

CAREER & COMMUNITY STUDIES (CCS)

STUDENT/FAMILY INFORMATION GUIDE



A four-year college experience and program of study that incorporates individualized planning, college coursework, career and community experiences, social connections and employment opportunities.

Kent State University

College of Education, Health, and Human Services
School of Lifespan Development and Educational Sciences

Dear Student and Parents,

This is the Career and Community Studies Student/Parent Guide that provides important policy and procedure information that is a reference for student, family, and program. It is always under construction as we continue to update and revise as situations arise, so please ensure you have the most recent edition which can be found on the CCS website:

www.kent.edu/ehhs/career-community-studies. It is the responsibility of student/parent to refer to the most recent guide. In addition, students must also follow policies and procedures determined by Kent State University (see link below for KSU handbook).

<http://www.kent.edu/gsearch/university%2Bpolicy%2Bregister>

University Policy Register
General Student Handbook

CONTACT INFORMATION

Career and Community Studies
150 Terrace Drive
218 White Hall
Kent State University
Kent, OH 44242
Email: ccs@kent.edu
Phone: 330-672-0725

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THE PURPOSE AND BENEFIT OF A HANDBOOK

The purpose of this handbook is to provide the student and his/her family with important information regarding program requirements, as well as outlining the key elements of the program design, policies and procedures. We hope you will familiarize yourself with this information and consider it carefully when making the decision to attend the CCS program.

§1.0 ADMISSION CRITERIA

- The applicant is a person with an intellectual and developmental disability, or autism who has cognitive difficulties of such that would not allow for access to college in a traditional manner.
- The applicant must understand he/she has a disability. The CCS program is to help the student make the most of the things they can do while the student understands the things that are hard for them to do.
- The applicant is between the ages of 18-26 and has completed high school requirements.
- Practical reading and writing skills are necessary with a minimum of a 4th grade reading level.
- The applicant must have a strong desire to become an independent adult.
- Parents of the applicant must have a strong desire for their student to become an independent adult.
- The applicant must demonstrate high levels of motivation and desire to put the effort into getting the most out of a college experience.
- Parents of the applicant must step back and allow the student to learn to take ownership of decisions made.
- Parents must understand the importance of reducing student dependency on them.
- Parents must allow the CCS program to hold the student accountable as he/she learns how to make better decisions and to learn how to direct their own lives.
- The applicant must possess sufficient emotional, behavioral and sexual stability and maturity to participate successfully in the program.
- The applicant must be able to safely cross streets and navigate the campus independently.
- The applicant must have basic safety skills in an unsupervised setting.
- The applicant must manage medication and medical needs independently.
- The applicant and his/her parents must acknowledge that the ultimate outcome is developing career skills in preparation for competitive employment post-graduation.
- Parents of the applicant must acknowledge that their student is an adult, and work with the CCS program to provide opportunities for the student to become more independent as he/she transitions into adult life.

- For students who have been out of a classroom environment for more than a year, evidence of how they have maintained academic skills (e.g. reading, writing, math) will be requested.

Admission criteria, the student application and the admission process can be obtained from our website at www.kent.edu/ehhs/ccs under the FAQ and Forms sections. Applications are accepted beginning August for enrollment in the following year (fall semester). Applications will be accepted until enrollment cap has been reached. Applications submitted will be reviewed on a first come, first served basis. Applicants who meet the admission criteria will be granted an interview, and upon completion of the student and parent interview, the student will receive a letter of acceptance or regret within a few weeks. Due to limited space and once a class is full, remaining applicants will be notified and given the opportunity to still interview. If all criterion is met, the student's name will be placed on a waiting list.

§2.0 STUDENT/FAMILY ORIENTATION

2.1 Destination Kent State

Freshman students and their families are required to participate in Destination Kent State (DKS) scheduled in August. This is an opportunity for students to meet other Kent State University students who will be joining with them in representing the freshman class in the fall semester. Parents will also have special events that will help them get to know other CCS families and to receive important information that will guide family involvement and participation in the program.

2.2 KSU Blast Off

Blast Off is a campus orientation program designed for all KSU first-year students to familiarize them with Kent State University and begin to provide them with the tools necessary to enjoy a successful journey to graduation. Students will participate in activities such as: an ice cream social, Discover Downtown, a Campus Scavenger Hunt, movie night in the pool, learn about campus clubs and organizations, and laser tag, just to name a few (types of activities subject to change).

"My dream of going to college has come true!"
Cory Rinehart

2.3 Flashes 101 Orientation Course

Flashes 101 course (CCS 00005) is a great class to help the CCS student to transition into college and to learn how college classes are different from high school. This course is designed to assist students in making a successful academic transition to the university through coursework, practicing time management and organization skills, and with lots of opportunities to meet other freshman at KSU. Faculty and student instructors, academic advisors and professional staff

assist students in understanding Kent State's expectations for a university community, as well as the academic requirements of the university and the CCS program.

§3.0 COMMUNICATION

We regard our students as young adults and will respectfully address all communication regarding course work and assignments directly with the students. It will be the students' responsibility to provide their families with information regarding assignments, class discussions and examples of their work. CCS faculty and staff will assist students in developing organizational skills crucial to success in coursework, therefore each student must have a Smart Phone and laptop (Dell or Mac). Resources and applications will be identified and downloaded onto technology that will be most helpful to the student in managing daily life skills, organizing, and planning his/her schedule. Parents may also want to review this with their student to discuss academic progress and assignments. Students will receive a syllabus for each course that maps the activities of the course, and a CCS instructor and/or peer mentor will guide the student in understanding how to use this document. Parents are encouraged to ask their student to show them syllabi, and to discuss what is being learned in each course. Other communications include:

- CCS follows the Kent State University academic calendar. Visit <http://www.kent.edu/calendars>.
- CCS adheres to all KSU decisions on public safety. In the event of bad weather, CCS students will receive notices in their KSU email advising of class cancellations or university-wide closings. It is important for CCS students to check their emails daily for important updates.
- CCS follows the Kent State University policy and procedure handbook, in addition to the policies in this manual.
- Students are to have cell phones with them at all times while on campus and may use them freely when not in class or receiving mentor support for assignments. ALL cell phones will be turned off while students are in their classrooms receiving instruction, unless the instructor of the class says differently. Should families have an emergency, please contact the CCS director or CCS instructor for assistance in locating your student.
- It is important for parents to respect student schedules and to keep texting and phone calls to a minimum during the day. It is advised that parents and students agree to a time of day that communication may best occur that would eliminate distractions during class and activity times.
- CCS staff cannot legally discuss student progress with parents unless there is a Family Education Rights to Privacy (FERPA) form on file. A student may sign a FERPA form that grants permission to CCS staff to talk with his/her parents concerning their academic progress. CCS staff will also be the contact for

parents wishing information related to any KSU courses the student may be taking. This form can be found on the Kent State website <http://www.kent.edu/registrar/ferpa-forms>.

- Should a student be struggling with academic progress, behaviors that negatively impact the learning environment (see §4.0 Student Conduct), or health issues the director will schedule a meeting with student and parents to take a team approach in helping the student to develop necessary skills for adult life. To do this, a FERPA form must be on file with the Registrar's office.
- CCS must be provided with documentation of guardianship or POA. This information will be kept in the student file and will be shared with Kent State Police and the Deweese Health Center should they have any interaction with your student.

§4.0 STUDENT CONDUCT

It is expected that a student will behave on campus, in the dorm, and in the classroom in a responsible and respectful manner that demonstrates value for all persons. If a student fails to demonstrate appropriate behavior, it will be discussed directly with the student, as well as an incident report will be completed and placed in the student's file. If a student's conduct continues to be disruptive, irresponsible, unsafe, or disrespectful, he/she may be asked to leave the class or dorm, and the family will be contacted. **Behaviors that continue to be disruptive and disrespectful or behaviors that are seen as doing harm to self or others or interrupting the learning environment for others, or sexually inappropriate will lead to dismissal from the CCS program.**

Dismissal Appeal

A student who is dismissed for disruption has the right to appeal the decision.

