



THINK COLLEGE STANDARDS FOR INCLUSIVE HIGHER EDUCATION

Created 2011, Revisions in progress, 2020

These Standards, with associated Quality Indicators and Benchmarks, articulate essential practices in program foundations such as alignment with the institution of higher education, coordination and collaboration with internal and external partners, fiscal sustainability and on-going evaluation. Built on these foundations are the student experiences related to self-determination, academic access, career development/employment and campus membership.

The Standards Tool can be used by program developers as they consider each standard area and are guided by essential practices that can be adopted within their program. It is also a tool for continuous quality improvement, as programs review program practices through the lens of the indicators and benchmarks and determine areas of strength as well as those where there is room for growth. The essential practices checklists help to determine the extent to which each benchmark is being met, while the data/evidence lists items that show that the practice is occurring.

STANDARD 1: ALIGNMENT with College Systems and Practices: The postsecondary education program is designed to facilitate alignment with institution of higher education (IHE) systems and services.

Quality Indicator 1.1: Students have equal access to IHE facilities and services.

1.1A: Students in the program have access to all campus facilities and related services available to other students.

Essential Practices:

- Access to campus facilities is the same as access allowed to degree-seeking students.
- Students use campus facilities on a regular basis.
- Students are supported to use facilities and participate in events on evenings and weekends.
- Students regularly use the following campus facilities/services:
 - Health and counseling centers
 - Tutoring centers
 - Athletic / wellness center
 - Information technology services
 - Career services
 - Dining services
 - Library
 - Campus transportation
 - Campus housing

Data/Evidence:

- List of campus facilities available to students
- List of facilities accessed by students
- List of services available and accessed by students

1.1B: Admission, orientation, registration and graduation procedures align with procedures for other students.

Essential Practices:

- Admission deadlines are the same as those for other undergraduate students.
- Any program-specific admission forms are used in addition to typical admission form, rather than instead of it.
- Students and parents attend typical college orientation events.
- Any program-specific orientation activities are conducted in collaboration with general orientation.
- Students receive a student identification card issued by the IHE.

- Students register for courses in the same ways as other students.
- Students receive a transcript issued by the IHE.
- Students participate in typical graduation ceremonies.
- Any program-specific celebrations are in addition to IHE commencement activities and not in place of them.

Data/Evidence:

- Outline of processes for admissions, registration, and orientation
- ID card application process, student IDs
- Orientation agenda with list of any program-specific orientation sessions
- Graduation processes and policies
- % of students who participate in typical graduation

1.1C: Information and support related to the college's code of conduct is provided.

Essential Practices:

- Program staff review the code of conduct with students, related to both academic rights and responsibilities and expected student behavior in various contexts.
- An accessible (i.e., written at an accessible reading level, uses graphics, explains abstract concepts, etc.) version of the code of conduct is provided to students.
- Parents are oriented to the college's student code of conduct.
- Students know how to lodge a complaint and know what to do when a complaint is lodged against them.
- Students receive support from the program throughout any complaint procedure or code of conduct violation investigation.
- Students can request support from/involvement of their parents in complaint procedures.

Data/Evidence:

- Accessible version of code of conduct
- Communication/information dissemination plan for sharing with students and parents
- Process by which program supports students in complaint procedures (both as a complainant and as a potential code violator)

Quality Indicator 1.2: Academic grading and advising policies and procedures are aligned with those established by the institution.

1.2A: Students access advising where other students with similar disciplinary interests receive advising.

Essential Practices:

- Faculty academic advisors receive training on the advising needs of students in the program.
- Academic advising provided by the program is done in partnership with IHE academic advisors.

Data/Evidence:

- IHE advising requirements and policy
- Program advising structure
- Advising requirements and policy if different

1.2B: Satisfactory academic progress is regularly tracked and discussed.

Essential Practices:

- When students are taking a course for credit, grades are awarded in the same way as they are for other students in the class.
- A system is in place to grade students in audited classes.

- Students receive grades/assessments in internships and work-based learning opportunities.
- Students are assessed in independent living skills activities that are part of the course of study.
- A system is in place to use the grades from all activities in the course of study to calculate SAP.

Data/Evidence:

- Grading policy, rubrics or other evaluation procedures for assessing progress in independent living learning activities, audited classes, and WBL/internships that are part of the course of study
- IHE SAP policy
- SAP policy for students in the program if different

Quality Indicator 1.4: Information about the program is represented in campus communications.

1.4A: The program has a presence in the college's web-based communications.

Essential Practices:

- Program information is located on the college website.
- Program news is featured in campus-wide announcements and newsletters.
- Student involvement on campus is highlighted in external college communications.

Data/Evidence:

- College webpages (admissions, visits, student experience)
- Examples of news and announcements from the college that feature the program
- External or public news stories highlighting the program

1.4B: Students with intellectual disabilities are represented in the IHE's diversity plan.

Essential Practices:

- The IHE's diversity plan includes disability.
- Program staff serve on the diversity committee.
- Program staff orient campus groups to the concept of disability as an element of diversity.

