whenever possible, natural supports through peer mentors and classroom accommodations will be used, changing the college culture to one of inclusiveness where diversity is valued. Independent living skills and self-advocacy will be explicitly supported to enrich each student’s experience and improve individual achievement.

The components of the model include an individually determined program of studies for each student, based on that student’s career goals, peer and natural supports, and the involvement of students in more than just academic classes, especially in extracurricular and other campus activities to facilitate social relationships and friendships on campus. Great attention is given to providing academic coaches and mentors on campus to coordinate individualized supports and to assist students applying for financial supports.

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;**

Located in the Jackson Purchase lake area of west Kentucky, Murray State is a state-assisted comprehensive university with five academic colleges, two schools, and a library. The university’s 236-acre main campus is in Murray, a city of 16,600.  
  
Murray State University is a Level IV institution accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award associate, bachelor, master, specialist, and doctoral degrees. MSU participates in Title IV federal financial aid programs as well as state financial aid programs.

The students participating in the College to Career Experience (CCE) will attend MSU’s campus. All general student services, academic services, and social events available at MSU will be open to students in the CCE. The CCE will provide students with the skills needed to become gainfully employed through classes such as experiential education and paid and unpaid internships.

At present, the proposed CTP will not include courses through distance education. We anticipate that students will audit (with appropriate modifications in content) or take for credit at least two regular MSU courses per semester – a minimum of six hours per week. We also anticipate that students will spend time on campus studying for their classes (3 to 6 hours per week), often with a peer mentor. We also anticipate that students will engage in campus extra-curricular activities, intramurals, or university clubs, depending upon their area of interest. The exact amount of time spent in these activities will of course depend upon the activities that the student selects. In addition, students will be engaged in an internship for three semesters – each internship will consist of at least six hours per week. Internships can be either paid or unpaid. It is also possible that internships could consist of university related jobs (e.g., federal work-study position in an area of a student’s interest).

Thus, students are expected to spend a minimum of nine hours per week on campus (though for some students this could be considerably higher), and at least six hours per week in their internships. Because this is a totally inclusive program, we anticipate students will spend necessary class preparation and study time, as well as being engaged in activities on campus.

**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 gainful employment;**

Upon completion of the CCE, students will be better prepared to enter the world of work. The students will have learned work readiness skills, employability skills, social skills, and have received work experience. The core classes in the program provide the students with the skills they will need to be successful in the work place and beyond. The experiential education will provide the students with work experience in the field of their choosing, which has a number of benefits. These benefits include real world experience, opportunity for feedback regarding strengths and weaknesses from an actual employer, 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 gainful employment, the student will have the opportunity for an improved quality of life. Work can provide people with a sense of purpose, an identity that extends beyond their disability, a chance for increased independent living, and financial independence.

Faculty and staff members who work with the students in the CCE will be provided support by the Supported Higher Education Project (SHEP). SHEP staff members, including campus coordinator, can provide professors with the training and resources they will need to create modifications and track student progress. Learning contracts (see Appendix D) will be offered to students who are participating in an audit status, but syllabi will *not* be modified for students taking courses for credit. Training can include topics such as the Universal Design for Learning, assistive technology, and other accommodation strategies all of which can provide an improved learning environment for all students. SHEP will utilize the Engaging Differences [website](http://www.hdi.uky.edu/SF/EngagingDifferences/home.aspx) provided by the Human Development Institute (HDI) to facilitate this training.

***Peer Mentoring Supports***

The Project Mentor is an academic support program, currently in place on MSU’s campus, that offers enhanced support through trained mentors, which allows students with disabilities to receive individualized assistance with learning effective strategies for organizing and studying course-related materials and assignments.

Along with these supports, the CCE will use additional peer mentoring supports to enhance the student’s classroom and social experiences. A peer mentor is another student who can assist a student who may still be developing the skills for independence, such as a student with a disability.  This assistance can be in the form of an academic tutor, a study partner, class peer, or even just a friend. The term mentor, in the traditional sense, means to be an advisor or supporter.  For peer mentoring on a college campus, we think mentoring means more than that.  It is about developing meaningful relationships that benefit all who are involved and should be considered a two-way street.  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), in actuality, both parties learn from one another, creating more of a mentoring partnership than an unequal mentor/mentee relationship.  That is what we hope to develop by pairing college students with peers on campus who need additional support due to characteristics of a disability.  Both will learn from the other, improving the quality of life for all involved.