*"Going to college
is a miracle"*
Victoria Swint

- (1) Appeals must be made in writing to the director of Career & Community Studies and the academic dean of the College of Education, Health, and Human Sciences.
- (2) The appeal letter must be composed, typed and signed by the student. The appeal letter may be delivered personally or sent by mail, fax or e-mail from the student's kent.edu account, and must include all documentation for the appeal to be considered.
- (3) Appeal letters for dismissals must be received by the CCS director and academic dean no later than 10 calendar days after the dismissal occurred.
- (4) Appeal letters must include the following:
 - a. A detailed plan of action for achieving appropriate classroom behaviors for any future enrollment at Kent State University and the Career & Community Studies program.

- b. The student's full name, Kent state ID number, current and permanent mailing addresses, current and permanent telephone numbers and Kent State e-mail address.
- (5) Appeals that do not meet these guidelines will not be reviewed.

Reinstatement

Reinstatement after dismissal from Kent State University is neither automatic nor guaranteed. A student who has accumulated a substantial number of incident and/or disciplinary reports due to classroom or related disruptions, or emotional and behavioral instability, should expect that reinstatement is not likely to be approved.

§4.1 University Policy Regarding Unlawful Discrimination and Harassment (to read university policy in its entirety please see 5-16 at

<http://www.kent.edu/gsearch/university%2Bpolicy%2Bregister>)

This policy applies to all students, faculty, staff, independent contractors, guests, visitors, applicants, and university recognized student organizations.

5-16.2 It is the policy of the university to:

1. Apply the federal and state definitions of unlawful discrimination and harassment in implementing this policy.
2. Communicate that unlawful discrimination and harassment are unacceptable and will not be tolerated.
3. Educate the university community regarding individual rights with regard to unlawful discrimination and harassment.
4. Investigate alleged incidents that are reported in an appropriate and timely manner.

5.16.3 Definitions

1. **Protected category.** Kent State University defines a protected category to include race, color, religion, gender, sexual orientation, national origin, ancestry, disability, genetic information, age, military status, and identity as a disabled veteran or veteran of the Vietnam era, recently separated veteran, or other protected veteran.
2. **Unlawful discrimination.** An intentional or unintentional act that adversely treats or impacts an individual in a protected category in employment, or in academic or non-academic decision-making based on the protected category.
3. **Unlawful harassment.** Includes intimidation, ridicule or insults that are sufficiently severe, pervasive or persistent as to interfere with or limit the ability of an individual to participate in or benefit from the services, activities or privileges provided by the University; creates a hostile or offensive working and/or learning environment; or otherwise adversely affects an individual's work or learning opportunities, and is based on an individual's race, color, religion, gender, sexual orientation, national origin, ancestry, disability, genetic information, age, military status...

4. Hostile environment. A hostile environment may be created by oral, written, graphic or physical conduct that is sufficiently severe, persistent, or pervasive so as to interfere with or limit the ability of an individual to participate in or benefit from the university's academic, student, residential, or employment programs or activities and is based on a protected class.

5. Unlawful conduct. Unlawful verbal or physical conduct may include, but is not limited to, comments focused on physical features, taunts, epithets/slurs, defacing property and/or items that demonstrate hostility to a person's protected class.

6. Race/color/national origin/ancestry unlawful discrimination and harassment.

6.3.1 Race and color. State and federal law prohibit discrimination on the basis of Race and color.

6.3.2 Racial harassment is defined as any verbal or physical behavior or conduct that has the purpose or effect of:

- a. Creating an intimidating, hostile, or offensive employment, educational or university living environment.
- b. Interfering with an individual's or group's educational experience, employment, university living environment, personal safety or participation in university sponsored activity; or
- c. Threatening an individual's or multiple individual's employment or academic opportunities.

6.3.7. Gender discrimination and harassment.

6.3.7(1) Gender. State and federal law prohibits unlawful discrimination based on gender or sex. Both men and women are protected from discrimination.

Gender discrimination includes, but is not limited to, discrimination based on pregnancy, childbirth and disability due to pregnancy, non-conformance to gender stereotypes, and discrimination based on gender identify, including transgender identity.

6.3.7(2) Sexual harassment. Sexual harassment is defined as:

- a. unfavorable or unwelcome treatment; and
- b. made without consent; and
- c. is severe or pervasive; and
- d. has the purpose or effect of unreasonably interfering with an individual's employment or academic performance; or
- e. creates an intimidating, hostile, or offensive working, academic, or university environment,
- f. Sexual harassment includes sexual exploitation and sexual misconduct, and is further defined in rule 3342-5-16.2 of the Administrative Code.

6.3.9. Disability discrimination and harassment

9.1 The Americans with Disabilities Act as Amended (ADAA), sections 503 and 504 of the Rehabilitation Act, and Chapter 4112 of the Revised Code prohibit unlawful discrimination against individual with disabilities. This includes individual who:

- a. have a physical or mental impairment that substantially limits one or more of his/her major life activities;
- b. have a record of such an impairment; or
- c. are regarded as having such an impairment.

9.2 Federal law requires making reasonable accommodations to the known physical or mental limitations of a qualified individual with a disability unless to do so would cause an undue hardship on the operation of the business.

Sanctions.

If it is found that an individual's conduct violates this policy, sanctions by the university and/or the CCS program will be recommended. Action may include, but not limited to, counseling, training, oral or written warning, no-contact orders, transfer, suspension, termination or expulsion. The degree of action may be determined based on the intent, outcome, and repetition of the offense and the extent and duration of the findings.

Reporting. CCS/KSU has a zero tolerance for sexual harassment. All reports of sexual harassment, sexual misconduct, stalking and intimate partner violence must be reported to the Title IX Coordinator, Deputy Title IX Coordinator, and/or Affirmative Action Facilitator. These KSU departments will determine course of action to be taken if necessary.

§5.0 STUDENT ID CARDS/PURCHASE ACCOUNTS

Students will have a picture ID card taken at the beginning of the fall semester. This card will allow students to enter the labs and dining halls, check out library books, and attend campus events. **It is critical that students have this on their person at all times.** We will assist them in identifying ways that they can keep it safe and available to them. ID's are not easily replaced, and a fee is charged for replacement, which is paid by the student. Additionally, students have the **option** to deposit money (called Flash Cash) into an account that is "tied" to their ID card – like a debit card. This enables students to make purchases in the bookstore and dining halls, as well as, in some establishments off campus. Students and parents wishing to utilize this option may do so through the Kent web site, <http://www.kent.edu/flashcard>. This money will be carried over from semester to semester and only upon leaving the university will students be able to withdraw any balance. Students can check their balance at the Student Center or on-line; in addition, it is placed on every purchase receipt. A student with money on their card is also able to use the card to pay for purchases at many businesses in the surrounding Kent area that accept Flash Cash.

It is not possible for CCS to monitor what the student purchases with their money, nor if they are spending in an irresponsible way. It is suggested that student and parents discuss what can be budgeted each week for spending money, and that the parents load that amount each week. If the student runs out of money before the end of the week, **do not add more**. Help them to realize the consequence of unwise budgeting. On the other hand, if a student budgeted well and did not spend all of their money, the reward is they get to keep the balance, and the agreed upon budgeted amount is added on for the new week. This way they feel the consequence or reward of wise budgeting.

§6.0 CAREER & COMMUNITY STUDIES TUITION, PROGRAM AND SUPPORT FEES

Students pay KSU tuition plus additional program and dorm support fees for academic, employment, and on-campus living support throughout their college experience. This provides each student with support every semester as he/she learns and practices academic, independent living, social, career, and self-determined behaviors in numerous activities, courses, and environments both on and off campus. As students increase independence in one area, a new opportunity will be provided in order to continue greater and broader growth and skills development. If a student withdraws from the CCS program the program and support fees will not be reimbursed for the semester enrolled as it has already been designated and promised on behalf of the student. Please visit www.kent.edu/ehhs/ccs for greater details on these costs.

§7.0 CCS STUDENT PEER INSTRUCTORS/MENTORS

Peer instructors/mentors are KSU students who are either paid or volunteer for their contributions in the CCS program. These students come from a variety of majors and have expressed a strong desire to support the CCS students either academically, socially, or both. Instructor/mentors are the vital link that provides peer interaction, campus orientation and a “college student perspective” to course work and class discussions. Mentors participate in CCS designated classes as well as typical KSU courses. They may take the lead in small groups or support students individually with class assignments. Mentors are the foundation of our social support network and participate daily in a variety of activities with the students, from academic support to sharing lunchtime to just “hanging out.”

