

Transmittal Memo

Date: September 17, 2014

To: Joanne Arhar, Associate Dean for Student Services, Undergraduate Education

From: Yvonne Michali, Director of Program Development Career and Community Studies,
School of Lifespan Development and Educational Sciences

Re: Establish new undergraduate/special non-degree program, Career and Community
Studies (CCS)

The following courses are established as part of the program requirements, through the Course
Catalog Update workflow:

CCS 00005 College Orientation	CCS 00325 Financial Literacy IV
CCS 00010 Personal Exploration I: Nutrition/Physical Fitness	CCS 00335 Health and Wellness IV: Healthy Living/Substance Abuse
CCS 00015 Academic Experience I: Disability Awareness	CCS 00392 Sophomore Practicum II
CCS 00020 Technology Workshop I	CCS 00395 Special Topics
CCS 00025 Financial Literacy I	CCS 00396 Junior Independent Study
CCS 00030 Physical Education I	CCS 00405 Career Preparation I
CCS 00035 Health and Wellness I: Personal Social Skills	CCS 00420 Academic Support I
CCS 00105 Introduction to Career Exploration	CCS 00492 Junior Practicum III
CCS 00110 Personal Exploration II: Independent Living/Leisure Educ	CCS 00495 Special Topics
CCS 00115 Academic Experience II: Self-Determination	CCS 00496 Senior Independent Study
CCS 00120 Technology Workshop II	CCS 00505 Career Preparation II
CCS 00125 Financial Literacy II	CCS 00520 Academic Support II
CCS 00130 Physical Education II	CCS 00592 Junior Practicum IV
CCS 00135 Health and Wellness II: Human Sexuality	CCS 00595 Special Topics
CCS 00196 Freshman Individual Study	CCS 00605 Community Life I
CCS 00205 Career Exploration I	CCS 00606 Community Life I Laboratory
CCS 00210 Academic Success I	CCS 00692 Senior Internship I
CCS 00215 Interpersonal Communications	CCS 00695 Special Topics
CCS 00225 Financial Literacy III	CCS 00705 Community Life II
CCS 00235 Health and Wellness III: Injury Prevention	CCS 00706 Community Life II Laboratory
CCS 00292 Sophomore Practicum I	CCS 00792 Senior Internship II
CCS 00296 Sophomore Independent Study	CCS 00795 Special Topic
CCS 00305 Career Exploration II	
CCS 00310 Academic Success II	

Curricular/consultative bodies that have approved this action:

LDES SCC: October 1, 2014

Presented to EHHS Curriculum Committee: October 24, 2014

Presented to EPC: November 17, 2014

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **15-Sep-14** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department **Lifespan Development and Educational Sciences**
College **EH - Education, Health and Human Services**
Degree **NDUG - Undergraduate Non-Degree Program**
Program Name **Career and Community Studies** Program Banner Code **CCS7**
Concentration(s) _____ Concentration(s) Banner Code(s) _____
Proposal **Establish program**

Description of proposal:

The purpose of this proposal is to establish an undergraduate (special) non-degree program, Career and Community Studies (CCS). CCS is a college-based transition program designed to prepare students with intellectual and developmental disabilities (ages 18-26) for adult life through academic pursuits, career discovery and preparation, and peer socialization.

Does proposed revision change program's total credit hours? ☐ Yes ☐ No

Current total credit hours: **0** Proposed total credit hours **120**

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

Beyond typical access and accommodation (which provides students an equal opportunity to perform), CCS student participation requires individualized supplemental support to ensure student success. Modifications in curriculum and instruction stem from unique learning characteristics presented by students with IDD. Individualization and support in electives taken are provided primarily by CCS faculty supplemental by degree-seeking peers. In addition to a program director and instructors, it is possible there will be secondary appointments of EHHS faculty. Already, faculty from all four schools of EHHS, have both taught CCS specialized courses and integrated field clinical work with the CCS program for degree seeking students. Additionally, several faculty in EHHS have on-going research projects on the CCS program and students.