*SHEP Campus Coordinator responsibilities:*

* Assist SHEP students with registration.
* Develop an individualized program of study resulting in the completion of the CCE.
* Utilize the Planning Alternative Tomorrows with Hope (PATH) model to design an individualized program of student. (See Appendix A)
* Work with faculty to develop modifications/learning contract for individual SHEP students.
* Implement weekly student seminars to teach functional life skills.
* Coordinate with local school districts to provide skill readiness training and identify potential SHEP candidates.
* Work with Office of Vocational Rehabilitation (OVR) to coordinate internships for SHEP students.
* Maintain a student portfolio of ongoing social activities, internships, and academic progress.

*Mentor responsibilities include:*

* Commit to a mentoring schedule and keep mentoring times open for mentoring.
* Contact the mentee ahead of time if unable to meet due to unforeseen circumstances.  It is suggested that mentors and mentees exchange phone numbers for easy contact.
* Provide information and support to mentee when requested.  If the mentor doesn’t know the answer to a question, then he or she will help the mentee access resources to find answers.  Take initiative when needed.
* Look for opportunities to build on the mentees strengths and interests through extra-curricular activities, campus events, organizations, and volunteer or job opportunities.
* Attend college events with mentee to support her/him in the whole college experience.
* Devise a communication plan with the mentees family members (if requested) to keep them up on assignments and homework.
* Honor the mentee’s request for less support – however, notify the mentoring 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 as needed.
* Notify the mentoring coordinator as soon as any problems or concerns arise.
* Maintain the confidentiality of the mentee.  However, if problems or concerns should arise, the mentor should contact the mentoring coordinator immediately.

*Mentee responsibilities include:*

* Work with campus coordinator to schedule classes for SHEP students.
* Follow the class schedule and attend each class at the correct time, place, and day.
* Know or have available at all times the student I.D. card and number, email address, email user name, and password (these allow you access to email, blackboard, student union activities, library services, campus events, etc.)
* Carry at all times an agenda or notebook for documenting assignment due dates, etc.
* Carry at all times a copy of your course syllabi.
* Contact the scheduled mentors ahead of time if unable to make it to campus.  It is helpful for each mentee to have and know how to use a cell phone.  Mentor phone numbers can be programmed in to the phone for easy access when needed.
* Check emails and blackboard regularly
* Set aside a time each week to complete homework independent of mentor outside of your time on campus
* Turn-in assignments on the scheduled due dates
* Email or call mentors for help with homework
* Be respectful to mentor.  If unhappy with something they are doing or saying, tell them.  If the mentee is uncomfortable telling them, then he or she can contact the mentoring supervisor.
* Access disability services for tests and other accommodations that may be allowed, the student learning assistance tutors labs for additional academic support if needed, or central advising if needed.

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

Students in the CCE will receive academic counseling from MSU advisors, professors, along with campus coordinator, and other staff members from SHEP who are trained to address the educational needs of people with intellectual disabilities.

The curriculum for each student will be individualized to incorporate the approved core classes of the CCE, as well as approved classes that are in the student’s area of interest. All of these courses are in the MSU course catalog and are available to all students enrolled in the college. Courses for the CCE may be taken for credit (traditionally graded or as a pass/fail course) or on an audit basis.

In addition to traditional advising, SHEP will assist MSU staff in creating a person-centered plan for the each student. The campus coordinator and SHEP staff will utilize the Planning Alternative Tomorrows with Hope (PATH) model to facilitate goal setting and track progress. The PATH model starts with the student’s future goals and works backward to the present, setting smaller goals and determining a course of action along the way. See Appendix A for a sample PATH.

**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:**

1. **Taking credit-bearing courses with students without disabilities.**

All courses included in the College to Career Experience (CCE) are existing courses in the MSU catalog and open to *all* students. Students participating in the CCEwill follow a traditional semester term which 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. Our philosophy is one of looking for natural supports to academic inclusion which will vary from student to student. All courses are listed in the MSU course catalog- www.murraystate.edu/undergraduatebulletin

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

Twenty-six (26) hours of coursework will be required – 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. For students who are auditing, satisfactory academic progress (SAP) will be measured by performance on individually modified learning contracts (see section 2 below for further details). SHEP professional staff will work in collaboration with course instructors to modify course assignments, so as not to create additional responsibilities for faculty. Again, these classes are open to all MSU students.

