

Profiles of Ohio's Postsecondary Programs for Students with Intellectual and Developmental Disabilities

Program Descriptions

Columbus State Community College

Kent State University

Marietta College

Ohio State University

University of Cincinnati

University of Toledo

Youngstown State University

March, 2015

INTRODUCTION

Ohio's Postsecondary Programs For Students with Intellectual and Developmental Disabilities

Ohio's Postsecondary programs deliver inclusive college experiences for students with intellectual and developmental disabilities (IDD) that include internships, college classes, housing and social experiences that result in improved access to gainful employment. Key elements that support the development of these postsecondary programs are:

- Higher Education Opportunity Act (PL 110-315) authorizes funding to develop college programs for students with intellectual disabilities
- Think College National Coordinating Center for the 27 federally funded postsecondary education programs for students with intellectual disabilities (see www.thinkcollege.net for more information)
- Workforce Innovation and Opportunity Act of 2014

Higher Education Opportunity Act (PL 110-315) Authorizes Model Demonstration Grants

Provisions regarding the transition of students with ID into institutions of higher education are addressed within Title VII: Graduate and Postsecondary Improvement Programs, Part D - Programs to Provide Students with Disabilities with a Quality Higher Education.

Specifically, Subpart 2, Section 766 describes Congress' intent to support model demonstration projects that promote successful transition of students with ID into higher education through the development of Model Comprehensive Transition and Postsecondary Programs (CTP). As defined in Section 760(1) of the Higher Education Opportunity Act, the term "comprehensive transition and postsecondary program" means a degree, certificate, or non-degree program that meets each of the following criteria:

- A. Is offered by an institution of higher education.
- B. Is designed to support students with intellectual disabilities who are seeking to continue academic, career, technical and independent living instruction at an institution of higher education in order to prepare for gainful employment.
- C. Includes an advising and curriculum structure.
- D. Requires students with intellectual disabilities to participate on a no less than half-time basis as determined by the institution, with such participation focusing on academic components, and occurring through one or more of the following activities:
 - i. Regular enrollment in credit-bearing courses with nondisabled students offered by the institution.
 - ii. Auditing or participating in courses with nondisabled students offered by the institution for which the student does not receive regular academic credit.
 - iii. Enrollment in noncredit-bearing, non-degree courses with nondisabled students.
 - iv. Participation in internships or work-based training in settings with nondisabled individuals.
- E. Requires students with intellectual disabilities to be socially and academically integrated with non-disabled students to the maximum extent possible.

Think College National Coordinating Center

The National Coordinating Center has developed eight National Standards, 17 quality indicators, and 87 benchmarks for guiding the development and sustainability of inclusive higher education (see www.thinkcollege.net). Postsecondary programs are encouraged to use these standards to measure progress towards creating and maintaining high-quality, inclusive college experiences across the four transition areas for students with IDD: 1) Academic Access, 2) Career Development, 3) Campus Membership/Independent Living and 4) Self-Determination/Student Development

Workforce Innovation and Opportunity Act of 2014 (WIOA)

The WIOA legislation increases vocational rehabilitation's role in the delivery of transition services across the nation and all VR agencies are required to develop a unified workforce state plan for workforce development that includes the delivery of pre-employment transition services. Each VR agency, in collaboration with local school districts, must provide, or arrange for the provision of pre-employment transition services for all students with disabilities in need of these services eligible or potentially eligible for VR services. Required pre-employment transition services include:

- Job exploration counseling
- Work-based learning experiences
- Counseling on postsecondary education opportunities
- Workplace readiness training
- Instruction in self-advocacy

The national Employment First Initiative promotes the belief that all individuals with DD are presumed able to work in real jobs in the community. Ohio's Employment First Initiative is shifting expectations among school and agency providers, families, and most importantly, job seekers themselves. As state and local agencies collaborate to improve school to work transition planning, providers are delivering innovative transition and employment services as authorized by the Higher Education Act of 2008 and the Workforce Innovation and Opportunities Act of 2014.