§7.1 Role of Peer Instructor/Mentors

Instructor/mentors are provided with training and on-going support from the CCS staff. CCS will not provide continuous one-on-one mentor support; nor will a student have the same continuous mentor. Students must learn to communicate and to work with multiple persons in adult life, therefore students will become accustomed to this while in the CCS program.

When the student begins CCS, more individualized support is provided while the student improves the necessary skills to become more independent. Even then, it is not continuous one-to-one assistance. Many class activities and academic support labs are conducted in small groups with mentors rotating and assisting in each group. Student progress is monitored in order to document growth in independently managing their schedules, attending classes, completing assignments, demonstrating daily living activities, acting appropriately with others, problem-solving, goal setting, and goal attainment, etc. The student is expected to constantly demonstrate motivational behaviors and a desire to learn from the opportunities provided. It is expected that during the second semester the student should be familiar with campus and able to travel independently.

Additionally, the student should come to class ready to begin the learning experience. Being prepared includes having the necessary materials (e.g. computer, paper, pencil, and notebook); taking the initiative to get their computer or assistive technology ready, and having assignments ready to turn in. We do not allow dependency on the mentor by the CCS student as learned helplessness is detrimental and counter-productive to the student and to program goals. We also expect parents to understand the importance of reducing dependency on them as well. It is expected that the CCS student will develop skills to become as independent as possible, and to develop the self-awareness of their strengths and understanding of their disability in order to set realistic life goals.

§7.2 Familiarization of Campus

Instructor/mentors are not mobility trainers. Their role is to help the CCS student to become familiar with all that the campus has to offer such as eateries, places to participate in recreation and leisure activities, and to determine location of buildings where classes are held. Once the student demonstrates that he/she knows the campus, it is expected that the CCS student will travel independently.

§8.0 HOUSING OPTIONS

Students in the Career and Community Services program can live on-campus in residence halls with other KSU students. On-campus housing is available for students who demonstrate abilities to manage daily responsibilities and have emotional and behavioral stability to learn to live more independently.

Once a student demonstrates the necessary independent living skills, a discussion can be had with the student, parents, and CCS program director to decide if the student is ready to move off campus. This is determined on an individual basis. CCS does not provide supports for students living off campus.

§9.0 DORM ORIENTATION

Students who wish to live on campus for the first time must complete a dorm orientation in order to learn the expectations of living on campus. Students move into their assigned dorm room four days before classes begin. The first year a student lives on campus they will have a single room in a dorm chosen by Housing to allow the student to first learn about themselves before bringing in additional difficulties one may face when rooming with someone who is not a family member.

Students are expected to behave responsibly and respectfully. If a student fails to demonstrate appropriate behavior, it will be discussed directly with the student. If a student's conduct continues to be disruptive or irresponsible, demonstrates immaturity, unstable emotional, physical, or inappropriate sexual behaviors the student will be asked to leave, and parents will be notified to come for their student. There is not a refund of fees should a student not complete his/her stay. Replacement of any lost or broken items belonging to the university are the responsibility of the student, see below.

Should the student be asked to leave dorm orientation early because of unsafe, disruptive or irresponsible behavior, it is understood that the student is not ready for an independent living opportunity and the student will not be permitted to live in the dorm that fall and spring. He/she may still participate in the CCS program. If after a year, the student and parent believe the student is ready, they must attend the dorm orientation a second time to prepare for life on-campus.

There is an additional cost for this requirement to cover the intense supports that are put in place during the time students are learning to live in a dorm and travel around campus.

Additional considerations:

9.1 Replacement of Lost or Broken Keys: Lost or broken key cards will result in a replacement fee for each lost or broken key card.

9.2 Building Maintenance: Students and parents are responsible for any damages incurred at the rate specified by Residence Services.

9.3 Cleaning Costs: It is the responsibility of students to clean their room and bathroom. Any additional cleaning in response to rooms being left exceptionally dirty will result in a charge paid by the student, the amount which is specified by Residence Services to restore the space to usable condition.

9.4 Alcohol: Alcohol is permitted in most halls providing both the individual and roommate are of legal drinking age.

9.5 Smoking: Smoking and vaping are prohibited in all residence halls and is on campus.

9.6 Fire Alarms: Tampering with fire safety equipment or causing false fire alarms can result in charges.

9.7 Group Supervision Ratio: To ensure group safety at dorm orientation and the first year living on campus, Kent State University requires a minimum ratio of 1 adult chaperone per 3-4 students to be housed and to accompany group participants at all times during planned activities while they explore campus living and as students learn to become more independent. Please know that staff will do everything possible to provide a safe environment, however students participate in this summer event and attend a postsecondary experience at their own risk.

§10.0 DORM LIVING

Residence Services has assigned specific halls to house CCS students living on campus for the first time. The first year the student will not have a roommate and be in a single room. The allows time for the student to learn about themselves, to gain greater independent living, social, and communication skills. Providing the student demonstrates abilities to manage campus life on their own, the CCS student may be able to choose a different dorm to live in the second year, and have the choice to live with a CCS friend, another KSU student with whom a friendship has formed, or to have a random roommate assigned. Should a student's roommate move out of the shared room, the CCS student will be assigned a random roommate to fill the bed. If the student does not want a random roommate, then they must pay extra money for the room.

It is KSU policy that parents are not permitted to enter their student's room without the student being present. Please remember that the student is now an adult a living space with someone who is not a family member, so respecting privacy is important. Students living in the dorm are responsible for keeping their bedroom and bathroom clean. Should a room not be clean, housing staff will address this with the student to give them an opportunity to clean. Should there be an excessive issue; the student may have to pay for cleaning services. This is another excellent independent living learning moment, so parents do not step in to clean the room for the student. Should a student be charged for cleaning service, this provides you the opportunity to hold them accountable by making them pay for it. This can be done by reducing the student's weekly budget, or perhaps expect them to complete additional chores when home to reinforce hygiene and cleanliness skills. The team approach is crucial for the success of the student.

All students have a chance to become involved on campus, however students living on campus have greater opportunities to fully benefit from social involvement with other KSU students.

Although there are some activities that occur during the week, they are not as rich as what is offered on the weekends. Examples of activities students participate include sports, movie nights, comedy club, karaoke night, hiking, concerts, going downtown, working out or swimming at the Rec Center, and much more! Students living on campus are highly encouraged to stay as many weekends as possible in order to take advantage of these events, and most importantly, to learn from the Independent Living Instructors. How much a student remains on campus and practices the necessary skills in order to move on to a less structured and less supported environment will be heavily considered when making recommendations to Residence Services and in deciding readiness to move off-campus.

10.1 Additional Cost of Housing

If a second year or higher-level student lives on campus, and the student loses a roommate, then a random roommate will be moved into the room unless the student buys out the room. However, the ability to purchase the entire room depends on what dorm and type of room the student lives in. For example, Centennial Court Halls have several suites where each student has their own room but share common spaces. Purchasing the entire suite or having SAS approve a waiver will not apply as the student technically has their own room space.

See 86.0 for additional fees to support students living on campus.

10.2 Independent Living Expectations and Requirements

A student living on campus must demonstrate ability to manage unsupervised times and personal care and safety. KSU/CCS does not take responsibility for managing, supervising, or administering any medications. Parents and student must have a plan in place for how the student would get any prescription refills. Should a student go to an emergency room by ambulance, the student/parents must have a plan on how to return to the dorm after discharge. Other expectations include:

- Maintaining personal hygiene
- Independent in taking medications
- Demonstrates appropriate behaviors in the dorm and on campus
- Abides by the 10 p.m. curfew and policy of must remain in the dorm after Dorm check in.
- Demonstrates safe behaviors in the dorm and on campus
- Respectful of roommate and others living in the shared building
- Appropriate social relationships – (respecting boundaries, exhibiting professional behaviors, etc)
- Appropriate sexual behaviors
- Follows KSU Housing rules and policies on expected student behavior

Depending upon the severity of the behavior, the student will have a consequence report written and placed in their file. If a student consistently demonstrates inability to appropriately manage unsupervised times, social relationships, personal care and safety

after intervention(s), or the behavior is of such severity and/or unsafe, the student may be referred to Study Conduct. It could result in the decision by KSU and CCS that they are unable to live on campus and will be removed from the dorm setting, and possibly the CCS program depending upon the behavior.