1. **Taking non-credit-bearing, non-degree courses with students without disabilities.**

Students participating in the CCE will also be able to take non-credit-bearing courses which are not related to acquiring a degree. There are other non-credit bearing courses that all students are able to enroll in. Examples of non-credit bearing classes include classes available through the MSU student wellness center. We will encourage participation in these courses as they may relate to students’ social and/or career interests. Non-credit bearing courses will count as part of the experience.

1. **Participating in internships or work-based training in settings with individuals without disabilities;**

The CCE 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. Initially the student will likely be placed in an internship on campus and then moved to an off campus site as he or she progresses through the experience. In addition, students will be expected to have their work internships/work-based training in settings with individuals without disabilities.

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

*Social Integration:*

Our philosophy is one of facilitating natural supports for social inclusion. All students who participate in the CCE will be able to participate in all MSU social 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 he or she is interested in pursuing; determining how to balance social and academic life; fostering friendships with students who have similar interests. Students may engage in both formal and informal social activities. Informal activities may be meeting friends/fellow students for coffee at the student center or playing basketball after classes. Social integration/inclusion will be facilitated via the person centered planning process (PATH) that all students will participate in. The program will also utilize mentors to connect to students to social outlets and interests as well as volunteer work opportunities on the MSU campus to further engage students. This approach will not only widen student social networks but will directly relate to career readiness. MSU offers a wide range of formally organized social activities which can be viewed at this link: <http://www.murraystate.edu/studentOrganizations/20112012%20Student%20Organzations.pdf>

Examples include: the MSU Murray Collegiate 4H; MSU Campus Scouts; Up ‘til Dawn; Women’s Equality at MSU; Best Buddies; Horticulture Club; Campus Ministries; and many others.

*Academic Integration:*

Students will be taking classes that are open to all students. The CCE will not be a segregated, “this course is only for students with intellectual disabilities” type of program. Our philosophy is one of looking for natural supports to academic inclusion which will vary from student to student. For example, a student mentor may assist a student in locating a study group for a particular course and/or connect with a fellow student for team studying. Students will have supports including mentors, advisors, and SHEP 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.

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

**Murray State University SAP policy**

The MSU SAP policy for the general student population states that undergraduate students**,** based upon full time status (minimum of 12 hours per semester), are required to earn a minimum of 24 hours within that academic year. The academic year consist of the fall and spring semesters only. Credit hours earned during the preceding summer may be used to maintain this completion rate. Students are permitted a maximum of six (6) academic years for completion of a baccalaureate degree(s), three (3) years for an associate degree(s), and two (2) years for a certificate program for financial aid purposes. Auditing a course does not count as attempted or earned credit for financial aid purposes. However, any course(s) that is converted to an Audit Course(s) will count as attempted but not earned for purposes of financial aid eligibility.

In addition, all students must also meet the MSU Academic Regulations, as follows:

* **Students are expected to maintain at least a 2.0 cumulative grade point average (GPA). The conditions described below pertain to students whose GPA's fall below 2.0.**
* **A student will be on academic warning when his or her cumulative GPA is less than 2.0 but is at or above the values listed below for the number of hours the student has attempted. A student on academic warning may enroll for a maximum of 16 credit hours during a fall or spring term.**

|  |  |  |
| --- | --- | --- |
| **Hours Attempted** |  | **Cumulative GPA** |
| 1-32 |  | 1.5 |
| 33-64 |  | 1.7 |
| 65-79 |  | 1.9 |
| 80 or more |  | 2.0 |

* An undergraduate student will be placed on academic probation at the end of the first grading period in which her/his cumulative GPA falls below the appropriate threshold listed above. A student on probation may register for a maximum of 16 hours in a regular semester.

**A student will be on academic probation when his or her cumulative GPA is less than the value listed for the number of hours the student has attempted.**

A student determined ineligible to receive financial aid for failure to meet the standards of satisfactory academic progress may [submit an appeal](http://www.bluegrass.kctcs.edu/Financial_Aid/Financial_Aid_Forms) in writing to the MSU Financial Aid Office. The student must submit proper documentation including grade reports, accident data, unexpected medical problems, death in the immediate family, etc. This documentation must accompany the SAP Financial Aid & Scholarship Appeal Form that can be obtained from MSU financial aid office or the MSU website under the Financial Aid Forms link. This documentation must include a letter regarding why the student failed to make SAP and what has changed that would allow the student to demonstrate positive SAP during the next evaluation.