Data/Evidence:

- IHE's diversity plan
- Meeting minutes/summary from discussions with IHE stakeholders to facilitate recognition of SWID within diversity plan.
- Specific materials that express the value of and commitment to high expectations and respect for all learners

Quality Indicator 1.5: The IHE offers students a meaningful credential upon completion of the program.

1.5.A: Credential or credentials offered by the program are relevant and meaningful to employers.

Essential Practices

- Employment and industry data are used to identify a relevant, meaningful credential(s)
- Employer needs and expectations are used to develop the scope and sequence of curricula associated with the established credential(s)

Data/Evidence

- # and description of credentials offered by program
- # and description of industry certifications offered by program

- # and % of students enrolled in specific credential programs

1.5B: Credential or credentials offered by the program have been approved by the IHE.

Essential Practices:

- Credential has been through a formal approval process at the IHE.
- Credential is awarded by a recognized department, school or college at the university.

Data/Evidence:

- Approval process

1.5C: Measurable outcomes for the achievement of the credential are clearly stated.

Essential Practices:

- Credential requirements are outlined clearly for each student.
- Expected student learning outcomes are articulated for the course of study.
- Student learning is evaluated for each requirement (courses, internships, community engagement, etc.) in the course of study.
- The program abides by a satisfactory academic progress (SAP) policy.

Data/Evidence:

- Name of credential/certificate
- Program of study and details
- Explanation of SAP policy
- Assessments used, grading procedures for classes

1.5D: Credential completion data is tracked and publicly reported.

Essential Practices:

- The program tracks data on program completion.
- The program makes completion data publicly available.

Data/Evidence:

- Data on student program completion
- Documentation that data are made publicly available

STANDARD 2: COORDINATION AND COLLABORATION: The postsecondary education program should establish and maintain effective program coordination and internal and external collaboration.

Quality Indicator 2.1: The program has a staffing structure sufficient to operate the program.

2.1A: A director or coordinator oversees program operations.

Essential Practices:

- The program director or coordinator:
 - Hires staff for paid and unpaid support positions.

- Ensures consistent communication channels among all support staff.
- Provides training and supervision for all program staff.
- Schedules staff and peer supports.
- Oversees the student-directed planning process.
- Maintains relationships with internal and external stakeholders.
- Provides outreach to families.
- Manages all administrative aspects of the program, from application to course enrollments and graduation.
- Oversees data collection and program evaluation.
- Develops and ensures implementation of a program procedure manual.

Data/Evidence

- Organizational chart that shows the staffing structure of the program
- Job description for program director/coordinator

2.1B Program employs staff who are responsible for facilitating inclusion of students in academics, work, campus housing, and campus activities.

Essential Practices:

- A staff person is designated as responsible for facilitating inclusion of students in:
 - Academics (college classes)
 - Work and career development activities
 - Campus housing (if applicable)
 - Campus activities
- Staff who facilitate academic, employment and social inclusion have appropriate skills and background for those positions.

Data/Evidence

- Program Organizational chart
- Job descriptions for all key staff with details of job responsibilities
- Resumes of staff responsible for academic, employment and social inclusion

2.1C: Program staff are adequately supervised and receive ongoing training.

Essential Practices:

- The reporting structure for all staff is clear.
- Supervisory records and goals are maintained.
- A team member is responsible for training and supervision of program staff.
- A training program exists that details goals and timelines.
- Trainings are created and archived for repeated use.
- Support professionals are observed for fidelity of implementation to expectations.
- Students have opportunities to evaluate support professionals.
- Program support professionals evaluate their performance and participate in performance review meetings.

Data/Evidence

- Training outlines with goals and timelines
- Training materials
- Training records; sign-in sheets
- Supervisory records

Quality Indicator 2.2: The program establishes collaborative relationships with key IHE partners.

2.2A: There is regular communication with campus administrators and staff.

Essential Practices:

- Program staff have met with the following to provide information about the program:
 - President/chancellor or provost/vice-president for academic affairs
 - Director of admissions
 - Director of residential programs
 - Director of disability support services
 - Director of financial aid
 - Director of student affairs
 - Department heads, chairs, and directors
 - Office that oversees Title IX
 - Staff senate/council
 - Other administrators and staff as deemed necessary by the program
- Program staff have regular meetings and communication with campus administrators and staff as needed to ensure smooth operation of the program.

Data/Evidence

- Meeting agendas and notes

2.2B: Program staff liaise with faculty to ensure inclusion of students in courses.

Essential Practices:

- Program staff meet with individual faculty when a student is enrolled in a course to address student goals, accommodations, and modifications as appropriate.
- Program staff coordinate with Disability Services as appropriate to communicate with faculty.
- Program staff meet with department heads, chairs, and directors to ensure students have access to a full range of courses.
- Program staff have met with faculty senate/council to provide information about the program.

Data/Evidence

- Written process for faculty engagement and communication
- Meeting agendas and notes

2.2C: Program staff collaborate with and participate in faculty/staff governance or committees.

Essential Practices:

- Program staff serve on campus committees.
- Program staff monitor important governance committees for opportunities to provide information on the program.
- Program staff has presented to pertinent committees.
- Program staff are voting members of staff/faculty government (such as staff senate/council).