10.3 Procedure for Student Leaving Campus with Other Students not in CCS

Freshman students become involved with clubs and organizations that might have an event off-campus. This is a great inclusive opportunity for all involved. When a student goes with a non-CCS group off campus, there will be no ILI or dorm support going with them. Often the student returns after evening check in by the ILIs. For this reason, the following steps must be taken.

1. The student contacts parents to let them know what they want to do.
2. Parents get complete details from the student as to who are they going with, how are they getting there AND back. What is plan B if the ride decides not to return straight back? Is there a number for someone going, (perhaps the driver) other than the student's that might be available to you?
3. When a complete plan is made, the parent instructs the student to send that information to the program director.
4. Parents also send an email to the program director so when it is received, it is known that all communication between student, parent, and director has occurred and there is a strong plan in place.
5. The director will inform the independent living mentors and/or dorm support.
6. The final step is for the student to call parents to inform they are back in the dorm. Often students get back from these activities after dorm check in. This step will let parents know their student is safe and accounted for. If a student does not follow their plan, such as forgot to call a parent when back in the dorm, parents decide the consequence of whether approval is granted to attend the next outing, or not – and parents are highly encouraged to do so. The student must be held accountable as that is what helps one learn the best. Parents can explain that their trust is broken and of the importance of doing what one commits to doing. The student will have to earn the trust back.

§11.0 INDEPENDENT LIVING INSTRUCTOR and DORM SUPPORT

The first year a student lives on-campus it is required that they have an independent living instructor (ILI). Responsibilities of the ILI are to help the student learn important independent living skills, to be active and involved evenings and especially on weekends, to learn how to navigate campus and to participate in social activities offered at the university. Campus life is rich with opportunities where the student will have no problem identify social events in which they will want to attend. Visit <http://www.kent.edu/campus-life> to read more of all that is available at KSU. The ILI will go with the student until they are ready to participate more

independently. The ILI does not replace the resident assistant (RA) but works closely with the RA to ensure the living experience is satisfying and successful.

ILIs are undergraduate students who live on or near campus and have received training from the CCS program. They receive an hourly wage and each ILI provides between 12-15 hours of support each week. Ratio of students to ILI is approximately 1 chaperone to 3 or 4 students (see §9.7). After the first year and the student demonstrates abilities to manage campus life on their own, it is no longer mandatory to have an ILI provided he/she continues to demonstrate the appropriate skills. However, continued dorm support on a reduced level will ensure the student continues to apply learned skills and to be involved socially.

§12.0 STUDENT COURSES

Students have a course schedule that has been intentionally designed to provide them with opportunities:

- To learn about the importance of self-determination and to begin to practice and apply skills of problem-solving, choice-making, decision-making, goal setting, self-regulation, goal attainment, self-advocacy, self-awareness, and self-efficacy.
- To gain important soft skills (e.g. organization and planning skills)
- To complete various assessments to determine student skills and interest in both academic and vocational areas
- To provide integrated experiences with their peers both academically and socially
- To provide a strong foundation of self-determination, independent living, personal-social, academic, and career skills that will be built upon for the remaining college experience

A semester schedule will be provided at the beginning of each term. This will include class times as well as study/elective times that student's use to access academic support or social recreation or leisure on campus. A syllabus for each course will also be provided, explaining the course objectives, course assignments, and their due dates.

Students who live on campus or who receive financial aid must maintain full time status, which is a minimum of 12 credits, and all students must maintain a minimum cumulative Grade Point Average (GPA) of 2.0. However, in order to receive a record of completion in four years which is a minimum of 120 credits, or two years of a minimum of 60 credits, students should try to maintain fifteen credits per semester. Depending on course credits, students will have approximately five to seven classes fall and spring semesters. With the exception of a KSU Physical Education and Flash 101 course, students typically do not have a course elective opportunity until sophomore year. This is reviewed on an individual basis.

Students must successfully pass CCS core classes, therefore, a student not receiving a passing grade (C or higher), must take that course over.

§12.1 Grading

Helping the student to generalize skills taught in coursework to other learning environments is important so that student may become as independent as possible in all areas of life. For this reason, the CCS program has created a system where student **effort** is graded more than content. Students are taught to use resources that will guide them as they apply skills to work, to social activities, to classes, to independent living. The tool used is called, The Effort Sheet, which is worth 80 points a day in each class/work. Every day, students self-evaluate their effort in each class or work experience. CCS faculty and staff provide immediate feedback so that the student becomes aware of actual ability. Students and CCS staff grade the student's effort on punctuality, preparedness, performance, participation, and propriety – which are then applied in every setting. For instance, getting to class on time is the same as getting to work on time, or a date on time. Coming to class prepared, is the same as arriving to work with the materials needed to perform work duties.

When a student becomes aware that improvement in their effort is needed, the student and CCS staff use the principles of self-determination to help the student set a goal and to plan on how they are going to improve. The effort sheet grades will reflect the amount of effort that a student is putting forth to make those improvements. Points from the Effort Sheet make up approximately 80% of the student grade.

§13.0 STUDENT ASSIGNMENTS

In order to assist our students in becoming responsible college students, we have created the following expectations and responsibilities for students to follow. It is our intention that this will assist students in understanding “best practices” in requesting the help they need and completing their assignments on time.

- *All assignments are to be completed and turned in according to the instructions provided by faculty.*
- *Students must learn to effectively use the Canvas system.*
- *Students must frequently check the syllabus and Canvas to keep focused on when assignments and tests are due.*
- *Students must frequently check Canvas to access guided notes and other materials to help them be more successful in their classes.*
- *Students will receive assignment support from CCS staff and mentors in designated academic support labs prior to the due date of the assignment, however it is the responsibility of the student to advocate for assistance, accept assistance and critical feedback, and to manage their assignments.*

- *All assignments that have not been completed during academic support labs will become the responsibility of the student to do independently as homework. There is adequate time to complete assignments in the academic support lab, providing the student is using this time wisely.*
- *Late assignments are not accepted for grade, but students must still complete as the assignment is part of their final portfolio of work.*
- *Any student caught cheating or not being honest, or signing an instructor's name, will receive a zero for that assignment, and no participation points for that day in that class. An incident report will also be recorded in the student's file. If the student continues to cheat, they may not be allowed to continue attending the class and receive a failing grade for the semester.*
- *If a student's conduct and/or attitude is disruptive or irresponsible, including refusal to follow safety protocols, they may be asked to leave the class that day, or for a specified amount of time determined by the faculty. Any assignments due that day will receive a zero, and no participation points will be granted for the duration that the student is not in class.*
- *Should the student's conduct and/or attitude continue to be disruptive or irresponsible, they will not be allowed to continue to attend the class, and receive a failing grade for the semester, and the student could possibly be dismissed from the program.*
- *Students must check their KSU email daily.*
- *The Team App is crucial to ensure the student is safe and getting the assistance needed. Students must use their Team App to request assistance from an instructor, or to make social plans with a mentor. This means their phone must be kept charged and on so communication can occur at any time necessary.*
- *A student must respond when CCS staff has sent a message through email or the Team App.*
- *Students must maintain a minimum cumulative GPA of 2.0*

Should a student consistently not meet the above expectations and/or respond to critical feedback to modify behavior and attitudes, then the student could fail the class and or be removed from the program.

13.1 Withdrawal/Dismissal from the Program

Should a student leave KSU/CCS program for any reason, they must work with the Kent State One Stop service to withdraw from classes. At the time that the student is withdrawn from all classes, the university decides if there is any refund of tuition and dorm fees. However, the CCS program and support fee for that semester are non-refundable.