Units consulted (other departments, programs or campuses affected by this proposal):

Enrollment Management, Office of the Provost, and the following Colleges: Arts, Arts & Sciences, Business Administration, Communication and Information, Undergraduate Studies

REQUIRED ENDORSEMENTS

<u>H. DeWann-Jenkins</u>	<u>10 / 13 / 14</u>
Department Chair / School Director	
_____	<u> / / </u>
Campus Dean (for Regional Campuses proposals)	
_____	<u> / / </u>
College Dean (or designee)	
_____	<u> / / </u>
Dean of Graduate Studies (for graduate proposals)	
_____	<u> / / </u>
Provost and Senior Vice President for Academic Affairs (or designee)	

Proposal Summary

Establish Career and Community Studies Undergraduate/Special Non-degree Program

DESCRIPTION OF ACTION

The purpose of this proposal is to establish an undergraduate/special non-degree program, Career and Community Studies [EH NDUG CCS7], that will be offered within the School of Lifespan Development and Educational Studies (LDES), housed in the College of Education, Health and Human Services (EHHS).

Background

The Center for Innovation in Transition and Employment was one of 27 postsecondary programs to receive a five-year grant in 2010 from the Office of Postsecondary Education (U.S. Department of Education). The purpose of the grant was to develop and sustain a Comprehensive Transition and Postsecondary Program (CTP) for students with intellectual and developmental disabilities. With provost approval, the Kent CCS program was approved by the Office of Post-Secondary Education as a CTP in 2012, which made it possible to provide student financial aid to eligible Kent State students with intellectual disabilities. Nineteen students with intellectual disabilities completed their third year with their fourth and final year being AY 2014-2015.

CCS is a college-based transition program designed to prepare students with intellectual and developmental disabilities (ages 18-26) for adult life through academic pursuits, career discovery and preparation, and peer socialization. These students seek a transition and postsecondary experience as part of a diverse community of learners. Broadly speaking, their goals like all Kent State students are to achieve adult roles and a quality of life in a community of their choice. Students participating in this program experience intellectual and developmental disabilities (IDD) that may affect some intellectual functioning and adaptive behavior. CCS students require a strong system of supports and could have some difficulty succeeding in a college degree program. Therefore, CCS is a non-degree program that integrates inclusive classes, a typical college experience, and a transition curriculum.

If the program goes forward as a regular offering, Kent State University would be the only university to have this program of study for this population of students in the region. This program was designed to meet the following Office of Postsecondary Education regulations:

- (1) (a) The comprehensive transition and postsecondary program is delivered to students physically attending the institution;
- (b) The comprehensive transition and postsecondary program is designed to support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction at an institution of higher education in order to prepare for gainful employment;
- (c) The comprehensive transition and postsecondary program includes an advising and curriculum structure;
- (d) The comprehensive transition and postsecondary program requires students with intellectual disabilities to have at least one-half of their participation in the program, as determined by the institution, focus on academic components through one or more of the following activities:
 - (i) Taking credit-bearing courses with students without disabilities.

- (ii) Auditing or otherwise participating in courses with students without disabilities for which the student does not receive regular academic credit.
 - (iii) Taking non-credit-bearing, non-degree courses with students without disabilities.
 - (iv) Participating in internships or work-based training in settings with individuals without disabilities; and
 - (e) The comprehensive transition and postsecondary program provides students with intellectual disabilities opportunities to be socially and academically integrated with non-disabled students to the maximum extent possible.
- (2) The institutional policy for determining whether a student enrolled in the program is making satisfactory academic progress;
 - (3) The number of weeks of instructional time and the number of semester or quarter credit hours or clock hours in the program, including the equivalent credit or clock hours associated with noncredit or reduced credit courses or activities;
 - (4) A description of the educational credential offered (e.g., degree or certificate) or identified outcome or outcomes established by the institution for all students enrolled in the program;
 - (5) A copy of the letter or notice sent to the institution's accrediting agency informing the agency of its comprehensive transition and postsecondary program. The letter or notice must include a description of the items in paragraphs (1) through (4) of this section (Higher Education Opportunity Act, 2008).