Every working-age adult with IDD has the opportunity to explore both college and career options to prepare for careers that match their preferences, interests, needs and skills (PINS). Ohio's Postsecondary programs are eager to partner with school and agency providers to assure that students with IDD continue to gain academic and employment skills to increase their options to obtain community employment. The following profiles represent six postsecondary programs that are working together to create quality postsecondary programs for students with IDD across Ohio. Additional postsecondary programs in Ohio or across the country may be found at www.thinkcollege.net.

PROFILES

Columbus State Community College

Panel Profiles of Ohio's Postsecondary Programs for College Students with ID

Name of Program: Community / Habilitation Assistant Certificate Program

College/University: Columbus State Community College

Contact Person: Jackie Teny-Miller

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CTP Status: N/A

Costs: Approximately \$2100 annually (\$425 summer semester, \$830 Autumn, and \$760 Spring Semester)

Questions:

Describe the academic services?

This is a 15.5 credit hour program for students who have a developmental disability. Course work is adapted to a fifth grade reading level. The curriculum provides students with the knowledge and skills necessary to work as an assistant in the DD field. Students participate in two clinical practicum experiences in a variety of human service agencies.

- a. Types of inclusive classes that students enroll: Students take 15.5 semester credit hours of course work that prepares them to be an assistant in a human service agency. Class time is spent with other students in the program, an Instructor and a teaching assistant. Practicum experiences are classes where students are integrated into human service agencies.
- b. How are supports provided to students in inclusive classes?: A teaching assistant and instructor are in classes at all times. Needed accommodations are provided.

Describe employment experiences and outcomes?

- a. Types of internships: Students participate in two semesters of practicum. Students spend 10.5 hours per week at a human service agency Autumn semester and 14 hours per week Spring semester. Practicum experiences range from Pre-school programs, elementary and high school classes, adult day programs and day programs for seniors. Students work side by side with teachers, habilitation specialists, activity specialist, workshop specialist, etc. learning and practicing skills that would enable them to be effective assistants.
- b. How are employment supports provided?: Employment supports may be provided through BVR, Community Employment agencies or many students are hired at the completion of their practicums.

Describe the independent living and residential services?

This program does not provide any residential services. Students may live independently, live with family members, supported living, etc.

Describe the counseling and supports that are available for your students with ID?

Teaching assistants spend time in the classroom and at practicum locations supporting the students in any way needed. Students may seek assistance with academic work or supports at their practicum. Students would be referred for counseling if a need presented in this area. Students are encouraged to participate in college activities and clubs that interest them. They have access to the fitness center, library, bookstore, etc. Students may take additional courses at Columbus State Community College if they desire and meet the pre-requisites.

Kent State University

Panel Profiles of Ohio's Postsecondary Programs for College Students with ID

Name of Program: Career & Community Studies Program

College/University: KSU

Contact Person: Dr. Vonnie Michali

Phone: 330.672.0725

Email: yhale@kent.edu

CTP Status: We are a CTP approved program and is recognized as a non-degree, four-year college experience. Students must complete 120 credits to complete the program, and will receive a Record of Completion upon graduation.

Costs: Estimated costs per year:

Tuition -	\$10,012.00
Room & Board	9,908.00
* Support Fees	4,000.00
Independent Living Assessment	1,500 – 2,000**
Independent Living Mentors – TBD (only for students living on campus)	

Additional costs for transportation, textbooks, class materials.
*** These costs are awaiting final University approval, however, these figures adequately reflect costs for planning purposes.**

Questions:

Describe the academic services?

1. Students can receive **accommodations** through the Office of Student Accessibility Services (SAS). Examples of accommodations include extended test time, quiet room for tests, or a reader.
2. Students receive **modifications** through the Career and Community Studies program. Any CCS course is already modified to individual student abilities. Student progress is indicated with a letter grade.
3. Students sitting in on KSU courses will facilitate a meeting with KSU faculty and CCS faculty to advocate for any modifications to be made to the KSU course requirements. Students are supported throughout this process. Student progress is indicated with a Satisfactory/Unsatisfactory.
4. Students will attend Academic Support Labs where tutoring will be provided for all coursework.
5. Academic mentors will initially attend KSU courses with the CCS student. A fading process will occur until the CCS student can attend the course on their own, but will then return to the Academic Support Lab for further instruction and tutoring.
6. Students need 120 credits to receive a Record of Completion. There are no KSU credits, all will be CCS credits however, minimum credit distribution is: 54 minimum credits from CCS specialized courses; 24 minimum credits from CCS Special Topics courses which come from students sitting in on KSU inclusive classes; and 24 minimum work credits.