**Proposed SAP policy for CCE**

Satisfactory Academic Progress (SAP) will be determined using a person-centered planning approach, but will largely follow the general MSU SAP policy. For students who are enrolled in their certificate ***coursework for credit***, satisfactory progress will be determined by satisfactory grade point average (GPA), as required for all students of a 2.0 GPA, plus satisfactory performance in work internships (with a rating of at least “Expected Progress” on their internship goals). Students with ID taking their CCE 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 ADA, students with ID who require reasonable accommodations will receive these, as long as these accommodations do not change the course content or grading standard. Satisfactory performance on work internships for students enrolled in courses for credit will be determined by using Goal Attainment Scaling (GAS) (Tennant, 2007) as described below.

For students who are enrolled in their classes ***on an audit basis***, the goals will be determined and agreed upon for each student through the collaboration of the student, the student’s professors, and the campus coordinator. A rubric will be used to identify and quantify the student’s goals and progress for each course and a learning contract (see Appendix D) developed. This matrix will be based upon Goal-Attainment Scaling (GAS), with successful progress being determined for each goal. Goal attainment scaling specifies measurable benchmarks for each personalized goal that corresponds to expected progress (3); greater than expected progress (4); much greater than expected progress (5); less than expected progress (2); and much less than expected progress (1). Satisfactory progress for students in the audit option will be determined by a rating of at least “Expected Progress” across each of the student’s course and internship related goals.

The table below provides an example of a sample Goal Attainment Matrix for an audited course.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CCE Individualized Progress Tracking Rubric** | | | | | | | | |
| **Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Professor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | | |
|  | |  | |  | |  |  |  |
| **CATEGORY** | **Much Less  Than Expected** | | **Less Than Expected** | | **Expected** | | **Greater than Expected** | **Much Greater than Expected** |
| **Goal #1 - Attendance** | 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 |
| **Goal #2 -**  **Class Participation** | Less than 60% | | Greater than 60% but less than 80%. | | Met goal of 85 % class participation as stated in syllabus. | | Instructor rated performance is higher than average for this course. | Instructor rates course participation as outstanding (100%) |
| **Goal #3-**  **Assignments** | 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. |
| **Overall Progress** |  | |  | |  | |  |  |
|  |  | |  | |  | |

For those students who may be enrolled in some courses for credit and enrolled in other classes for audit, MSU will use the standard GPA method for determining satisfactory progress on courses taken for credit (minimum GPA of 2.0), and the GAS method for determining progress on individualized goals for audited classes and for work internships.

**Repeated Coursework**

Any courses that are repeated in the CTP program will be subject to the MSU policy for repeated coursework that states:

An undergraduate student may, for the purpose of raising a grade, repeat a course for credit no more than twice. The grade in the first attempt in which the student earned a grade of A, B, C, D, E, P, X, I, or WE will be removed from the record by the next attempt in which a student earns a grade of A, B, C, D, E, P, X, I, or WE. Grade(s) and hours beginning with the latter attempt will be used in the grade point computation. However, hours for only one of the repeated attempts will be allowed to count toward the minimum number of hours required for graduation. Courses that may be taken more than once for credit are so designated in the course descriptions, with any limits specified. If a student exceeds the maximum attempts indicated, the grade of the first attempt in which the student earned a grade of A, B, C, D, E, P, X, I, or WE will be removed from the record. Any limits on the number of attempts that apply toward graduation will also be enforced.

1. ***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 CCE will follow a traditional semester term which includes 16 weeks of instructional time. Each student will typically enroll for six (6) or seven (7) credit hours per semester. The classes can be audited or taken for credit. Completion of the CCE will include the following requirements:

**College to Career Experience (Sample Two-Year Program)**

**Year I**

**Fall Semester Spring Semester Summer**

6 hours (credit or audit) 6 hours (credit or audit) Internship (optional)

Internship

**Year II**

**Fall Semester Spring Semester**

7 hours (credit or audit) 7 hours (credit or audit)

Internship Internship or Employment in career area

**Minimum Requirements for Completion of CCE Certificate of Accomplishment:**

1. 26 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 (26 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 contract. SHEP professional staff will work in collaboration with course instructors to modify course assignments, so as not to create additional responsibilities for faculty.
2. Minimum of three supervised internships related to career goal. Internships can be paid or non-paid.
3. Student portfolio of accomplishments is required for completion of the CCE Certificate of Accomplishment. Portfolio will include examples of assignments or projects for courses taken for credit; 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.