INTENDED EFFECT

The CCS program is designed to benefit the university, students with disabilities, and the community. In regard to the university, CCS aligns with Kent State University's institutional goals of promoting diversity, research, and effective degree programs to meet regional and national need. It promotes diversity by exposing Kent State students and faculty to students that have intellectual and developmental disabilities. This improves faculty and degree-seeking students' sensitivity to the aspirations and support needs of individuals with IDD. In particular, a positive impact is realized for students preparing to become, teachers, related service providers, and health care and human service professionals. The CCS provides, and will continue to provide, opportunities for students and faculty to conduct research related to effective teaching practices, health care provision, environmental engineering, physical development, transportation, universal design for learning, and many other areas. In addition, it will enable Kent State University to develop experienced-based learning and professional development opportunities for undergraduate and graduate students in a variety of academic, employment, and community environments.

CCS students benefit by participating in college courses and experiences with same-age peers without IDD. Students explore their own strengths, preferences, interests, and support needs in the first year of enrollment. They narrow and refine career, academic, and community living goals in the subsequent years of enrollment and focus on a career path that leads to promising opportunities for employment. Ultimately, graduates will enjoy a quality of life in which they contribute to their community and find personal fulfillment.

The CCS program also benefits students in the following ways:

- Provides a transition experience to develop skills and understanding about themselves and the world around them.
- Uses the college environment as a vehicle for self-empowerment and access to social networks, work, and independence.

- Uses the learning experience to develop critical thinking, self-reflection, and a better understanding of interrelatedness required of civic responsibility.
- Promotes group membership which fosters motivation to succeed and supports learning and participation in community life.

In addition to the benefits obtained by the university and students with IDD, the CCS program provides significant benefit to the community. There is high demand for CTP programs regionally and nationally and this demand is expected to skyrocket in the coming decade as students with intellectual disabilities and their families continue to advocate for access to postsecondary education settings. This is because students with intellectual disabilities typically need educational and transition services after high school, but most high schools are not equipped to work with community agencies to provide services in age-appropriate settings after the age of 18. Advocates and policy-makers are increasingly looking to postsecondary institutions and programs to prepare these students to complete this transition to adulthood in transition and postsecondary settings designed to meet their needs and post school plans. This proposal outlines a plan to meet this demand through a sustainable funding mechanism.

After three years of operation, the CCS program developed a strong base of academic and transition support, much of it provided by undergraduate and graduate students in education, rehabilitation, career-technical education, counseling, health and wellness, nutrition, dance, service learning, and other areas. CCS students successfully participated in Kent State courses, lived in the dorms, and participated in campus jobs and social activities. They have been expected to adhere to Kent State's student codes of conduct and have done remarkably well in managing their transportation and scheduling.

The CCS Program Design

The proposed four year, non-degree, program of study is designed to meet the legislative requirements of a Comprehensive Transition and Postsecondary Program (CTP) under the Higher Education Act Amendments of 2008. The Kent State Career and Community Studies program offers a curriculum delivered through both specialized and inclusive courses and experiences in a 120 credit hour program, covering careers, academic interests, literacies, and campus life. The CCS program is designed to take advantage of the many exemplary course offerings, activities, and student supports available to all Kent State students including "Destination Kent State: First Year Experience," health and wellness programs, work study, service learning, Student Accessibility Services, and student academic support and counseling services. The CCS curriculum is designed to culminate in preparation for a career and employment in an area of students' strengths and interests.

The CCS program spans career, academic, and independent living domains, and each course and activity contains standards and benchmarks to ensure that participating students are being adequately prepared for adult life. The career domain includes courses and activities designed to develop student competence related to career awareness, exploration, preparation, and job search. The academic domain includes activities and courses (Social Science, Basic Sciences, and Humanities and Art) designed to develop life-long learning habits, to support career goals, and to provide personal enrichment. The independent living domain includes courses and activities designed to promote self-sufficiency, adaptive behavior, and life-long relationships. In combination, these three curricular domains are designed to develop a well-rounded individual with a high degree of self-determination.

A major feature of the program is an experiential learning approach and community based instruction. The CCS program provides activities that are designed to help students develop better awareness of their disability needs. Also, activities are designed to ensure student performance in socially valid contexts. "Learning by doing" develops knowledge and skills related to how students will live and work after graduation. The experiences provide CCS students with a repertoire of knowledge and skills that have been shown by research to move students toward meaningful adult roles in society.