Data/Evidence

- List of committee service for each staff/faculty member
- List of presentations made to institutional groups

Quality Indicator 2.3: Collaborative relationships with key external partners are established and maintained.

2.3A: There are regular meetings and communications with external partners.

Essential Practices:

- A list of partner agencies is maintained that includes recommendations for when outreach/meetings should be scheduled (e.g., every month, once a year).
- Interagency team meetings are held regularly.
- A specific team member has been given responsibility for arranging team meetings.
- Representatives of external partner organizations such as VR, developmental disabilities agencies, adult service providers, local school districts, and other agencies as applicable are invited to participate in relevant program meetings.
- The program collaborates with statewide or regional IPSE coordination efforts, such as a statewide alliance of postsecondary education programs for students with ID.

Data/Evidence

- List of essential partner agencies, with schedule of contacts
- List of statewide or regional coordination meetings attended

2.3B: There is ongoing outreach to families of current and prospective students.

Essential Practices:

- A team member is responsible for outreach to families.
- There is a process in place to ensure meaningful involvement of families.
- Regular outreach activities are planned and implemented.
- Protocols have been created that outline staff communication responsibilities to family members.
- Families are aware of the communications they can expect from the program.
- Families have access to existing communication structures used by the IHE to communicate with families.

Data/Evidence

- Communication plan/timeline/action plan/protocol, with corresponding personnel responsible
- Records of outreach communication
- Newsletters/mailings

STANDARD 3: SUSTAINABILITY: The program is fiscally and programmatically sustainable.

Quality Indicator 3.1: The program has a plan for fiscal sustainability.

3.1A: The program has the financial resources needed to meet obligations to students, staff and other contractual parties.

Essential Practices:

- The program has a budget that is balanced in terms of expenses and sources of income.
- The program has a budget that is based on the projected numbers of students.
- The program is reflected in the university's budget.
- The program has a sustainability plan.

Data/Evidence

- Budget and income statements
- Sustainability / business plan

3.1B: The program has diversified funding streams that support its core operations.

Check all funding sources the program currently uses to support core operations:

- Student fees
- Tuition
- Fundraising efforts
- State funding
- Fiscal support from the university
- Private endowment

Data/Evidence

- Income from each funding source

3.1C: Students in the program have access to federal student aid.

Essential Practices:

- The program has applied for CTP status.
- Program is an approved CTP.
- The program provides information and support to students to learn about federal financial aid options.
- Program or IHE offers support to students and families to complete the FAFSA.
- The college awards federal student aid funds to eligible students.
- Students are able to access work study jobs, if eligible.
- Program staff verify that students who receive financial aid meet the definition of a student with an intellectual disability in the HEOA.

Data/Evidence

- # or % of students who fill out FAFSA application
- # or % of students receiving financial aid or support
- # or % of students who receive financial aid that meet the definition of a student with an intellectual disability in the HEOA

3.1D: Students have access to diverse sources of funding to cover program costs.

Essential Practices:

- Information is provided to students and families related to sources of funds for tuition and other program costs.
- The program has developed a scholarship program.
- VR financially supports students to attend the program.
- The program has worked with Medicaid in their state to create methods for funding students.
- Funding from local educational agency is used to support student attendance or services, if applicable.
- Information on a variety of resources for paying for college is readily available to students (Essential Practices):
 - Federal student aid
 - State financial aid
 - Scholarships
 - Medicaid
 - VR
 - Tribal financial assistance
 - LEA funding
 - National service grants

Data/Evidence:

- # or % of students receiving financial aid or support, such as federal student aid, national service grants, work study, Medicaid waiver funds used for IPSE, vocational rehabilitation, and others
- Financial agreements with funding entities such as VR, Medicaid

Quality Indicator 3.2: The program maintains relationships that support programmatic sustainability.

3.2A: The program cultivates supportive relationships with key allies on campus.

Essential Practices:

- Ongoing communication with college campus occurs via newsletters, email, etc.
- Program maintains communication with key members of college administration (Essential Practices):
 - Faculty Senate
 - Student Affairs
 - President
 - Provost
 - Disability Services
 - Registrar
 - Dean
 - University Foundation Office (fund-raising)
- Program engages in ongoing efforts to formally recognize the support from key IHE allies.

Data/Evidence

- #, date(s), topic(s), and format of communication
- Meeting and/or communication timeline (annual)
- List of recognition events

3.2B The program has an advisory team or committee that advises program operations and actively supports sustainability.

Essential Practices:

- The advisory team or committee includes internal IHE representatives, including administrators (deans, provosts, department chair), disability services, and faculty.
- The advisory team or committee includes external representatives from disability-specific agencies, relevant community agencies, local business leaders, workforce development providers, families, and students.
- Advisory team or committee members are actively recruited to ensure that all relevant stakeholders are represented.
- The program communicates at least quarterly with the advisory team or committee.
- Advisory team or committee meetings are regularly scheduled.
- Notes and resources from each meeting are readily available to members.
- The advisory team/committee supports collaboration between the IHE and the program and with outside entities.
- The advisory team or committee addresses program policy and practice and student outcomes (e.g., is this a recurring agenda item during routine meetings?).
- The advisory team or committee actively engages in activities to support the sustainability of the program.
- The program team includes those who understand IHE policies and procedures and how they apply specifically to the program structure, procedures, policies, and students.