MSU Courses:

* Core CCE Classes:
  + REA 100- 1 credit hour
  + FYE 098- 1 credit hour
  + FYE 100- 1 credit hour
  + REC/MUS- 1 credit hour
  + COM 131- 3 credit hours
  + Area 099- 1 credit hour
  + HEA 191- 3 credit hours
  + YNL 290- 3 credit hours
* Electives:
  + AGR- 099, 100, 101, 180, 199, 361
  + ART 105, 121
  + BPA- 099, 140
  + COM- 161
  + EDU 099, 201, 202
  + ENG- 095
  + FCS 111, 210, 234
  + GCM- 099, 150, 151, 153, 250, 488
  + GUI 100, 188
  + HEA 195
  + MUS 104, 105, 106, 107, 108
  + NTN- 099, 200, 220, 230, 231, 488
  + PSY 180
  + REC- 099, 101, 102, 113, 118, 120, 150, 207, 421
  + SOC 133
  + THD 099, 101, 104, 110, 111, 260
  + YNL- 099, 350

**Sample CCE Curriculum:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1- Fall** | **Year 1 – Spring** | **Year 2- Fall** | **Year 2- Spring** |
| REA 100 - Fundamental Reading Skills (1) | COM 131- Introduction to Interpersonal Communication (3) | HEA 191- Personal Health (3) | YNL 290- Trends and Issues in Youth and Human Services (3) |
| FYE 098- New Student Orientation I (1) | Area 099 (1) | Area Elective (3) | Area Elective (3) |
| REC/MUS (1) | FYE 100- Freshman Orientation II (1) | Internship (1) | Internship (1) |
| Area Elective (3) | Internship (1) |  |  |
| **6 Credit Hours** | **6 Credit Hours** | **7 Credit Hours** | **7 Credit Hours** |

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

1. ***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 educational credential MSU will offer through its CTP will be entitled the College to Career Experience (CCE). The intent of the CCE is to provide an inclusive college experience, leading to a career, for students with intellectual disabilities. For each course, the student, the instructor, and the campus coordinator will work together to develop at learning contract (see Appendix D). The learning contract will be tied to the Goal Attainment Scale discussed above.

The anticipated outcomes for students participating in the CCE are:

1. Gainful Employment- Students who complete the CCE program will be better prepared for the world of work having gained job readiness skills, a knowledge of work etiquette, and skills specific to their chosen specialty.
2. Socialization- Through participating in a fully inclusive college experience, the students will gain interpersonal skills that will benefit them both vocationally and socially.
3. Self-esteem- The very act of completing the coursework needed to receive the CCE will provide the students with a greater sense of self-worth and self-esteem. This will be measured by SHEP using pre/post interview data. The students will have supports including mentors, advisors, and SHEP 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.

Minimum Requirements for the CCE Certificate of Accomplishment:

Twenty-six (26) 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 CCE and take coursework in this area. For students who are auditing, satisfactory academic progress will be measured by performance on individually modified assignments. For students who are taking classes for credit, satisfactory academic progress will be measured using the MSU SAP policy. Minimum of three supervised internships related to career goal. Internships can be paid or non-paid. Student portfolio of accomplishments is required for completion of CCE. 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 minimum number of credits/hours a CCE student can take will be six (6) credit hours per semester, plus at least one internship per academic year. Based upon this number of hours, it would take a student two (2) years to finish the CCE.

1. ***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.