7. All students will have a CCS Academic Advisor who is available to provide advice and assistance as they plan academic schedules. Students will also periodically meet with a KSU academic advisor to share information about their courses.

Describe employment experiences and outcomes?

1. During the Sophomore year, students will have a 3 credit (9 hours/week) on-campus work experiences where students will improve work skills and personal-social skills. These work experiences may or may not be in the student's career interest.
2. During the Junior year, students will continue to have weekly work experiences (12 hours/week) but with a focus on the identified career specialization. These experiences may or may not be on-campus.
3. During the Senior year, students will participate in internships in their career interest (3-36 hours/week). These internships may or may not be on-campus; may or may not be paid internships; and may or may not develop into on-going employment opportunities.
4. All students will have a CCS Career Advisor as they explore and prepare for their careers and work experiences. All CCS students also have access and will use KSU Career Services for things such as career assessments, researching jobs and employment opportunities, and practicing employment readiness skills.

Describe the independent living and residential services?

Students do have the opportunity to live in the dorms the same as other KSU students with the following contingencies:

1. Students can either commute or live in the dorm when attending Kent State. Conditions for living in the dorm follow.
2. **All students must complete a week-long independent living assessment in order to determine independent living readiness. This mock college experience will be held in June of each year. If students demonstrate basic independent skills they may be able to live in the dorm that fall. Should students not demonstrate the necessary basic skills, they will receive a report indicating areas needing improvement, and if they desire to participate in the assessment again, can do so.
3. The first year a student lives in the dorm, they will live with another CCS student in the EHHS college dorm. This dorm houses education majors and has a wonderful learning environment for our students to gain additional independent and social skills. Subsequent years, students may have a degree-seeking KSU student as a roommate and will live in other dorms throughout the campus.
4. RAs and Residential Hall Directors work closely with CCS staff and provide assistance to CCS students for any issues that may arise within the dorm setting.
5. The first year that students live in a dorm, parents will share costs for an Independent Living Mentor(s) (ILM) who will guide students as they navigate campus events and activities in the evenings and on weekends. After the first year, dependent upon student ability, he/she may not need an ILM.

Describe the counseling and supports that are available for your students with ID?

CCS students are able to use mental health counseling services that are free to all KSU students, providing that the mental health needs are not beyond the scope of what is provided on campus. Should Counseling Services determine that a student requires more intensive mental health counseling, a recommendation and/or referral will be made to an outside professional. The Health Center provides services to all students for medical issues.

Marietta College

Panel Profiles of Ohio's Postsecondary Programs for College Students with ID

Name of Program: Pioneer Pipeline Program

College/University: Marietta College

Contact Person: Chris Klein

Phone: Dr. Klein 740-376-4795

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CTP Status: Hybrid Program (most students are in high school juniors & seniors who attend the college program 2 days per week)

Costs: None except tuition for courses (same as other college students)

Questions:

Describe the academic services?

Students receive their traditional academic program from their high school instructor, supplemented by academic programming from courses at the college. In addition, they are paired with peer mentors during their time at the college, who go to class with them, go to their work internships/job shadowing with them, and facilitate social & independent skills training with them. Our goal is to help students build a resume to work toward a permanent job placement, and help students find not only what they are good at, but also what they enjoy doing. Consequently, we try to give our students a number of placements throughout the program to help them explore jobs.

Describe employment experiences and outcomes?

Students are placed in non-paid work internships throughout campus, including academic support, library services, student organization offices, physical plant operations, and recreation center work. In addition, we have students who work at local businesses (restaurant, retail store, etc.).

Describe the independent living and residential services?