13.2 Class Attendance and Class Absence (KSU 3342-3-01.2)

(a) Purpose. Regular attendance in class is expected of all students at all levels at the university. While classes are conducted on the premise that regular attendance is expected, the university

recognizes certain activities, events, and circumstances as legitimate reasons for absence from class. This policy provides for accommodations in accordance with federal and state laws prohibiting discrimination, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794, and its implementing regulation, 34 C.F.R. Part 104; Title II of the Americans with Disabilities Act of 1990, 42 U.S.C. §12131 et seq., and its implementing regulations, 28 C.F.R. Part 35; as well as university policy 5-16. This policy describes the procedures for requesting and responding to legitimate absences.

(b) Class attendance. The individual instructor has both the responsibility and the prerogative for managing student attendance. The instructor's policy regarding attendance for each course should be written in the course syllabus and communicated to students during the first week of the term. The policy may take alternate forms within the bounds of appropriate instructional techniques.

(c) Class absence. Legitimate reasons for an "excused" absence include, but are not limited to, illness and injury, disability-related concerns, military service, death in the immediate family, religious observance, academic field trips, and participation in an approved KSU concert or athletic event, and direct participation in university disciplinary hearings. Students and/or faculty may contact the office of the student ombudsman with concerns of excessive absences.

(d) Academic requirement. Even though any absence can potentially interfere with the planned development of a course, and the student bears the responsibility for fulfilling all course requirements in a timely and responsible manner, instructors will, without prejudice, provide students returning to class after a legitimate absence with appropriate assistance and counsel about completing missed assignments and class material. Neither academic departments nor individual faculty members are required to waive essential or fundamental academic requirements of a course to accommodate student absences. However, each circumstance will be reviewed on a case-by-case basis.

(e) Informal resolution. Conflict resolution should first be attempted between individual instructors and students in the event of any attendance-related concerns. If informal resolution is unsuccessful, the following offices, with respect to that office's purview, can provide assistance and guidance on attendance concerns, and instruction on filing a grievance: student ombudsman, student accessibility services (SAS), or equal opportunity and affirmative action.

(f) Student responsibilities: In addition to this policy, students are responsible for following the procedures and policies of the respective offices from which they are seeking assistance, e.g. student accessibility services, the student ombudsman, etc. In all instances of absences, students shall be responsible for all material covered in class during their absence. Students are responsible for completing any makeup work resulting from their absence. In no case is an excuse from class to be interpreted as a release from class responsibility.

(g) General procedures and responsibilities for requesting and determining legitimate class absence:

(1) Instructors shall:

- (a) Inform student about assignments to be made during the absences and make alternative suggestions for acquisition of the material missed.
- (b) Provide reasonable opportunity for a makeup examination and/or assignment if a legitimate absence occurs on an examination day and/or a day when an assignment is due. In the extraordinary circumstance where it is not feasible to offer a makeup examination and/or assignment, some acceptable alternative must be provided.
- (c) Resolve conflicts arising from a legitimate absence as provided in this rule through appropriate administrative channels.

(2) Students shall:

- (a) Follow the documentation procedures set forth below.
- (b) Notify their instructors as soon as possible of class absences or anticipated class absences.
- (c) Provide documentation from a physician for a short-term illness.

(h) Procedures and responsibilities for requesting an excused absence due to attendance at a sponsored activity include the student providing the instructor of the class that is in conflict with the proposed activity or field trip with information about the trip (e.g. location, date, time, name of instructor of the class that is requiring the field trip, purpose of the activity.)

(i) Procedures and responsibilities for requesting an excused absence due to a disability.

Under no circumstances are students solely responsible for the resolution of such conflicts arising from disability-related absences.

(1) Instructors shall:

- (a) Communicate and collaborate with student accessibility services (SAS) in the event of a student's attendance accommodation due to a disability.
- (b) refer to paragraph (G) (1) of this rule.

(2) Students shall:

- (a) Consult with SAS if frequent or *prolonged* absences are anticipated due to a disability.
- (b) In consultation with SAS, and in accordance with their attendance policy modification, provide their instructors, each semester, with a SAS-issued accommodation document for prolonged absences. A physician's note is not required in this situation.
- (c) Contact their instructor as close to the beginning of the semester as possible to discuss the attendance modification accommodation.

(J) Procedures and responsibilities for an excused absence due to medical illness/injury. For purposes of this rule, medical illness or injury involves a condition that is serious enough that the student is unable to attend class.

(1) Instructors shall:

(a) refer to paragraph (G) (1) of this rule.

(2) Students shall:

(a) present to the course instructor documentation from their medical Provider that includes the following information:

(i) Date(s) of illness

(ii) Confirmation that the student experienced, or is experiencing, a medical condition serious enough to warrant absence from class.

(iii) Medical provider's name and address of the medical facility.

(iv) Medical provider's signature and date of signature.

(b) Present documentation to the course instructor immediately upon their return to class.

Medical Documentation Form - Class Absence

This form is to be completed by the student's medical provider documenting a serious illness that necessitates the student's absence from class. Please note that for chronic or ongoing medical concerns, the student should seek assistance from the office of Student Accessibility Services (www.kent.edu/sas). Additionally, if the medical provider believes the student may be absent from class for an extended period, please contact the Student Ombudsman at (330) 672-9494.

STUDENT INFORMATION	
Student Name:	KSU ID
KSU e-mail	Phone #
MEDICAL PROVIDER INFORMATION	
Dates of absence: Yes/No (circle one): I attest that the student named above experienced, or is experiencing, a medical condition serious enough to warrant absence from class on the dates listed above.	
Provider Name:	
License or certification:	National Provider Identifier:
Address of medical office/facility:	
Office Phone Number:	
Signature:	Date:
Additional information:	

Once completed by the medical provider, the student should submit this document to their instructors verifying medical reasons for their class absence(s).

§14.0 STUDENT ACCESSIBILITY SERVICES (SAS) – Provides Accommodations

The office of Student Accessibility Service (SAS) strives to ensure that qualified students with documented disabilities have equal access to post-secondary educational opportunities at Kent State University in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008. SAS utilizes an interactive, case-by-case approach when determining eligibility for services and reasonable accommodations for students with disabilities. Please know that accommodations provided under these laws could look very different from those that a student may have received through the Individual Education Plan (IEP). Examples of most common accommodations include extra test time, someone to read the test to you, or a quiet room when taking a test or quiz. Accommodations will not be provided until the following two-step registration process is complete:

1. **Schedule an intake appointment.** During your intake appointment, you will meet with an Accessibility Specialist in SAS to discuss the nature of your disability and accommodation needs, review SAS policies and procedures, and learn about helpful resources available to you at Kent State.
2. **Provide documentation.** Students requesting accommodations from SAS will be required to provide documentation regarding their specific disability. A copy of your most recent IEP would be an example of one good document to show them. When you call to schedule an appointment please let them know that you are a student in the CCS program. Contact person: Julie De Biasio – jdibiasi@kent.edu or call (330)672-3763.

14.1 Requesting Accommodations: Although SAS approves the types of accommodations a student is able to receive, it does not occur automatically. Students must learn how and when to request accommodations, and how to use the accommodation depending on the situation. It is expected that the student takes an active role in the learning process. For example, if a student requires a scribe it is up to the responsibility of the student to request one. The student must provide the writing tools and communicate with the scribe what is to be written and where in the notes it is to be placed. If the student does not have the appropriate writing tools, then the scribe is not able to perform the requirements of the accommodation. This is to help the student to learn how to advocate for what is needed, and to become more independent and proactive in the educational or work environment. Accommodations do not automatically occur in adult life.

§15.0 CCS PROVIDES MODIFICATIONS

CCS is a program that helps students transition out of high school and into the adult world. This includes teaching the student how to manage daily lives with the accommodations available through the American With Disabilities law. Therefore, CCS follows what the Student Accessibility Services determines to be appropriate accommodations. However, the uniqueness

of the CCS program is that it provides individualized modifications to any KSU course syllabus so that the student may participate in that class to the best of their ability. All specialized CCS courses have been designed for the student with IDD or autism therefore, it is expected that CCS students are able to complete assignments in each course. CCS provides academic support labs for students to receive tutoring and assistance in completing course requirements for all classes.