**Appendix A: PATH example**

Skills

**Dreams**

**Initial PATH Meeting For: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

****

**Someday, I would like to:**

|  |  |  |
| --- | --- | --- |
| **Goal** | **Action Step(s)** | **Who & When** |
|  |  | **INTERESTS** |
|  |  | **CAREER IDEAS** |
|  |  |  |

**STRENGTHS & TALENTS**

**What Isn’t Working For You NOW?**

**What Places Do You Go in Community NOW?**

**What Are You Doing NOW?**

**OTHER: (maybe strong dislikes?)**

**Supports Needed Now**

**SUPPORT TEAM**

**List by name and agency (if there is one):**

**Appendix B: Sample Course Descriptions from the MSU Undergraduate Course Bulletin**

**(For more detail see-** [www.murraystate.edu/undergraduatebulletin](http://www.murraystate.edu/undergraduatebulletin))

**AGR 180 Skill Development in Horticulture (3).** Course will document that students can demonstrate the competencies and skill necessary for occupations in the landscaping industry, turf and lawn management, nursery management, and/or vegetable and flower production areas. Credit will be by challenge exam only according to university policy and will be granted upon successful completion of the state horticulture skills standards test and completion of a career major in horticulture at the secondary school level.

3.000 Credit hours

3.000 Lecture hours

**ART 121 Art Appreciation (3).** Surveys the various aspects of the visual and functional arts and their relationship to human life and society. A variety of art forms from different cultures and historical periods will be studied. Does not count toward art history minor. A student cannot have credit for both ART 121 and HON 161.

3.000 Credit hours

3.000 Lecture hours

**BPA 140 Foundations of Business (3).** An introduction to the various functions of business such as finance, management, marketing, personnel, etc. Open only to students who have not completed a business course above the 200 level.

3.000 Credit hours

3.000 Lecture hours

**COM 131 (181) Introduction to Interpersonal Communication (3).** Communication in an interpersonal environment. Topics studied include interpersonal perception, verbal and nonverbal communication, conflict reduction, and language and its use. Will not satisfy requirements for organizational communication major or minor.

3.000 Credit hours

2.000 Lecture hours

2.000 Lab hours

**EDU 201 American Sign Language Level I (3).** American Sign Language (ASL) Level I is designed for the student who wants to acquire ASL skills to communicate with persons who are deaf. The course will focus on basic communication functions such as introducing oneself, exchanging personal information, making requests, talking about family and occupations, giving directions, attributing qualities to others and talking about routines. The course will also introduce students to deaf culture. The course will be taught without the use of voice.

3.000 Credit hours

3.000 Lecture hours

**ENG 095 Writing Workshop (3).** A basic writing skills course that emphasizes clear sentence structure and development of ideas in paragraphs and essays. This course is required for students whose ACT English score is 14 and below. It must be completed before enrollment in ENG 100 or 105. The instructor will recommend which English course must be taken upon completion of English 095. Credit earned in this course may not be counted toward graduation requirements. Graded pass/fail.

3.000 Credit hours

3.000 Lecture hours

**FCS 111 The Family and Its Environment (3).** An introduction to the changing structure and dynamics of families in our diverse society. Identification of changes and choices available to family members and critical issues facing families. Some topics that may be included are: changing gender role expectations, family policy, communication in families, family violence, divorce and effects on family, aging families, parent-child relationships, cultural and racial diversity, remarriage and blended families, and myths and facts about families.

3.000 Credit hours

3.000 Lecture hours

**GCM 150 Graphic Communications (3).** Surveys the development of graphic communications technology and management, past and present. Includes a study of history, design, processes, terminology, materials and the importance of graphic communications in contemporary society. Structured to deal with the digital and traditional technologies of printing reproduction.

3.000 Credit hours

3.000 Lecture hours

**GUI 100 Self-Development and Career Exploration (1-3).** A study of decision-making as it relates to the student’s life experiences. In-class activities teach the concepts of decision-making, time management, career planning, assertiveness and communication skills. Credit for general elective.

1.000 TO 3.000 Credit hours

1.000 TO 3.000 Lecture hours

**HEA 191 Personal Health (3).** This course is designed to educate students about wellness through the acquisition of knowledge, attitudes and behaviors. The major health-related problems in society are addressed, as well as an understanding of individual developmental patterns and health needs. Personal fitness is assessed and activities that promote lifelong fitness are practiced. A broad range of factors affecting wellness, including identification of risk and health promotion behaviors, are covered. Topics include, but are not limited to, substance use and abuse, nutrition, sexually transmitted diseases, health risk factors, mental and emotional health, exercise.

3.000 Credit hours

3.000 Lecture hours

**MUS 105 Introduction to Music History (3).** Understanding and appreciation of music for the beginner. Designed to acquaint the student with the place music holds in heritage through studying and listening to great musical works; to acquaint the student with composers and the influence of history on their compositions; and to create the ability to understand and enjoy music in the world around us. A student cannot have credit for both this course and HON 162.