CCS Core Curriculum

The CCS Core provides preparation for the role of a college student and consists of 26 credits in freshman year and 30 credits in the sophomore year. The purpose of the Core in year one is to gain a foundation with courses covering disability issues, personal development, health and wellness, and literacies. The Core in year one sets the stage for Year 2 in which CCS students extend their repertoire of knowledge and skills to include participation in inclusive courses and other campus environments. Year one provides an understanding of all the competencies for college student success while year two provides opportunities for application of knowledge day to day in context.

<p><u>Freshman Year Fall Semester</u></p> <ul style="list-style-type: none"> (3) Personal Exploration I: Nutrition & Physical Fitness (3) Academic Experience I: Disability Awareness (1) Technology Workshop (1) Financial Literacy I (1) PEB Course (1) First Year Experience (3) Health & Wellness I - Personal/Social Skills 	<p><u>Sophomore Year Spring Semester</u></p> <ul style="list-style-type: none"> (1) Career Exploration I (3) Soph. Practicum I (4) Academic Success I (1) Financial Literacy III (3) Health & Wellness III: Injury Prevention (3) Interpersonal Communication
<p><u>Freshman Year Spring Semester</u></p> <ul style="list-style-type: none"> (1) Intro to Career Exploration (3) Personal Exploration II: Independent Living & Leisure Ed (3) Academic Experience II: Self-Determination (1) Technology Workshop II (1) PEB Course (1) Financial Literacy II (3) Health & Wellness II: Human Sexuality 	<p><u>Sophomore Year Spring Semester</u></p> <ul style="list-style-type: none"> (1) Career Exploration II (3) Soph. Practicum II (4) Academic Success II (1) Financial Literacy IV (3) Health & Wellness IV: Healthy/Living Substance Abuse (3) Elective

In Year 1, CCS students explore campus academic, employment, and independent living opportunities based on assessments of their strengths, interests, preferences, and support needs. They are oriented to the university campus, college coursework, social activities, and clubs while developing foundation literacy and transition competencies. In addition to “First Year Experience (FYE),” CCS students take two classes each in academic experience, physical education, health and wellness, and personal development. In health and wellness, students explore what it means to be healthy, how to achieve and maintain wellness, and what it means to have healthy relationships. (CCS students are included in physical education and FYE with degree-seeking students.) In personal development, students pursue topics of nutrition, leisure and fitness, and social activities.

Two academic experience courses provide expanded opportunities in the following areas:

- Exploration of major and career areas of interest
- Exposure to curricular and co-curricular opportunities
- On-going support and guidance during the transition from high school to college
- Insight into academic expectations
- Opportunity to network with faculty, fellow classmates, and upper-class students
- Knowledge of academic support services
- Awareness of involvement and leadership opportunities

Students learn how to make choices and decisions based on interests and preferences, to monitor and regulate their own actions, and to be goal-oriented and self-directed. The academic experience courses guide students in developing self-determination skills so that they are more successful in achieving academic, career, and life goals. “Educational Technology” and “Financial Literacy” are additional specialized Year I courses.

In Year 2, faculty and peers foster further understanding of choices, and guide the student in continuing the exploratory process across the academic, career, and independent living domains. In practica in actual work environments, students gain understanding of their strengths and interests, and the requirements and demands of being a worker in these settings. Through two academic success courses, students gain an understanding of liberal study disciplines (Social Sciences, Basic Sciences, and Arts and Humanities) and how a learner becomes well versed in exploring, navigating, and mastering the basics of diverse topics. Two more health and wellness courses continue the curriculum on healthy living and relationships. Year 2 begins elective course taking with a communication course in the fall and an elective in the spring. Academic success courses continue to assess and prepare students to learn course content and to obtain student success skills.

CCS Major Curriculum

In years three and four, major courses and experiences build on the Core and prepare students to transition to adult roles. Courses focus on career development and employment, independent living, extension of life-long learning competencies, and the development of in-depth understanding of topics related to their career field and general interests in arts and humanities, and social and basic sciences. The base in year three sets the stage for year four in which CCS students apply their learning in jobs and communities of choice. The senior year provides a transition to desired post school outcomes.