15.1 Motivation and Independence: The student will learn what tools and strategies best help to complete assignments, be involved in campus activities, and to manage daily living activities. It is expected that once the student has learned what and how to use these tools, and know of the opportunities available to apply them, then they demonstrate motivation and independence in using them. Once the student demonstrates ability to use these tools but then chooses not to, on-going prompts will not be provided so that the student can experience the consequences of their decision. Should the student continue to demonstrate a lack of motivation and/or independence or displays an attitude of not wanting to be here, the student could be removed from the program.

§17.0 PRACTICUM & INTERNSHIPS

Core requirements for students enrolled in the Career and Community Studies program include practicum and internship experiences. The blend of CCS, KSU, and practicum experiences are to prepare students for entry level, competitively paid employment. Students may satisfy these experiences and earn credits toward the CCS Record of Completion in the following ways:

17.1 Work Experience – 9 hours/week per semester (270 hours)

In this type of experience, the student earns credits and gains practical and appropriate work skills not necessarily related to a career interest. Examples of work skills may include arriving to work on time, attendance, appropriate interactions with employer and co-workers, appropriate work behaviors, proper dress, and increasing communication skills. Communication between the employer and program supervisor or advisor occurs to determine quality of work, number of hours worked, and employee evaluation. Most often the work experience will be on or near campus. This experience may or may not be paid. The student has two work experiences in the sophomore year for a total of 6 credits.

17.2 Practicum – 12 hours/week per semester (360 hours)

A practicum is a work experience designed to give the student moderately supervised practical experience in a specialized field of study in order to more fully explore a career interest. The practicum will be either on or off campus in the surrounding communities with the student earning credits. The experience may or may not be paid. The student has two practicum experiences in the junior year for a total of 8 credits.

17.3 Internship – Up to 36 hours/week per semester (540 – 1080 hours)

An internship is any period which will provide practical experience for beginners in an entry-level position in the field of career interest. Typically, the student will work approximately 18 hours a week in an internship position or related activities, however depending on student ability and employer need the internship could be as much as 36 hours a week. This is an undetermined number of credits dependent upon number of hours worked, type of experience, student stamina and individual ability, and employer needs. The student works with an advisor to identify an internship opportunity, as well as, to receive support from an advisor or supervisor in acquiring this position. The advisor will continue supervision throughout the experience and will gather documentation on student progress. The internship may or may not be a paid opportunity and will most likely be off campus within surrounding communities. The student has two internships experiences in the senior year for a total of 2-24 credits.

In addition to coursework, students will have approximately 1170-1200 hours of work experience or more, of which they receive credits toward program completion.

§17.4 Job Coach Support - Job Coach Responsibilities:

A trained mentor will be assigned a job-coaching role for a CCS student who is completing a practicum experience on or near the KSU campus. These responsibilities include:

1. Work closely with CCS Career Faculty.
2. Accompany CCS students while traveling and working at their job site.
3. Implementing strategies to promote self-determination.
4. Implementing strategies to promote acquisition of work skills of CCS students to meet employer expectations.
5. Facilitate progress toward future competitive employment skills and goals.
6. Observe and document student progress.
7. As the student master's current skill challenges, the job coach will receive direction from the work supervisor of ways to increase and expand work skills to challenge and advance the student to higher level work.
8. Liaison between employer, CCS staff, and student employee.

As is the goal for all activities related to the CCS program, the job coach provides support and training to the student with the goal of “working ourselves out of a job.” A fading process is in place to help the student to take on more and more responsibilities until he/she is comfortable and able to complete work tasks independently and no longer needs a job coach by their side. The job coach will stay at a distance and check in regularly to assure that the student continues to complete tasks, and when the student is ready, to add more tasks so that the student is constantly being challenged to learn and do more.

§17.5 Employment Positions on Campus at Kent State

Kent State offers a rich training ground that provides opportunities for students to develop and practice employability skills that will serve them well when obtaining employment in their own community post-graduation. CCS faculty and staff work diligently to ensure two things. First, a trusting relationship is developed and maintained with each employer so that employer needs are met, and so that employment opportunities continue to be available to CCS students. Secondly, faculty and staff safeguard that the student is provided with the support and feedback necessary for them to become as independent and skilled as possible in a work environment.

The work localities are developed specifically for and maintained as ongoing employment settings to train new classes of CCS students each year. For this reason, these positions are not available for continued employment for students after they graduate from the program. Furthermore, since the CCS program does not operate during the summer and cannot support both employers and students, there are no campus work opportunities or courses during this time.

Finally, if a student demonstrates readiness for competitive employment and the business offers to provide a paid position, it is with the understanding that the student no longer requires supervision by a job coach. The student will independently go to work and complete work assignments to the satisfaction of the employer. However, CCS faculty and staff will continue to check in to document for grading purposes that the student continues to be successful in the work environment. It could occur that if for any reason the employer becomes unsatisfied with the quality of work completed by the student, the employer will either terminate the student from the position, or the student will no longer receive pay and a job coach will be reinstated to strengthen the identified skills needed. This does not mean that once student employment skills are improved that pay will be reinstated. This determination will be up to the employer and not a decision made by CCS faculty.

Regardless of whether a student is in a paid or unpaid position, he/she is still receiving practicum or internship credits toward program completion. In the event a student is terminated in either a paid or unpaid work experience, he/she will also receive a failing grade. This means that the student will have to repeat that practicum until successfully passing by demonstrating readiness to move to the next more rigorous level.

§17.6 Employment Absences, Tardiness, Inappropriate Behaviors

Success in any practicum/internship program requires participation in each learning experience; including both staff meetings and scheduled work experiences. Therefore,

regular attendance during practicum & internship hours are expected of all students at all levels within the Career and Community Studies Program.

Personal, medical or dental appointments should **not** be scheduled during staff meetings or scheduled work experiences. The CCS student will need to manage time so that needs for study, personal, or leisure time activities do not interfere with the regularly scheduled work experiences or staff meeting attendance.

Serious sudden illness or injuries are the only excuse to miss a staff meeting or call-off work on the same day you are scheduled. However, when missing work for any reason, the student must contact both CCS faculty, their job coach, and the employer/supervisor at their work site to let them know.

Absence is considered excessive if the student misses two or more staff meetings, and/or work shift.

Tardy is considered excessive if the student arrives late two or more times to a staff meeting, and/or work.

Excessive absence, tardiness, or other inappropriate behaviors will be handled in the following way:

Step #1 - a verbal warning will be given to the student by the academic instructor (Director will be notified). Documentation of the verbal warning will be completed.

Step #2 - if behavior continues a written warning in the form of a consequence report will be issued to the student by the academic instructor. The consequence report will be reviewed with the student, signed by both student and CCS faculty, and become part of the student's permanent file. A student/parent meeting will be scheduled to relay information.

Step #3 - if behavior continues, the student will meet with the employment supervisor, and faculty to review termination from work. Termination from work will result in a failing grade for the CCS practicum/internship course.

§17.6a Student Behaviors Affecting Internships/Practicum Experiences

The student must understand that behaviors either inside or outside of the internship could affect ability to complete internship hours. If student behaviors lead to student conduct and/or criminal investigations, the student could be temporarily removed from the internship site. Depending upon the outcome of the investigation the student may or may not be reinstated back to the internship site. If the investigation finds the student responsible for their behaviors, the student will receive a zero for anytime missed and possibly not permitted to return to the internship depending upon the severity of the behavior and the nature of the work at the employment site.

§17.6b Should the student's behaviors either inside or outside of the internship continue it could lead to a failing grade for the CCS practicum/internship course, or dismissal from the CCS program depending upon severity of behaviors. A failing practicum/internship grade will require the student to retake the course until successfully completing before moving on to the next more rigorous level of practicum. This most likely will delay graduating on time.

§17.6c When a student is accepted at an employment site to complete practicum/internship credits, that site becomes a partner with the program and the university. This means that FERPA is extended to the partner site allowing both program and partner to share academic progress with each other.

§17.6d The student must understand that they are responsible for their own actions and costs, and not the actions or costs of others. The student must maintain health insurance to defray the cost of hospital or medical care that might be required during the period of the service-learning experience. If the student does not have adequate health coverage, they are responsible to pay any uncovered costs.