Data/Evidence

- # and % of advisory team or committee members by category (IHE, agency, business, family, student)
- Advisory team or committee member recruitment plan
- Advisory team or committee meeting summaries
- #, date(s), topic(s), and format of communication
- Meeting and/or communication timeline (annual)

3.2C: The program participates in a state or regional network of college programs for students with ID.

Essential Practices:

- Program communicates regularly with other programs in the state or region.
- Program participates in events or meetings with other programs in the state or region.
- Program collaborates with other programs in the state to advocate for program and/or student funding.

Data/evidence

- List of statewide or regional meetings or events attended
- List of meetings or communication with representatives from VR, state developmental disabilities agency, or other sources of funding

3.2D: The program engages in policy-related educational efforts with state legislators.

Essential Practices:

- Educational materials are created and disseminated to state policy makers.
- Students are supported to visit legislators to educate them about inclusive PSE.
- Events are held to educate state legislators on inclusive PSE practices and outcomes on a regular basis.

Data/Evidence:

- List of meetings or communication with state legislators
 - Materials developed
-

STANDARD 4: EVALUATION: The postsecondary education program engages in regular, sustained evaluation of its practices and outcomes.

Quality Indicator 4.1: The program conducts program evaluation and disseminates findings.

4.1A: Evaluation data from key stakeholders is collected on a regular basis.

Essential Practices:

- Data are collected from key stakeholders on at least an annual basis.
- The program collects evaluation data from:
 - Faculty /instructional staff
 - Disability services staff
 - Related administrative offices (e.g. Financial Aid, Registrar)
 - Peer mentors/education coaches
 - Residence life staff
 - Career services/employment staff
 - Families/guardians

Data/Evidence

- Data collection schedule
- Sample questionnaires/tools
- Sample data collection protocols
- Evaluation findings

4.1B: Data are used to identify and implement needed program changes.

Essential Practices:

- Program and student evaluation data is compiled for easy review.
- Program and student evaluation data is reviewed by relevant staff.
- Program and student evaluation data is reviewed by stakeholders/advisory committee members.
- The program implements changes based upon data.
- The program use ongoing evaluation to guide strategic planning.

Data/Evidence

- Tables/charts/graphs of program data
- Data review process/timeline/action plan
- Indicators of data being used to improve/modify program operations
- Examples of program changes implemented
- Program characteristics or policies revised based on evaluation results

4.1C: The program disseminates data and evaluation findings to key stakeholders.

Essential Practices:

- Evaluation findings are shared with:
 - IHE administration and leadership
 - Adult agency/service providers
 - Employers
 - Students and families
 - Funders

Data/Evidence

- Plan for data sharing (includes who, what, when, how, etc.)
- How and to whom evaluation results are disseminated
- Examples of print material, website, social media posts, program application, brochure, etc. where data and evaluation findings are shared

Quality Indicator 4.2: Data are collected on student activities and outcomes.

4.2A: The program regularly collects and reviews data on current students.

Essential Practices:

- The program collects:
 - Application/acceptance data
 - Student demographic and enrollment data
 - Student employment data
 - Student satisfaction data
 - Retention data
 - Credential attainment/completion data
 - Exit data

4.2B: The program collects annual follow-up data on graduates' employment, living situation, and life satisfaction.

Essential Practices:

- Students are introduced to the outcome survey prior to exit.

- Students are informed of the critical nature of responding to outcome survey.
- Program has established reliable practices to contact exited students.
- Student outcome information is shared publicly (on website/printed materials).

Data/Evidence

- Data collection schedule
- Sample questionnaires/tools
- Sample data collection protocols
- # and % of students for whom data was collected
- # and % of students for whom follow up data are collected
- Data on outcomes of graduates

4.2C: The program engages in and disseminates scholarly research related to PSE for students with ID.

Essential Practices:

- Program has a planned series of research studies to document the impact of the program.
- Program participates in cross-campus research studies with other researchers.
- Program disseminates research findings in peer-reviewed journals and through other types of publications.
- Program disseminates research findings in presentations at professional conferences and other locations.
- Where applicable, program supports graduate students to engage in research.
- Program supports students with intellectual disability to collaborate in research.

Data/Evidence

- Documentation of planned and ongoing research
- List of publications and presentations by program staff/faculty

STANDARD 5: SELF-DETERMINATION: The program supports the development of student self-determination.

Quality Indicator 5.1: A student-directed process (e.g. person-centered planning) is used to develop and monitor student goals.

5.1A: Student-directed planning activities occur for all students.

Essential Practices:

- A self-directed plan is developed for every student.
- The student plan is developed at the beginning of their educational experience.
- Students' interests, preferences, and desires are evident in:
 - Course selection
 - Career development opportunities
 - Campus activities
 - Social connections
 - Housing
- Students control who participates in their planning activities.
- Student planning involves family input when desired by the student.