3.000 Credit hours

3.000 Lecture hours

**NTN 220 Food Safety and Sanitation (2).** This course will focus on foodservice sanitation and safety principles in foodservice and lodging operations. Topics include issues impacting consumers and operators, application of Hazard Analysis Critical Control Point (HACCP) and preparation for the national foodservice sanitation certification examination. Characteristics of food, supplies, and equipment as related to quality, sanitation, and safety will also be addressed.

2.000 Credit hours

2.000 Lecture hours

**PSY 180 General Psychology (3).** A basic course introducing the student to psychology as a science that can be applied to practical problems and everyday issues by learning the methods, concepts, and terminology of the discipline. Note: This course is a prerequisite to all other courses in psychology.

3.000 Credit hours

3.000 Lecture hours

**REA 100 Fundamental Reading Skills (1).** Designed to prepare students for college level reading through individualized and group practice in reading comprehension and vocabulary strategies. The course is required for entering freshmen with ACT scores below 21, unless admission status places the student in REA 095. Advanced placement into a higher level reading course or COM 161 is possible through Murray State University Community college reading assessment exams. Credit earned in this course may not be counted toward graduation requirements. Graded pass/fail.

1.000 Credit hours

1.000 Lecture hours

**REC 102 Camp Leadership and Campcraft (3).** Course for students interested in organized camp counseling and related leadership activities. Content will include a combination of theory and practice with emphasis on successful counseling skills, techniques, and camp activities. One third of the course will be focused on campcraft and nature-oriented activities. The course will include a weekend field experience involving leadership of children in camp activities.

3.000 Credit hours

3.000 Lecture hours

**SOC 133 Introduction to Sociology (3).** This course will introduce students to sociology and the sociological perspective by focusing upon contemporary societies. Through a study of key concepts such as culture, society, group behavior, population, family, stratification, community, social institutions and change, students will be given the tools by which to understand better their society and others around the world.

3.000 Credit hours

3.000 Lecture hours

**THD 101 Dance Appreciation (3).** Orientation to dance as an art form: historical and aesthetic perspectives, basic dance elements, and the relationship to other arts and to the culture. Lectures, films, demonstrations and practical dance experience.

3.000 Credit hours

3.000 Lecture hours

**YNL 290 Trends and Issues in Youth and Human Services (3).** A study of the effect of current results, educational, social, economic environmental issues on youth and human service organizations. Includes student involvement in a community service organization.

3.000 Credit hours

3.000 Lecture hours

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

Southern Association of Schools and Colleges

Regional Headquarters

1866 Southern Lane

Decatur, Georgia 30033-4097

June 22, 2012

To Whom It May Concern:

Murray State University (MSU) is submitting an application to the US Department of Education to begin a Comprehensive Transition and Postsecondary Program (CTP) for individuals with intellectual disabilities, called the College to Career Experience (CCE). Student services will be supported, in part, by the Supported Higher Education Project (SHEP).

The students working toward their CCE will attend MSU’s main campus in Murray, Kentucky. All general student services, academic services, and social events available at MSU will be open to students in the CCE. Upon completion of the CCE students will be better prepared to enter the world of work. The student will have learned work readiness skills, employability skills, social skills, and have received work experience. The core classes in the program provide the students with the skills they need to be successful in the work place and beyond.

Faculty and staff members who work with the students in the CCE will be provided support by the SHEP. SHEP staff members can provide professors with the training and resources they will need to create modified syllabi and track student progress. Modified syllabi will be offered to students who are participating in an audit status, but syllabi will *not* be modified for students taking courses for credit.

In addition to these supports, the CCE will use a peer mentoring system to enhance the student’s classroom and social experiences. A peer mentor is another student who can assist a student who may still be developing the skills for independence, such as a student with a disability. Students in the CCE will receive academic counseling from MSU advisors and professors, along with staff members from SHEP who are trained to address the educational needs of people with intellectual disabilities. The curriculum for each student will be individualized to incorporate the approved core classes of the CCE, as well as approved classes that are in the student’s area of interest.