<u>Junior Year Fall Semester</u> (3) Career Preparation I (4) Jr. Practicum I (3) Academic Support I (3) Elective (3) Elective	<u>Senior Year Fall Semester</u> (1-12) Internship I (1) Community Life I (3) Community Life Lab (3) Elective (3) Elective
<u>Junior Year Spring Semester</u> (3) Career Preparation II (4) Jr. Practicum II (3) Academic Support II (3) Elective (3) Elective	<u>Senior Year Spring Semester</u> (1-12) Internship II (1) Community Life II (3) Community Life Lab (3) Elective (3) Elective

Years three (32 credits) and four (32 credits) provide more intensive preparation in the student's career field through work experiences and related elective inclusive classes. Through two courses each in career networking and inclusive electives students search options and opportunities in their career field specialization and develop depth of knowledge and richness of networking and connections. In practica, students gain experience in a variety of campus-based and off-campus employment settings. Activities, shared with degree seeking students with the same career interests, expands the networks of CCS students. Students complete on and off campus work experiences and conduct research into career opportunities in their home communities as well. Students also map out needs and resources for independent living community life classes and labs. Individualized tutoring and coaching provide needed assistance for success in elective courses and work experience.

The focus of the "senior" year is internship and employment. CCS students make self-determined decisions about how to focus the final steps of their program toward a rewarding career in their field of interest. Program supports play a supportive role in developing the career exploration, work experiences, paid and unpaid internships, independent living, as well as placement into employment.

IMPACT ON PROGRAMS, COURSES, FACULTY, STAFF AND DEGREE SEEKING STUDENTS

The Career and Community Studies curriculum delivers instruction on critical knowledge and skills through both specialized and elective coursework with degree-seeking students and experiences. Beyond typical access

and accommodation (which provides students an equal opportunity to perform), CCS student participation in electives requires individualized supplemental support to ensure student success. Modifications in curriculum and instruction stem from unique learning characteristics presented by students with IDD. They may require individualization of syllabus objectives and/or specialized instruction, beyond practices like universal design, which largely level the playing field. While permission to “sit-in” on elective courses require instructor approval, it is important to note that individualization and support in electives taken are provided primarily by CCS faculty supplemental by degree-seeking peers. Individualization also ensures that at most, 1-2 students may be participating in a given course with peers.

In addition to a program director and instructors, it is possible there will be secondary appointments of EHHS tenure and non-tenure track faculty. Already, faculty from all four schools of EHHS, have both taught CCS specialized courses and integrated field clinical work with the CCS program for degree seeking students. Additionally, several faculty in EHHS have on-going research projects on the CCS program and students.

Career and Community Studies (CCS) provides students with intellectual disabilities a college-based program which utilizes a broad system of faculty, staff, and peer supports. Kent State degree-seeking students reflect a significant mode of inclusion and may benefit themselves in one of three ways. They may be completing field-clinical requirements associated with their major (i.e. special education, teacher education, rehabilitation counseling, speech pathology, etc.). The CCS program also provides numerous opportunities for students to meet their Experiential Learning Requirements (ELR). Thirdly, peer mentors engage in activities with or in support of CCS students across the academic, career, literacy, and independent living domains.

Degree seeking peers are similar-age students who assist and guide CCS students for the purposes of learning, socializing, and being independent. They also provide support for successful inclusion in classes and other activities. They are recruited from various classes, programs, student clubs, and organizations across campus. Peers may be majoring in the fields matched to the CCS student’s post school career goals. For social activities, the objective is to help facilitate understanding of and participation in preferred campus activities.

Academic support activities performed by peers, for example, include helping students with their course assignments, organizing their time, or accessing the internet for information specific to a course project. Academic peers may also accompany a CCS student to an elective class to help the student to better acclimate to the classroom environment. The peer may guide the student in developing natural supports within classes so that the CCS student will be able to recognize and utilize those supports for added success.

All CCS students participate in work experiences and internships in which peers are utilized as supports. Sophomore year CCS students explore careers in which they self-assess interests, past experiences and current skills. Peers may provide structure and support for student success in job performance, in thinking through a career path, and in meeting milestones needed to accomplish their career goal. For CCS juniors, peers may support them in locating employment opportunities of interest on/near campus. CCS students may need help in contacting the employer and going through the application and interview process. In work experiences, support staff and peers may discuss barriers, problem solve, and share experiences. For CCS seniors, peer counseling and support reinforce the expected outcome of gainful employment in the CCS student’s preferred career path.