Data/Evidence

- Self-directed process used (ie STAR, PATH, etc)
- documentation from student directed process

- Written student goals
- Student schedule
- Goal progression or attainment documentation

5.1B: Student plans are reviewed regularly and modified as needed to reflect changes in student interests and preferences.

Essential Practices:

- Student planning documents are reviewed at least once during each semester.
- Student goals are discussed with the student each semester.
- Students are supported to monitor their own progress toward personal goals.
- Student planning documents are modified to reflect changes in student goals and interests.
- Student's goals are shared with relevant staff (advising, employment, transition team if applicable) to ensure planning reflects student's interests.

Data/Evidence

- Schedule for review of planning documents with students
- Schedule for review of planning documents with staff
- Notes on changes updated goals (e.g., job changes, course changes, revised activities)
- Examples of how students monitor the progress of their personal goals

Quality Indicator 5.2: Opportunities are provided to practice and improve self-determination skills.

5.2A: Students are supported to develop and use self-advocacy skills in academic settings.

Essential Practices:

- Students are provided with tools (apps, calendars, scheduling software) to manage their academic schedules.
- Students are supported to monitor their own academic progress.
- Students are supported to advocate for needed academic accommodations.
- Students engage directly with disability services office.
- Students engage directly with student advising.
- Students are involved in course selection and registration.
- Students give accommodation letters to instructors.
- Students meet with instructors to discuss learning strengths and needs.
- Students review their grades/transcripts/course completion documentation each term.

Data/Evidence

- Description of process and supports provided so that students can be actively involved in course registration, talking to faculty, requesting accommodations, etc.
- List of tools/strategies provided to support students managing their own schedules.

5.2B: Students are supported to develop and use self-advocacy skills in employment settings.

Essential Practices:

- If desired, students request accommodations in employment settings.
- If desired, students receive support to disclose their disability to their employer.
- Students engage in resume development.
- With support as needed, students:

- schedule job interviews
- make follow up phone calls to potential employers
- negotiate job changes
- Students are provided with opportunities to assess their satisfaction with their employment status and request changes.

Data/Evidence

- Description of process and supports provided to students so they can be actively involved in the job search process
- Description of how students are supported to interact directly with employers

5.2C: Students are supported to develop and use self-advocacy skills in social settings.

Essential Practices:

- Students are provided the opportunity to reflect on their interpersonal goals.
- If desired, students are offered instruction and/or support regarding relationship development with peers/roommates/potential partners.
- If desired, students receive support to disclose their disability to classmates/peers.
- Students decide which, if any, social events they will participate in.
- Students choose with whom they spend unscheduled time.

Data/Evidence

- Description of process and supports provided so that students can be actively involved in managing their own social schedules

Quality Indicator 5.3: Parents/family are involved in the program in ways that respect student autonomy.

5.3A: The program has document(s) and/or training that clearly describes the role of family within the postsecondary program.

Essential Practices:

- Family engagement policies are written down and available to families and others.
- Family communication methods (e.g., newsletters, emails, social media) have been established.
- Family engagement policies respect the important role of the family to offer external support to students in the program.
- Policies address the students' rights to privacy and to choose how family is involved.
- Family information is provided frequently to both new and returning students and their families throughout the year.

Data/Evidence

- Written policies
- Schedule for sharing roles/responsibilities and communication materials used with students and families
- Examples of family communication

5.3B: Guidelines set forth by the Family Educational Rights and Privacy Act (FERPA) are adhered to.

Essential Practices:

- FERPA regulations are presented at orientation to students and families.
- FERPA regulations are reviewed with students and families.

- The program provides students with training regarding how they can use a FERPA consent to release their personal information to their families.
- Students receive the option to rescind their FERPA consent at minimum annually.
- Families are informed that FERPA consent can be rescinded by their child as desired.

Data/Evidence

- Copies of FERPA materials shared at orientation
- Sample communications reviewing FERPA guidelines
- Training materials on student waiver of FERPA rights
- Sample consent to release student information form

5.3C: Students determine the level of parental involvement.

Essential Practices:

- Parents meet with staff only with student consent.
- Parents attend academic advising meetings at student invitation.
- Parents receive information about student progress or experiences when it is approved by the student.

Data/Evidence

- Description of the process for allowing each student to decide how parents are involved in their college experience

STANDARD 6: ACADEMIC ACCESS: The postsecondary education program supports inclusive academic access for students.

Quality Indicator 6.1: A wide array of college courses that are attended by students without disabilities are available to students in the program.

6.1A: Students enroll in college courses that relate to their personal, academic, and career goals.

Essential Practices:

- Students lead the development of their individualized program of study.
- Students take college courses related to personal goals.
- Students take college courses related to academic goals.
- Students take college courses directly related to career goals.

Data/Evidence

- Course of study and student-directed planning process (e.g., person-centered planning) for each student.
- Description of student involvement in the development of their course of study.
- List of college courses taken by each student.
- Show alignment between each student's evolving planning process, course of study, and long-term goals.

