Template for a CTP Application

*You may use this template to complete the narrative portion of your application. By using this along with the interactive checklist provided, your application will include all necessary components. Be sure to answer EACH section thoroughly. For example, respond to each section of #2 – the small letters and the roman numerals!*

***Title Page***

*Name of Institution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Contact person(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Contact information (phone and email)*

***Table of Contents***

*(indicate the page that responds to each of the required components)*

***Section 1. General Overview of Program***

***Section 2. Detailed description of how the program meets all of the definitional components of a Comprehensive Transition Postsecondary (CTP) Program, as outlined below:***

* 1. The CTP is designed to support students with ID

*Explain how you will assure that students in the CTP have intellectual disability*

* 1. 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**

*Describe your program’s course of study to illustrate that is covers all these required components.*

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

*Assure that students in your program are physically attending – a fully online program is not allowed.*

* 1. The CTP includes an advising and curriculum structure

*Describe the advising and curriculum (i.e. course of study) structure of your program*

* 1. 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**:

*Address each section, describing how students in your program have access to one or more of these academic components and explain how students without disabilities are included. Note that not all 4 are required. Clearly describe how each component included is inclusive (attended by students without disabilities).*

1. Taking credit-bearing courses with students without disabilities.
2. Auditing or otherwise participating in courses with students without disabilities for which the student does not receive regular academic credit.
3. Taking non-credit-bearing, non-degree courses with students without disabilities.
4. Participating in internships or work-based training in settings with individuals without disabilities;
   1. The CTP provides students with ID opportunities to be socially and academically integrated with non-disabled students to the maximum extent possible.

*Describe the inclusive campus activities and events that students have access to.*

***Section 3: The institutional policy for determining whether a student enrolled in the program is making satisfactory academic progress (SAP);***

***Section 4: 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;***

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

***Section 6: A copy of the letter or notice sent to the institution’s accrediting agency informing the agency of its comprehensive transition and postsecondary program.***

***Appendix: Supporting documentation:*** *Included in the 30 page limit*

*Include examples and supporting documentation that illustrate the program description, such as:*

* PATH or PCP example
* Course descriptions (if from the course catalog, a selection of courses)
* Learning contracts, rubrics, other tools used to measure progress – in academics, employment, independent living
* Evidence that courses are offered on campus
* Course materials, syllabi, student career plans that identify the academic, employment and independent living goals for students
* Data to demonstrate links between program content and employment or education outcomes
* Student schedule
* Examples of how students are supported (i.e. educational coaches, mentors, etc)

These are examples of what to include – in general, the appendix items help to illustrate the program description and make it clear to the reviewer. An appendix is not required.