§ 17.7 Collaboration with Adult Service Providers

If adult service providers (e.g. Vocational Rehab or Board of Developmental Disability) are not already established, it is desired that providers become more involved with both the student and CCS staff beginning in the spring semester of junior year. In preparation for the final year of the program and in helping the student to more seamlessly transition back to his/her community, CCS would like to share information with the providers. The information shared includes employment assessments, resumes, work experiences, and other work and independent living information that will be useful to case managers in possibly identifying employment and community inclusion opportunities.

It is parent/student responsibility to introduce CCS and service providers so that communication can begin to evolve. It cannot be mandated that students become connected to service providers; however, they can be beneficial in helping the student to find employment post-graduation. The purpose of the CCS college experience is to prepare the student for employment, but it does not place or identify employment opportunities for the student in their community. This will be the responsibility of parents, student, and service providers if receiving services from them.

§17.8 Summer and Post-graduation Employment

The rigorous course, practicum, and internship experiences are to prepare students for entry-level competitively paid positions in a career field of student interest. CCS does not place or find student summer or post-graduation employment. This is the responsibility of the student, with support from parents and adult service providers.

§18.0 CCS SATISFACTORY ACADEMIC PROGRESS (SAP) FOR STUDENT FINANCIAL ASSISTANCE ELIGIBILITY

The Higher Education Act of 2008, as reauthorized by the Higher Education Opportunity Act (HEOA) includes provisions related to the eligibility of students with intellectual disabilities to participate in the Federal Pell Grant, Federal Work Study, and Federal Supplemental Education Opportunity Grants programs. With the passage of this act, federal funding has been set aside to support students who are attending a Comprehensive Transition Postsecondary (CTP) college program. The Career & Community Studies program has federal status as a recognized CTP. It is required that any CTP program establish minimum standards of academic progress that students must meet to maintain eligibility for financial aid.

The KSU/CCS program has established a CCS Satisfactory Academic Progress Policy for Financial Aid eligibility. Students must maintain satisfactory academic progress to receive any type of financial aid assistance.

18.1 Qualitative Measure:

The student must have the following to be in good academic standing:

- A cumulative Grade Point Average of 2.0 in CCS coursework
- Completed 75% of total courses attempted each semester
- Maintained satisfactory progress in student practicum/internships each semester

18.2 Quantitative Measure:

Specific to the CCS four-year program of student:

Program time of completion is 8-12 semesters of 16 weeks per semester (in clock hours this is 192 per semester). This time is evaluated based on a student's enrollment and participation in the CCS program. Under this system, students have the maximum period of 12 semesters (or 150%) to complete 120 credits to receive a university recognized *Record of Completion*. This period is regardless of whether the student is receiving Title IV funding each semester.

Specific to the CCS two-year Employment Readiness or College Preparation programs:

Program time of complete is 4-6 semesters of 16 weeks per semester (in clock hours this is 192 per semester). This time is evaluated based on a student's enrollment and participation in the CCS program. Under this system, students have the maximum period of 8 semesters (or 150%) to complete 60 credits to receive a university recognized *Record of Completion*. This period is regardless of whether the student is receiving Title IV funding each semester.

18.3 Probation Issues

CCS students who fail to achieve sufficient academic progress will be placed on probation concurrent with the academic probation period. If at the end of a semester or upon semester

review, the CCS faculty advisor determines that a student is failing SAP, the student will be placed on academic probation by the university for the following semester and will not be eligible to receive Title IV funding. During this period, the student will receive academic support and monitoring from the CCS program instructors, mentors, and their advisor. At the end of the probation semester, the university will determine whether the student is or is not making SAP. If the student progress is sufficient, it will be documented. The student has the right to appeal the decision by requesting a meeting with the university financial aid office, faculty advisor and CCS director.

During the period the student is ineligible for Title IV funding the student will be closely monitored for academic progress that shows evidence of sufficient improvement. At the end of that semester, the university will determine if the student is making SAP or not. If not, the student remains ineligible for Title IV funding and will be required to meet with their CCS advisor to determine whether the student will remain in the CCS program. In some cases, the university may make this decision.

When dealing with repetitions, withdrawals and incompletes, the school will accept the highest grade for the course taken. However, when calculating the student's GPA, Kent State University will include the credits from all attempts when assessing if the student meets the quantitative SAP measures.

Failure to return to good standing within the allotted period will result in termination of CCS program eligibility. Assistance for subsequent enrollment periods will be terminated immediately for any student placed on academic suspension or dismissed at the end of any semester/term.

18.4 Reinstatement of Aid

Student acceptance and continued enrollment in the CCS program is not a right, it is a privilege. Re-admission is never guaranteed but is dependent upon available openings at the time and the strength of evidence offered by the expelled student. The time when the student was out of the program still counts as part of the maximum time allowed for participation in the program. Students who have been suspended/dismissed from the CCS program must present documentation of approved authorization to re-enroll when petitioning reinstatement of financial assistance. Students who have not received authorization to re-enroll remain ineligible to receive assistance or deferment of payment. They should be prepared with other resources to pay all educational expenses. Students whose appeals are approved may have their aid reinstated pending availability of funds.

All provisions of the Career & Community Studies (CCS) Satisfactory Academic Progress Policy for Financial Aid Eligibility may be appealed by written petition to the Director of Financial Services or designee.

§19.0 ATTENDANCE

Attendance is a critical component for a successful college experience, and ultimately for successful employment. The Career and Community Studies Program has been designed to create an environment that is organized, predictable and reinforcing to best support our students and their needs.

- *Students are expected to arrive to class on time (10 minutes early); be prepared with class materials; participate in class discussions; perform and complete assignments as scheduled; be appropriate with behaviors, hygiene, use of technology.*
- *Students are expected to attend class and to avoid outside conflict with class schedules if possible. Students should make every effort to make doctor's appointment, vacations, and other meetings around their class schedules.*
- *Absences from class are handled between students and instructors, regarding any missed assignments or content.*
- *The CCS instructor will provide make-up opportunities for student excused absences caused by illness, injury, death in the family, observance of religious holidays, and similarly compelling/emergency personal reasons as outlined by KSU policy.*
- *Faculty teaching KSU courses may or may not provide make-up opportunities depending on individual faculty preferences.*
- *Students will not be allowed to make-up missed assignments for unexcused absences.*
- *Students must email the CCS faculty by 8 a.m. to alert instructors of their absence. The CCS faculty or Director will require documentation (obtained from a doctor in the event of an illness) to substantiate the reason for the absence.*
- *The student must email any academic mentor or job coach by 8 a.m. to alert them that the student will not require support the day(s) of absence.*
- *Should a student miss more than one class in a day without having contacted CCS, office staff and/or director will call the student to determine where they are. Should the student not respond, CCS will contact parents to inform them and to request parents to locate the student.*
- *In every instance, the student has the responsibility to initiate the conversation with faculty to arrange for make-up work if available.*

- *Students who are habitually late or miss class will receive zero participation points and be unable to turn in assignments. This will greatly affect student grade and could cause the student to fail the course.*
- *For lengthy absences, make-up opportunities might not be feasible and are at the discretion of the CCS Director and course instructor.*
- *If the length of absence has exceeded the possibility of making up lost work, the student will need to withdraw for that semester.*
- *Should a student stop attending class and did not formally withdraw, a SF (stopped attending – fail) grade will be given. The SF mark will count as an F (zero quality points) in computing grade point averages and will not count towards the calculation of time status (full-time, three-quarter time, etc).*
- *Should the student need to withdraw, it is up to Kent State policy to determine whether the student would receive a full or partial tuition refund. Please contact One Stop to discuss this. CCS support fees are non-refundable.*

When a student consistently demonstrates inability to appropriately meet the expectations required in class their grade will be affected. A failing grade will result in the student having to retake the course, possibly delay graduation, and it could result in a student being dismissed from the program.

19.1 Parent Attendance and Participation

Freshman parents will be provided with parent trainings though out fall and spring semester. These meetings will provide parents with an opportunity to learn what their students are, learn of tools and strategies to apply skills at home, gain insight from various speakers on topics such as guardianship, power of attorney, the legal system concerning persons with IDD, and so forth. It is hoped that parents will make every effort to attend as the student will greatly benefit when parents and program are aligned.