6.1B: Students enroll in credit, audit, or non-credit/non-degree/continuing education courses that are offered by the institution and attended by students without disabilities (inclusive courses).

Essential Practices:

- Students may choose to take courses for college credit or audit.
- Course modifications are available to students who are auditing or participating in a course for no credit.
- There is a process to assess the learning outcomes for audited and continuing education classes.

- If taking the course for credit, students are graded the same way as degree-seeking students in the class.
- Students are assessed by the faculty member whether they are auditing or taking for credit.
- Students without disabilities (or other than ID) are enrolled in the same role as students with ID (i.e., their role in the class is as a student following the same syllabus, not as a peer mentor or instructor).
- Students without disabilities (or other than ID) are enrolled in the same section (i.e., there is not a special section for students with ID) without a disproportionate number of students with ID (i.e., not a reverse inclusion class or group instruction for all students in the program).
- All courses can be found in the college/university course catalog (i.e., have a course code).
- All courses are open for students to register through the typical course registration process (even if students in the program follow a different process).

Data/Evidence

- Spreadsheet or other document listing inclusive college courses taken by students, illustrating:
 - courses students take for typical college credit
 - courses that are audited by students
 - smallest number of courses taken by an individual student by type of course
 - largest number of courses taken by an individual by type of course
 - average number of courses taken by students in the program by type of course

6.1C: Enrollment in separate courses designed only for students with ID is minimized or eliminated.

Essential Practices:

- Students exclusively take classes attended by students without disabilities.
- Program actively seeks ways to eliminate segregated instruction.
- Independent living skills are taught on an individualized basis in natural settings, not in a separate class.
- Career development skills are addressed through individualized instruction, not in a separate class.
- Students access career development workshops taught by the campus career center and attended by all students rather than in separate classes offered by the program.

Data/Evidence

- Course spreadsheet reflecting level of inclusive courses vs. separate classes over time

6.1D: The program collects college course enrollment and completion data.

Essential Practices:

- The program documents the number of total classes taken for credit and audit.
- The program documents the number of classes students take with classmates that all have disabilities.
- The program documents the number of classes students take with students without disabilities.
- The program tracks student course assessment (grades, pass/fail, faculty feedback, etc.).
- The program tracks course completion data.

Data/Evidence

- Course enrollment and completion spreadsheet

Quality Indicator 6.2: The program addresses barriers to course registration and participation.

6.2A: The program works with the IHE to address and mitigate the impact of policies that impede access to college courses.

Essential Practices:

- Students in the program are not required to take placement tests to participate in college courses.
- Students can enroll without permission of the instructor, unless this is a typical practice for all students.
- Prerequisites can be waived with permission of the instructor to allow for student participation in classes.
- Students can access priority or early registration for courses.
- Students are able to register at the same time as other students (not having to wait until the end of the registration time frame).
- The policy on waiving placement tests appears to be working effectively.
- The policy on waiving prerequisites appears to be working effectively.
- Status of the students in the program (ie non-matriculating, special student, continuing education student, etc.) does not limit access to college courses.

Data/Evidence

- Policies to waive placement testing, prerequisites
- List of college courses students have taken
- Course registration procedure

6.2B: Students in the program have access to disability services for provision of reasonable accommodations.

Essential Practices:

- Disability Services staff are knowledgeable about the program.
- Disability Services staff are knowledgeable about general access needs of students in the program.
- Disability Services staff actively support the program and its students.
- Disability Services provides accommodations for students in the program in the same ways as for other SWD.

Data/Evidence

- Number of students who request accommodations through the DS office
- Percentage of students who contact the DS office that are provided accommodations and/or services through that office
- Number of students who were denied accommodations and reasons for denial
- Student satisfaction with accommodations received, by type

6.2C: Students have access to and instruction in the use of needed technology.

Essential Practices:

- Student technology needs are assessed regularly.
- Students have access to needed technology, such as:
 - Textbooks in alternative format
 - Laptops
 - Audio recording
 - Voice recognition software
 - Text-to-speech programs
 - Phones
 - Electronic calendars
 - Reminder systems
- Students receive instruction in the use of technology.
- If students do not own the technology they need, it is provided to them by the program or another entity.
- Students can access IHE technology resources the same way other students do.

- Students receive information on safety related to the use of social media.

Data/Evidence

- List technology supports available to students
- Evaluation process used to determine students' needs for technology
- # or % of students who participated in technology- related trainings
- # or % of students who use technology in various settings (e.g., academic, employment, social, personal,) by setting
- # or % of students who request additional training on technology
- Technology provided, by technology type
- Technology support provided, by support type

6.2D: Students have access to academic support providers who receive ongoing training and supervision.

Essential Practices:

- Students access peer academic support that is coordinated by the PSE program.
- Students access academic support that is available to all university students.
- Professional development is delivered to academic support staff and peer mentors.
- Students receive 1-to-1 academic support as needed.
- Academic support providers receive ongoing supervision from the program and/or IHE.

Data/Evidence

- List of trainings provided to academic support staff
- Description of supervision processes used with academic support
- # or % of students accessing support, by type (e.g., tutoring, writing lab, assistive tech, etc.)