All of our students currently reside at home and are transported by school transportation to the college program. Beyond that, we include a number of training opportunities within our program, such as meal planning and preparation, budget planning, social interaction skill building, etc., that help move students toward an independent living situation in the future.

Describe the counseling and supports that are available for your students with ID?

Students are provided counseling by the local school systems, and are free to also use the student services provided to any college student at our institution. In addition, our students have peer mentors as supports, in addition to aides that work with them across campus, and occupational therapists that work with them in the campus setting.

Ohio State University

Profiles of Ohio's Postsecondary Programs for College Students with ID

Name of Program: Ohio State University Transition Options in Postsecondary Settings (TOPS Program)

College/University: The Ohio State University

Contact Person: Eliseo Jimenez or Margo Izzo

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Comprehensive Transition Program Status: Application submitted to U.S. Department of Education, Office of Postsecondary Education in September, 2014. Anticipate CTP approval in Spring, 2015

Costs: Tuition and Fees: \$7,300 per semester (in-state); 14,600 per year.
Residential services available for 2015-16

Questions:

Describe the academic services?

- Educational advising provided to assist students select a minimum of 24 semester hours of audited General Education Courses (GEC) for the 4-Year General Studies Certificate.
- Educational coaching supports provided pre-, in-, or post-class by students enrolled in Disability Studies Internship course. (e.g., assist with note taking, highlighting key words/concepts and clarifying difficult concepts)
- Assistance using universal and assistive technology (e.g., iPad app (Quizlet) to practice vocabulary, scheduling using Google Calendar, and storing and organizing assignments)
- Tutoring (e.g., up to 16 hours weekly, available Monday through Thursday at various times based on student schedules)
- Tutoring Center (open 11-3, Monday through Friday in McCampbell Hall)
- One-on-one and group tutoring (e.g., writing papers and completing project activities)
- Extra time on tests or reader scribes (e.g., students received time and a half and/or reader scribes)
- TOPS Learning Community (6 hrs/per week) offered to provide direct instruction with technology, personal adjustment and job readiness skills
- Sample of inclusive classes required within the core course of study include:
 - General Survey - review procedures, grading system, student rights and responsibilities
 - University Exploration Survey – introduction of decision making process to explore majors, interests and resources
 - Self Career Development – provide self-exploration and skill development of vocational and educational interests
 - Personal Growth to Increase Career Competencies – self and career exploration
 - Online Learning Strategies and Skills – Explores how to use the web successfully
 - Individual Learning and Motivation – Teachers strategies for success in college
 - Technology Enhanced Learning Strategies – Imparts specific and general strategies for using technological tools
 - Disability Studies – History and meaning and impact of disability

Describe employment experiences and outcomes?

100% of the TOPS students work in either unpaid/paid internships for 12 – 20 hours per week every semester. Students complete informational interviews and job shadows each semester to select an internship of high interest prior to placement. By their second year in the program, 60% are in paid internship positions.

Types of internships/Paid Employment:

- Customer service within the hospital, traffic and parking, and the Columbus Zoo
- Environmental service – stocking supplies at hospital and janitorial at Woody Hayes Athletic Training Center
- Office clerical assistant and mail delivery across campus
- Physical therapy aide at Nationwide Children’s Hospital
- Instrument sterilization at dental clinic
- Food service at campus sporting and entertainment events

How are employment supports provided?

Students receive supports and opportunities necessary to seek and sustain competitive employment, including:

- Person-centered planning to identify career goals.
- Access to job coaches and developers who receive ongoing training and supervision.
- Participation in time-limited internships or work-based training in settings with people without disabilities.
- Opportunity to participate in academically focused service learning experiences.
- Participation in paid work experiences related to personal choice and career goals, such as paid internships, work study, service learning, or other paid work on or off campus.
- Connection with community rehabilitation and other adult service providers to sustain employment.

Describe the independent living and residential services?

TOPS students engage in three hours of learning communities designed to teach the skills required to live independently and socialize successfully in the campus and surrounding communities. Off-campus apartments are available for students who need housing. On-campus housing planned for 2016-17. Educational coaches help students reach goals such as maintaining weekly schedules, developing and keeping budgets, traveling using CABS and COTA buses, nutrition and meal preparation, physical fitness, etc.