Going forward, the CCS program will have numerous impacts for campus programs and the entire campus community. The CCS program and current students have altered attitudes toward diversity in learning and enriched interactions daily that occur with faculty and degree seeking students and the university community. CCS program principles embody the collective ethic that places students and their success at the center of the Kent State mission. Together the CCS students and the general student body will be prepared for a future where interdependence provides the foundation to a civil society.

FISCAL, ENROLLMENT, FACILITIES, AND STAFFING

The CCS program design accommodates 10-12 students per class, freshman through senior. At any one time, enrollment would range from 40 to 45. Staffing needs for this program requires one full-time dedicated program director and two transition instructors.

The CCS program director role is split among program coordination, counseling and advising, and instruction and is a calendar year appointment. The functions of the program director include:

1. Supervise and support the two instructors.
2. Coordinate with academic and non-academic units in CCS program planning and implementation.
3. Provide interdisciplinary leadership for programs and faculty engagement.
4. Develop and lead a CCS program advisory committee of internal and external stakeholders.
5. Develop community transition programs, including parent education, which meet community needs and advance the university mission.
6. Develop educational, marketing, and recruitment programs and materials for prospective students and their families, degree-seeking students, schools, and community programs.
7. Collaborate with community agencies and develop sources of funding that support CCS program mission and university advancement.
8. Provide a schedule each semester for CCS specialized courses, inclusive courses, and experiential learning and load distribution.
9. Provide advising and counseling to CCS students.
10. Organize and deliver person-centered backward planning activities associated with students' career field specialization.

The CCS program requires two transition instructors, one each for the academic and career domains. The role for the instructors is both instructional and supportive of student success in equal emphasis. The academic instructor primarily teaches and supports CCS students in the college student roles of exploration, academic success, and acclimation to campus life. The career instructor teaches and supports CCS students primarily in career roles of exploration and preparation for employment after graduation. Functions of the academic support instructor are:

1. Teach academic and student success knowledge and skills.
2. Provide training and supervision to degree seeking students participating in areas related to academics.
3. Create student academic schedules.
4. Negotiate learning contracts with faculty involved in CCS inclusive courses.
5. Supervise and evaluate academic progress for CCS students.
6. Manage day to day student activities and provide support as needed.

Functions for the career support instructor are:

1. Teach career and work performance knowledge and skills.
2. Provide training and supervision to degree seeking students participating in areas related to career and work.
3. Create student work schedules.
4. Negotiate agreements with work site personnel involved in CCS work labs, work experiences, and internship.
5. Supervise and evaluate career and work progress for CCS students.
6. Manage day to day activities and provide support as needed.

EVIDENCE OF NEED AND SUSTAINABILITY

Youth with intellectual disabilities face major obstacles to pursuing and achieving a career (or even a job) and a satisfactory quality of life. Nationally, studies have documented very low rates of employment for school exiters with intellectual disabilities, as low as 38% eight years after leaving high school (Newman, Wagner,

Knokey, et al., 2011). Outcome studies show that often students with IDD lack access to courses of study and transition supports that correlate with post school employment (Baer, Daviso, Flexer, McMahan-Queen, 2011).

One promising development in transition services is post-secondary education which predicts employment for youth with intellectual disabilities (Grigal, Hart, & Migliore, 2011). Youth with intellectual disabilities who participated in higher education were 26% more likely to be employed after vocational rehabilitation services. Also, their weekly earnings were 73% greater than non-participants in postsecondary education (Migliore & Butterworth, 2008). Yet, students with IDD have the lowest rate of postsecondary enrollment when compared to all other categories of disability (Newman, Wagner, Knokey, et al., 2011). High school students with IDD attended two or four year colleges at a rate of only 11% (Grigal, et al., 2011).