All courses included in the CCE are existing courses in the MSU catalog and open to *all* students. Students participating in the CCEwill follow a traditional semester term which includes 16 weeks of instructional time. Each student will typically enroll for six or seven credit hours per semester. The classes can be audited or taken for credit. Twenty six (26) hours of coursework will be required – either taken for credit or audited. The CCE will require a minimum of three supervised internships related to the student’s career goal. Internships can be paid or non-paid. In addition, students will be expected to have their work internships/work-based training in settings with individuals without disabilities.

Our philosophy is one of facilitating natural supports for social inclusion. All students who participate in the CCE will be able to participate in all MSU social 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 he or she is interested in pursuing; determining how to balance social and academic life; fostering friendships with students who have similar interests.

Students will be taking classes that are open to all students. The CCE will not be a segregated, “this course is only for students with intellectual disabilities” type of program. Our philosophy is one of looking for natural supports to academic inclusion which will vary from student to student. Satisfactory Academic Progress (SAP) will be determined using a person-centered planning approach. For students who are enrolled in their certificate ***coursework for credit***, satisfactory progress will be determined by satisfactory grade point average (GPA), as required for all students of a 2.0 GPA, plus satisfactory performance in work internships (with a rating of at least “Expected Progress” on their internship goals). For students who are enrolled in their classes ***on an audit basis***, the goals will be determined and agreed upon for each student through the collaboration of the student, the student’s professors, and the campus coordinator staff. A rubric will be used to identify and quantify the student’s goals and progress for each course.

**Minimum Requirements for the CCE Certificate of Accomplishment:**

1. 26 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. Course of study (26 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. SHEP professional staff will work in collaboration with course instructors to modify course assignments, so as not to create additional responsibilities for faculty.
2. Minimum of three supervised internships related to career goal. Internships can be paid or non-paid.
3. Student portfolio of accomplishments is required for completion of CCE. Portfolio will include examples of assignments or projects for courses taken for credit; 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.

MSU Courses:

* Core CCE Classes:
  + REA 100- 1 credit hour
  + FYE 098- 1 credit hour
  + FYE 100- 1 credit hour
  + REC/MUS- 1 credit hour
  + COM 131- 3 credit hours
  + Area 099- 1 credit hour
  + HEA 191- 3 credit hours
  + YNL 290- 3 credit hours
* Electives:
  + AGR- 099, 100, 101, 180, 199, 361
  + ART 105, 121
  + BPA- 099, 140
  + COM- 161
  + EDU 099, 201, 202
  + ENG- 095
  + FCS 111, 210, 234
  + GCM- 099, 150, 151, 153, 250, 488
  + GUI 100, 188
  + HEA 195
  + MUS 104, 105, 106, 107, 108
  + NTN- 099, 200, 220, 230, 231, 488
  + PSY 180
  + REC- 099, 101, 102, 113, 118, 120, 150, 207, 421
  + SOC 133
  + THD 099, 101, 104, 110, 111, 260
  + YNL- 099, 350

**Sample CCE Curriculum:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1- Fall** | **Year 1 – Spring** | **Year 2- Fall** | **Year 2- Spring** |
| REA 100 - Fundamental Reading Skills (1) | COM 131- Introduction to Interpersonal Communication (3) | HEA 191- Personal Health (3) | YNL 290- Trends and Issues in Youth and Human Services (3) |
| FYE 098- New Student Orientation I (1) | Area 099 (1) | Area Elective (3) | Area Elective (3) |
| REC/MUS (1) | FYE 100- Freshman Orientation II (1) | Internship (1) | Internship (1) |
| Area Elective (3) | Internship (1) |  |  |
| **6 Credit Hours** | **6 Credit Hours** | **7 Credit Hours** | **7 Credit Hours** |

The anticipated outcomes for students participating in the CCE are:

1. Gainful Employment- Students who complete the CCE program will be better prepared for the world of work having gained job seeking skills, a knowledge of work etiquette, and skills specific to their chosen specialty.
2. Socialization- Through participating in a fully inclusive college experience, the students will gain interpersonal skills that will benefit them both vocationally and socially.
3. Self-esteem- The very act of completing the coursework needed to receive the College to Career Experience will provide the students with a greater sense of self-worth and self-esteem. This will be measured by SHEP using pre/post interview data. The students will have supports including mentors, advisors, and SHEP 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.

Thank you for your time and consideration.

Sincerely:

**Appendix D: Learning Contract for the College to Career Experience**

College to Career Expereince 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. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CCE Coordinator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_