6.2E: College faculty are offered training on universal design for learning (UDL) principles.

Essential Practices:

- Professional development on UDL is offered to faculty in multiple ways (i.e. face-to-face workshops, online modules, brown bag lunches, individual technical assistance).
- The program partners with the academic teaching and learning center and/or disability services to provide UDL training.

Data/Evidence

- List of UDL workshops or training opportunities provided

STANDARD 7: CAREER DEVELOPMENT & EMPLOYMENT: The program provides students with the supports and experiences necessary to seek and sustain competitive employment.

Quality Indicator 7.1: The program offers a variety of career development activities to its students.

7.1A: Students participate in career awareness and exploration, work-based learning, and job-seeking activities related to student career interests with people without disabilities.

Essential Practices:

- The program facilitates inclusive on-campus career awareness and exploration, work-based learning, and job-seeking activities for program students.

- The program facilitates inclusive off-campus/community-based career awareness and exploration, work-based learning, and job-seeking activities for program students.
- Students participate in career awareness and exploration, work-based learning, and job-seeking activities provided by the college (career services or other office).
- Internships are individually designed to match the students' career goals and interests.
- Unpaid career development activities and internships are time-limited (e.g., no more than 2 semesters).
- Work opportunities are intentional, based on student preferences and interests.
- The program cultivates new experiences if existing experiences are not aligned with student interests.

Data/Evidence

- Database/listing of all career awareness and exploration, work-based learning, and job-seeking activities students participated in, where they were located and who provided those experiences.
- Length of time students spending in career development and unpaid work experiences during their time in the program
- Percentage of students in the program participating in on-campus internships or WBL opportunities in settings with people without disabilities
- Percentage of students in the program participating in off-campus internships or WBL opportunities in settings with people without disabilities

7.1B: Students participate in college courses related to career areas of interest.

Essential Practices:

- Students' individual course of study includes college courses that align with career goals.
- Students take courses that are directly related to specific career fields, career interest areas, and employment areas.

Data/Evidence

- List of courses required as well as elective options for meaningful credential
- Courses of study that illustrate that students' goals and course participation align

7.1C: The program collaborates with campus Career Services for the provision of career development services.

Essential Practices:

- Program staff partner with Career Services in the provision of career development services.
- Students participate in workshops, resume reviews, mock interviews, and other services offered by the Career Services office.
- Students have ongoing relationships with Career Services staff.
- Students attend college-sponsored job fairs.
- Students use job listings/boards posted by Career Services to identify job openings.

Data/Evidence

- List of meetings with Career Services office.
- Spreadsheet of workshops, resume reviews, mock interviews, job fairs, and other Career Services events attended by each student.
- List of job openings students identified through Career Services.

Quality Indicator 7.2: Students are provided with the supports necessary to obtain paid employment while attending the program and at exit.

7.2A: Students have access to job coaches and developers who receive ongoing training and supervision.

Essential Practices:

- Students have access to job developers.
- Students have access to job coaches.
- Job coaches provide employment training and support for students.
- Job developers create job opportunities for students by researching, identifying, and soliciting commitments from possible sources of employment.
- Job coaches and developers have adequate qualifications/experience.
- Job coaches and developers receive professional development.
- Job coaches and developers have regular supervision from an experienced staff person.

Data/Evidence

- Schedules of the staff providing employment services and supports
- Frequency and topics of professional development for job coaches and developers
- List of training providers with qualifications
- Employment staff resumes

7.2B: Students participate in paid work related to personal choice and career goals.

Essential Practices:

- The program facilitates inclusive, on-campus paid work for students.
- The program facilitates inclusive, off-campus paid work for students.
- All paid employment facilitated by the program has been chosen and/or approved by students.
- All paid employment is paid by the employer.
- Pay is at or above minimum wage.
- Paid employment facilitated by the program relates to student's stated, post-program career goals.
- New employment opportunities are developed if existing options are not aligned with student interests.

Data/Evidence

- Database/listing of all paid jobs obtained/held by students
- Data on wages for all paid jobs
- Percentage of students participating in on-campus paid work experiences relevant to the student's target credential and aligned with the student's career goals and interests
- Percentage of students participating in off-campus paid work experiences relevant to the student's target credential and aligned with the student's career goals and interests
- List of strategies used by the program to facilitate paid work

7.2C: The program collaborates with community-based employment agencies to support students to obtain and sustain employment both during the program and at program exit.

Essential Practices:

- The program collaborates with developmental disability agencies to provide employment services that result in paid employment for all students both during and after exiting the program.
- The program collaborates with employment support services to support paid employment experiences for all students both during and after exiting the program.
- The program collaborates with vocational rehabilitation agencies to support paid employment experiences for all students both during and after exiting the program.
- Students can receive financial support from VR to attend the program.
- Program maintains a formal MOU that outlines the partnership with community-based agencies.

- How does your program establish agreements and collaborate with service providers, community agencies, and employers to provide a range of work experiences on and off campus?
-

Data/Evidence

- List of service providers affiliated with students in the program
- Percentage of students receiving financial support from VR to attend the program
- Percentage of students receiving financial support from DD services to attend the program
- MOU with community partners
- # or % of students who are clients and receive employment-related services from outside agencies, by agency

7.2D: The program uses outreach and ongoing communication with employers both on and off campus to assist students to obtain and sustain employment.