Describe the counseling and supports that are available for your students with ID?

Doctoral students accepted into the OSU Psychology program with a specialization in IDD provide counseling services for students on a limited basis. TOPS program staff assist families connect students to counseling services provided through student services.

University of Cincinnati

Panel Profiles of Ohio's Postsecondary Programs for College Students with ID

Name of Program: Transition and Access Program

College/University: University of Cincinnati

Contact Person: Heidi Brett Mendez

Phone: 513-556-6611

Email: Heidi.mendez@uc.edu

CTP Status: applying

Costs: \$25,500

Questions:

Describe the academic services?

- a. Types of inclusive classes that students enroll:
Educational Technology, Psychology, Health, History, Basic drawing, Basic painting
Interpersonal Relationships, College Math, Stress Management, Media class, Physical
Conditioning, Basketball, Tennis, Intro to Exceptional Disabilities, Website
Management, Acting 1
- b. How are supports provided to students in inclusive classes?
Each TAP student is enrolled in two traditional courses each semester. Pre/Post student
workers collaborate with course instructors weekly to determine any needed assignment
modifications and accommodations. This collaboration can occur through face to face
meetings, telephone conversations or emails.
The TAP student meets with the Pre/Post teacher for 1 hour prior to each university class
time to prepare for that day's instruction. This work could include assignment completion
and reviewing written materials for class as well as prompting for note taking and class
participation.
Pre/Post teachers will also spend 1 hour after each class reviewing class notes and
assignment completion requirements with the TAP

Describe employment experiences and outcomes?

- a. Types of internships:
teacher assistants, IT project manager, Office assistants, sports manager, Grounds keeper,
Radio station support person
- b. How are employment supports provided?
Each student starts with a full time job coach and the coach fades as the student is ready
for independence.

Describe the independent living and residential services?

We have an educational theme dorm house. The dorm house is shared by traditional college
students as well as TAP students. The students are supported by four residential assistants.

Describe the counseling and supports that are available for your students with ID?

All students attend two social skills classes a week. Students have supports provided by social work interns. All students have two to three academic and social mentors. The TAP staff is a diverse team including a director, an assistant director, a transition coordinator, graduate students, undergraduates, and resident assistants.

University of Toledo

Panel Profiles of Ohio's Postsecondary Programs for College Students with ID

Name of Program: Toledo Transition (T²)

College/University: University of Toledo

Contact Person: Patricia Devlin

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Program Description:

1-2 year non-degree Certificate Program for students with intellectual and developmental disabilities. The program provides coursework and experiences in the following areas: a) academic, b) social, and c) vocational. The main emphasis in this part-time program is for students to participate in coursework and experiences leading to obtainment of preferred competitive employment in their community.

CTP Status: Currently seeking CTP status – in progress

Costs: Tuition and Fees: \$1,300 - \$2,600 per semester depending on student status in program
No residential services available on campus

Questions:

Academic Services:

A certificate can be achieved with a minimum of 9 semester hours of audited General Education Coursework (one year). Successful students may also combine two certificates for a maximum of 18 semester hours of audited General Education Coursework (two years).

- Educational coaching supports provided during and after inclusive courses by students in the College of Education (e.g., note taking, highlighting key words/concepts and clarifying difficult concepts/ assignments)
- Sample of inclusive classes include:
 - College Study Strategies and Orientation: reviews services, policies, procedures of UT along with relevant study skills and services
 - Applications of Thinking Critically: teaches students to think critically to be successful in college and in the workplace
 - Career and Self-Evaluation: exploration of important considerations in choosing a career; (a) career opportunities/ requirements, (b) interests, abilities, skills, needs, values and goals
- T² students also participate in specialized coursework related to EmployAbility skills during year one of the program. This course includes content in self-determination, interpersonal, and employability skills as well as participation in various vocational assessments.