The picture of employment and appropriate post-secondary programs in Ohio mirrors trends at the national level. The Center for Innovation in Transition and Employment (CITE) collects high school transition services and outcome data (one year out) for the Office of Exceptional Children (OEC). (These data are state reporting requirements provided to the U.S. Department of Education.) Since 2005, the Center built a database of 1074 Ohio graduates with IDD that shows the need for postsecondary transition programs in Ohio (Daviso, Baer, McMahan Queen, 2014). Only 28% (similar to national data) obtained full-time employment one year after graduating. Twenty percent attended two or four year postsecondary programs. The barriers to employment and postsecondary education start with the high school programs provided to students with IDD. Only half of the sample studied had access to the general curriculum, a requirement to be successful in postsecondary transition programs. It is clear both nationally and in Ohio that the development of postsecondary transition programs would improve post school outcomes (e.g. employment) and provide impetus to change expectations and the educational and transition services landscape for youth with intellectual disabilities.

Postsecondary education is essential to the development of a career path and success and satisfaction in life. Besides career establishment and advancement, the financial benefits of postsecondary education are substantial over a lifetime (Carnevale, Rose, & Cheah, 2011). For persons with disabilities, postsecondary education protected them from job loss from the recent recession while also increasing their ability to find new employment (Kaye, 2010). Unfortunately, these same benefits were not realized for students with intellectual disabilities because transition and postsecondary programs are a relatively new trend and the field is still maturing.

The funding and piloting of the Career and Community Studies program demonstrated that college transition programs for youth with intellectual disabilities meets a significant, unmet, need, regionally and nationally. With courage and commitment the 19 CCS students have grown and adapted to the college environment. They have accessed adult learning opportunities, expanded social networks, connected their learning to their personal goals, started on a career trajectory toward employment, and assumed socially valued roles toward success in their adult/post school lives. Parents, advocates, and professionals recognize that opportunities for postsecondary education experiences have the same benefits for all students. They also realize that typical transition services for these youth either do not produce desired outcomes or put a ceiling on the possibilities for some students with intellectual disabilities.

CCS program principals exemplify the Kent State mission of personalized and contextualized learning that capitalizes on students' goals as primary factors in retention and graduation. Moreover, collaboration and interdisciplinary program principles are at the heart of the CCS program. Already discussed, is the fact that the CCS pilot project made connections throughout the university community. From support from vice-presidents, deans, and directors through involvement by undergraduates in mentoring or service learning activities, the CCS has set the stage for an ongoing infrastructure and interdisciplinary teaching, research, and service involving administration, faculty, staff, and degree-seeking students.

Beyond the revenue from tuition paying CCS students, the program potential for income generation is both real and potential. The CITE (which has conducted the pilot) has a long history of transition research, personnel development, and outreach. From its home in LDES, CCS will be housed with both the center as well as with special education and rehabilitation. Faculty from every school in EHHS have collaborated with the CCS program for research and interdisciplinary personnel preparation. The CCS program has all the essential features to generate a structure for research, teaching, and service in postsecondary transition for non-degree populations of students with disabilities.

The CCS program aligns with the Kent State mission in numerous dimensions. The pilot for CCS demonstrates a workable model and infrastructure across colleges, support services, the campus community, and degree-seeking student populations. The pilot provided a transition college experience in which CCS students participated in inclusive classes, work and career experiences, dorm life, and campus activities that benefitted both them and their fellow students. Internal and external audiences have demonstrated that their participation and support of the Kent State CCS program will sustain into the future.

The funding model for the CCS program consists of costs for instruction and costs to support participation in classes and campus activities. The on-going staffing required to provide basic instruction and student services are the program director and the two NTT positions (academic and career instructors). Services for student success for CCS students are not different in kind from degree-seeking students but may be more frequent and intensive. There are both in-kind and often potential resources to meet the additional individualization of services for the CCS student.

1. Degree-seeking students may obtain experiences to meet their own program requirements or simply volunteer (i.e. field experience, practicum, internship, experiential learning, or service learning).
2. Faculty across program areas in EHHS and the Colleges of Arts and Sciences, Business, and Communication and Information, may collaborate with CCS faculty to develop interdisciplinary programs and research.
3. Program faculty could pursue government and private funding sources to enhance program operations and to meet individual student service needs. The Transition Center submitted a proposal for a new five year personnel preparation project. Institutional advancement continues to pursue financial support for new and on-going costs of the CCS program (e.g. completing an Impact Profile).
4. Deans, that we consulted so far, see no impact on revenue when CCS students “sit in” inclusive classes with degree-seeking students.
5. The CCS program has potential for revenue generation through continuing education programs and community disability services (provided primarily in the summer).
6. After the first four years, there is potential in the form of demand to expand the program on the Kent campus as well as develop programs at the regional campuses.