§20.0 CCS RETENTION POLICY

A student may be dismissed from the CCS Program, if upon review; the student does **not** meet any of the following retention guidelines:

- *Maintains a minimum of a 2.0 GPA cumulative average*
- *Student regularly attends, displays active participation in, and seems to benefit from core coursework and electives.*
- *Student manages personal technology (laptop, phone) and comes to class with these crucial tools for learning*
- *Student displays conduct consistent with the expectations of the CCS Program and KSU (follows program schedule, respectful to staff and peers, does not harass, threaten, or in any way endanger self or others, does not disrupt the*

learning environment for others including on campus, participating in activities and in the dorms).

- *Student displays a high level of motivation and steady growth in independence and self-determination through active engagement in CCS program activities.*
- *The student displays an acceptable level of maturity, emotional, behavioral, and/or sexual stability to allow for increasing independence in academic, vocational and social activities.*
- *Student is making acceptable progress toward personal and program goals and appears to benefit from program participation.*
- *Student demonstrates the desire to be challenged and wants to try new things. It is important to get out of our comfort zone as that is when we learn the most about ourselves.*

Just as important, along with the above guidelines, parent/guardian participation will also be taken into consideration. It is crucial for parents to take an active role in their child's progress by:

- *recognizing their student is an adult who is learning to make decisions for themselves*
- *understanding the student is the one to speak and advocate for needs and wants*
- *helping student to understand disability*
- *allowing student the ability to make their own decisions and to learn from those decisions;*
- *allowing KSU and CCS to hold student accountable as they learn how to make better decisions*
- *reducing student and/or parent dependency on each other*
- *parents supporting from behind the student, and no longer leading the student*
- *supporting CCS program system of reducing on-going prompting to help the adult student learn how to think and do for themselves*
- *supporting CCS program goals of preparing the student for competitive employment*
- *participating in planned parent meetings*
- *attending any family activities that may be organized*
- *encouraging their student to meet the above guideline;*
- *and any other activity that may arise over the next two to four years that would require participation, cooperation, and collaboration from the parent/guardian.*

20.1 KSU/CCS Disruption of class by student.

Class or related activities, order, and accountability are the responsibility of the class instructor insofar as possible. In the event of a disruption, the following procedure should be followed:

- (1) The instructor will ask the student causing the disruption to cease and desist.

- (2) The instructor should notify the disrupter of possible suspension and/or dismissal from the class and of further possible action under rule **3342-4-02** of the KSU Administrative Code (the student conduct code), or the Revised Code, or both.
- (3) If disruption does not cease, the instructor should order the disrupter out of the classroom and inform those involved that failure to do so will subject the disrupter to student conduct sanction and/or criminal arrest.
- (4) If the disruption continues, the university police should be immediately notified to resolve the problem.
- (5) The instructor should not dismiss the class unless there is reason to believe that physical harm to person(s) or property is possible, or unless by allowing the students to remain, the disruption would increase.
- (6) The instructor should subsequently notify the program director, chairperson and/or dean of the incident to coordinate and facilitate the student conduct referral process.

20.2 Dismissal Appeal

A student who is dismissed for disruption has the right to appeal the decision. Appeals must be based on recent circumstances that were beyond the control of the student.

- (6) Appeals must be made in writing to the director of Career & Community Studies and the academic dean of the College of Education, Health, and Human Sciences.
- (7) The appeal letter must be composed, typed and signed by the student. The appeal letter may be delivered personally or sent by mail, fax or e-mail from the student's kent.edu account, and must include all documentation for the appeal to be considered.
- (8) Appeal letters for dismissals must be received by the CCS director and academic dean no later than 10 calendar days after the dismissal occurred.
- (9) Appeal letters must include the following:
 - a. A detailed plan of action for achieving appropriate classroom behaviors for any future enrollment at Kent State University and the Career & Community Studies program.
 - b. The student's full name, Kent state ID number, current and permanent mailing addresses, current and permanent telephone numbers and Kent State e-mail address.
- (10) Appeals that do not meet these guidelines will not be reviewed.

20.3 Reinstatement

Reinstatement after dismissal from Kent State University is neither automatic nor guaranteed. A student who has accumulated a substantial number of incident and/or disciplinary reports due to classroom or related disruptions, or emotional and behavioral instability, should expect that reinstatement is not likely to be approved.

20.4 Operational procedures and regulations regarding withdrawal from the University

Students who withdraw from the university any time during a term will receive a mark of "W." Final examination week is not considered part of the academic term for purposes of withdrawal. Students who wish to withdraw from the university must report to the office of their academic dean. Academic deans or their designees will interview students applying for university withdrawal and will forward a completed "Exit Application" to the registrar's office. Any variation from this rule requires approval by the appropriate academic dean. KSU Policy 3 - 01.103 Effective Date: Mar. 01, 2015

§21.0 TECHNOLOGY

The student is responsible for all personal phones and technology items and lost or stolen items will need to be replaced at the expense of the student. These items are necessary, and the student cannot manage their college experience without them.

Computer labs are very important resources. While on campus, all CCS students have use of the computer labs to gather information, to complete assignments, and to conduct research. However, students must have a laptop to bring to every class.

Cell phones are a wonderful resource and all students must have one. A Smart Phone is preferred as students will be able to download various applications to manage daily schedules. The cell phone will also be used for accessing students while they are on campus and for students and mentors to confirm study plans or relaxation time together. Maintaining respectful limitations are discussed and monitored. At **no** time are cell phones to be on during class time unless approved by the faculty. Parent contact can be made after class, or in case of an emergency, families can contact the CCS office to leave a message for the student.

Laptops, each student must have one, preferably a Dell. Students will download and use the *Read & Write Gold* study app to complete assignments, among other apps. No Chrome Books are permitted as they do not interact with Kent State technology.

§22.0 COMPUTER/INTERNET/CELL PHONE USAGE POLICY

The use of any CCS or Kent State University computer which provides access to the Internet is a privilege that may be revoked by instructors, staff, or administrators at any time for abusive or inappropriate conduct. Examples of inappropriate conduct would include: the placing of unlawful information on the computer, accessing another person's files or email, the use of obscene, abusive language or images, obsessive and unwanted emailing, unsafe practices on Facebooking, Tweeting, or use of other social media forms to others, harassment and stalking behaviors toward another, and posting pictures of persons without their permission. This policy

also addresses using one's personal phone to take pictures of others when asked not to. This is also a form of harassment.

The student is responsible for their own materials that are saved on their laptop or work that is done on a University computer, as well as any passwords or user accounts that belong to the student. The University is not responsible for recovering any information that may be lost due to computer or system failure.

§23.0 RELEASE AND EXCHANGE OF INFORMATION

All students have completed the Release and Exchange of Information form as part of their application. Kent State University treats and regards all written documentation obtained to verify a disability and to determine eligibility to participate in the CCS program as confidential. However, it may be necessary for our staff to exchange some information about the student with the KSU faculty and staff in order to provide educational opportunities and experiences on and off campus. This exchange is given with the understanding that only information necessary for the purposes of accommodation and academic progress will be communicated. This also applies when discussing student achievements and needs with adult services

§24.0 TUITION AND SUPPORT FEES

Tuition bills, dorm fees, and other student fees are posted on-line. Students can access their account by logging into Flashline and clicking on Student Account. This is also where a student can find their Student Banner ID number. Each semester, the student will receive an email from the Bursar's office informing that the tuition bill has been posted. You will **NOT** receive a bill in the mail. Everything is done on-line. It is up to the responsibility of the student to make sure this email is shared with their parents so that the bill may be paid on time and no late fees will be charged.

Arrangements can be made with the Bursar's office to establish a payment plan if necessary.

§25.0 PERSONAL AIDES

Kent State University and the Career & Community Studies Program do not provide personal care assistants or aides. It is the responsibility of the student to hire their aide to help with personal care. However, since the main goal of CCS is to maximize self-determination skills, it is mandatory that the aide go through training and follow program principles and strategies on self-determination so that consistency in skill building is provided to the student. The cost of paying the aide for training and working hours will be the responsibility of the student.

§26.0 ADDITIONAL INFORMATION

Additional information such as special events, general announcements, course descriptions and the academic calendar can be seen on the KSU website www.kent.edu.