Employment Experiences:

T² students work in unpaid internships during the summer semester of year one in the program. Year two students may work in unpaid internships during the academic year in addition to auditing coursework. First year internships are mainly on the UT Main or Health Science Campus. Year two internships may include off-site internships having the potential to become part or full time employment for the individual in their community. Direct support is provided

by job coaches from the University of Toledo. Additional considerations during internship experiences include transportation and connection with adult service providers.

Sample of campus internships:

- Therapy Aide; Rehabilitation Center, UT Medical Center
- Environmental Services stocking and transporting supplies: UT Medical Center
- Kitchen assistant: Food & Nutrition, UT Medical Center
- Grounds Worker: Maintenance/ Grounds, Main Campus
- Classroom aide: UT Day Care, Main Campus

Socialization Experiences:

Each semester T² students are involved in various socialization opportunities such as student organizations, sports, and other special events held at the University of Toledo.

Advising/ Counseling:

Students, families, and adult service personnel (if applicable) participate in person centered planning meetings throughout participation in the program (each semester) providing student guidance to specific coursework and internships.

Youngstown State University

Panel Profiles of Ohio's Postsecondary Programs for College Students with ID

Name of Program: Youngstown State University – Transition Options in Postsecondary Education Settings for Young Adults with Autism

College/University: Youngstown State University

Contact Person: Dr. Darlene Unger

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CTP Status: Currently not a CTP.

Costs:

For non-degree seeking TOPS students, the costs per semester follows: tuition for YSU course \$1,125.91 per enrollment in a 3-hour course; and TOPS Program Fee: \$2,250.00.

Questions:

Describe the academic services

- c. The TOPS Program fee covers access to: a) student-focused planning to guide course selection, programming, and support development; b) support services for inclusive learning experiences through participation in cultural, educational, recreational, and social activities (i.e., educational coaches); c) support services to engage TOPS students in career development experiences, including internships, career-focused training, and competitive employment at YSU and within community businesses; and d) access to TOPS courses (e.g., developing self-determination skills; technology for learning, living, and careers; financial literacy; community living skills; and communicating and advocacy in the workplace and community).
- d. Types of inclusive classes that students enroll: YSU-TOPS students access inclusive academic classes based on interests and academic and career goals. These classes can be audited or taken for academic credit. Students can readily access classes targeted for individuals who are conditionally admitted to YSU. The listing of courses can be viewed at the following URL: <http://www.ysu.edu/ebulletin/general-information/conditional-admission>

Examples of classes include: Success in Career & Life Planning; Intro to Health & Wellness; College Success Skills; Intro to Environmental Science, Computer Literacy

- e. Students may receive in-class and out-of class supports. In-class supports are provided by a TOPS education coach who are YSU students enrolled in special education, psychology, applied behavior analysis, and counseling. Out-of-class supports include instruction in study strategies, note taking, writing, and tutoring in class content.
- f. Students may also receive academic support through programs operating within YSU's Center for Student Progress (CSP), supported by TOPS education coaches as needed. The CSP serves as the hub of student support services, representing 8 programs targeting diverse populations and intensity of needs. The programs include: First-Year Student Services, Adult Learner Services, Multicultural Student Services, Student Tutorial

Services, Individual Intervention Services, Supplemental Instruction Services, Orientation Services, and Disability Services. The Reading and Study Skills Center also provides supports for students, including credit-earning courses targeting various thinking, listening, test/note-taking, and reading strategies.

Employment experiences and outcomes

- c. Types of internships: Students may access internships on the YSU campus, including positions within the YSU Recycling Program, McDonough Museum, Boar's Head Lunch, Child Care Center, and Andrews Student Recreation and Wellness Center. The majority of internships are non-paid.
- d. Employment supports are provided by instructors from the Rich Center for Autism and YSU students. Instructors and YSU students participate in ongoing training and professional development.

Independent living and residential services

There are no residential services. TOPS students participate in a TOPS-specific course that provides instruction related to independent living and community participation and access.

Counseling and supports that are available for students

Students can access typical university services as well as specialized services through YSU-TOPS. When students access university services through the Center for Student Progress, they are supported by peer mentors. Students have also contracted with autism providers in Mahoning County to provide counseling and support services.