Essential Practices:

- Program conducts informational interviews to understand area employers' needs.
- Program maintains a list of contact info and monitors frequency of interaction with employers.
- Program engages with employers in meaningful ways, e.g., annual recognition dinner, regular communications.
- Area employer(s) are represented on program advisory team/committee.
- Employer contacts are known to all program staff.
- Employers are diversified and there are regular additions to the employer list.
- How does your program communicate with employers regarding credentials earned by FPCTP students?

Data/Evidence

- List of contact information for employers
- Notes from informational interviews with employers
- List of engagement events with employers
- List of advisory team/committee members

7.2E: Objective evaluation data on student employment is collected regularly.

Essential Practices:

- The program collects:
 - Information about the number of hours per week that students participate in paid employment.
 - Wage information about jobs attained during the program.
 - Information about student wages after exiting the program.
 - Information about hours worked per week after exiting the program.
 - Data on the number of students who have paid employment upon exiting the program.
 - Data on the number of applications, phone interviews, face-to-face interviews, job offers, pay increases, and benefits obtained by students after exiting the program.
 - Employer evaluations and feedback.
 - Data on employment outcomes of graduates.

Data/Evidence

- Employment data for current students
- Employment data for graduated students
- Employer evaluations and feedback

STANDARD 8: CAMPUS MEMBERSHIP: The program facilitates authentic and inclusive campus membership for its students.

Quality Indicator 8.1: Access to and support for participation in campus social organizations, technology and transportation is provided.

8.1A: Students engage with campus programs of their choice, with support from the program as needed. (i.e. clubs and organizations, community service, religious life, student government, Greek system, co-curricular experiences, service learning, study abroad, student sports and entertainment events, and recreational programs).

Essential Practices:

- Students are allowed to participate in all campus services, activities, and organizations, with the same access as their peers.
- Students can attend campus programs and activities without staff approval or attendance if they choose.
- Students are encouraged to develop and expand their social networks.
- Students can access peer or natural supports to participate in campus activities.
- Peer support recruitment and availability is sufficient to meet student needs.
- The program ensure all members of the campus community are prepared to help support students

Data/Evidence

- List of co-curricular campus programs students participate in
- List of extra-curricular campus programs students participate in
- List of campus programs students have been denied access to
- Process that students use to arrange their own campus experiences
- # and % of students engaged in cocurricular activities
- # and % of students engaged in extracurricular activities

8.1B: Students have access to technology to support social communication and increased student independence, including web access, email, texting, and social media.

Essential Practices:

- Students have access to mobile technology on campus for social communication.
- Students use technology to support independent navigation on campus.
- Technology training is provided to students and support staff.
- Students can choose to participate in social media.
- Students are supported to use social media safely and appropriately.

Data/Evidence

- Policies around access to technology that are included in admissions and orientation materials
- List of ways that students have access to technology
- Descriptions of technology training

8.1C: Students have access to and instruction in the use of needed transportation, such as campus transportation, public buses, taxis, paratransit, ride-sharing with other students, and other naturally occurring transportation options.

Essential Practices:

- Students have the transportation they need to get to and from and around campus.
- Program provides instruction for campus navigation.

- Program provides instruction for students to commute to and from campus, including traveling from home to campus, from campus to home, or from campus to a job site.

Data/Evidence

- Description of instruction that is provided on the use of travel options
- Ongoing evaluation of student transportation needs

Quality Indicator 8.2 Students in the program have access to campus-affiliated housing, if available to all students.

8.2A. Students have choice in and access to campus-affiliated housing.

Essential Practices:

- Students can choose where to live on campus.
- Students have choices in selecting a roommate.
- Students have access to all residence hall amenities (e.g., kitchen, lounges, etc.).
- Students have neighbors/suitemates without disabilities.

How does your program and institution support student access to on- and off-campus student housing resources?

Data/Evidence

- **Number and** Percentage of students who live on campus
- Policies related to campus housing for students in the program
- Roommate selection process

8.2B. Student residence life experience is similar to other students.

Essential Practices:

- Students interact with neighbors in their residence hall.
- Students are engaged in residence hall activities.
- Students interact with residence life staff.

Data/Evidence

- Attendance records of residence life activities
- Student evaluation of RA
- RA anecdotal feedback

8.2C Residence life supports are designed around the needs of each student.

Essential Practices:

- Residence life staff receive introductory training about the PSE program and inclusive residential life.
- Residence life supports are provided by residence life staff to the greatest extent possible.
- Support provided by the program in residence life is delivered as part of typical residence life activities and trainings.
- Professional development is regularly provided to residential support staff and peer mentors.
- Support is individualized to each student rather than a “one size fits all” approach.
- Residential support providers receive ongoing supervision from residence life and/or the program.

Data/Evidence

- Formal communication and meetings between the program and residence life staff
- List of trainings provided to residence support staff

- Description of supervision processes used with residence support

DRAFT