TIMETABLE AND ACTIONS REQUIRED: The proposal will go through the required curriculum approval process, to take effect fall 2015. The following is the anticipated schedule:

Approval by LDES SCC: October 1, 2015

Presented to EHHS CCC: October 24, 2015

Presented to EPC: November 17, 2015

In conclusion, comprehensive transition and post-secondary programs (CTP's) expand program options that are strongly related to employment for youth with intellectual disabilities. CTP's have the potential to improve post-school outcomes and provide career preparation in students' identified career fields. A career that provides intrinsic motivation and a livable wage makes possible a desired quality of life.

References

- Carnevale, A.P., Rose, S.J., & Cheah, B. (2011, August). *The college payoff: Education, occupations, and lifetime earnings*. Washington, DC: Georgetown University Center on Education and Workforce.
- Daviso, A., McMahan Queen, R., & Baer, R. (2014). *The Ohio longitudinal transition study: Annual report to the state*. Kent State University, Center for Innovation in Transition and Employment. Kent OH: Author.
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Career and Community Studies (Non-Degree)

COLLEGE: College of Education, Health and Human Services

DEPARTMENT: School of Lifespan Development and Educational Sciences

CAMPUS(ES): Kent Campus

DESCRIPTION: Career and Community Studies is a college-based, transition, non-degree program to prepare students with intellectual and developmental disabilities (ages 18-26) for adult life through academic pursuits, peer socialization, and career discovery and preparation. The program integrates inclusive classes, a typical college experience, and a transition curriculum to assist students in achieving adult roles and a quality of life in a community of their choice.

The first year of the program is designed as a foundation with courses covering disability issues, personal development, health and wellness, and literacies. Year two allows students to extend their knowledge and skills in participating in college-level courses and other campus environments. The last two years focus on career-field specialization with courses in independent living, life-long learning competencies, and career development and employment, as well as internships in the community where students apply their learning in jobs of choice.

CAREER OPPORTUNITIES: The Career and Community Studies program supports students for a career and employment in an area of the students' strengths and interests. In the first year, students take courses in career exploration and preparation, which **assess** student interest, past experience and current skills. During sophomore and junior years, students undertake 6-12 hours of practicum experience in work settings throughout campus. Senior year-students have internships off campus in an area of their specific interest. Students may work up to 36 hours a week based on the individual site and student preference. Expected outcomes are gainful employment, either full or part time, in the student's preferred career path. The program has established relationships with government agencies, local business and non-profit organizations.

ADMISSION REQUIREMENTS: The program is limited to 10-12 students each fall. Students participating in the program experience intellectual and developmental disabilities that may affect some intellectual functioning and adaptive behavior. Other qualifications include documentation of past successful work, academic, leadership, and community participation. Also required for admission are a completed application, reference letters, and an in-person interview with the CCS admission committee.

LANGUAGE REQUIREMENTS: None

GRADUATION REQUIREMENTS: Minimum 120 credit hours to receive a Record of Completion. Minimum 2.5 cumulative GPA in CCS Major and passing grades (S/U) in Special Topic courses.

PROGRAM LEARNING OUTCOMES: Graduates of the program become more self-determined persons who are better prepared for independent living and the achievement of career goals. Graduates gain confidence in critical and independent thinking, and use their own voice and vision in order to be active and informed citizens. Alumni understand basic concepts of the academic disciplines, and apply imagination and creativity as they begin a lifelong pursuit of knowledge. As ambassadors for the Career and Community Studies program, graduates are aware of ethical implications of their own actions, and are positive role models who contribute to societal views concerning inclusion, community, and tolerance for diversity.

Career and Community Studies (Non-Degree) – Program Requirements

MAJOR PROGRAM REQUIREMENTS (120 credits) Courses count in major GPA			
Course		Title	Credits
Core Requirements			
CCS	00005	College Orientation ¹	1
CCS	00010	Personal Exploration I: Nutrition and Physical Fitness	3
CCS	00015	Academic Experience I: Disability Awareness	3
CCS	00020	Technology Workshop I	1
CCS	00025	Financial Literacy I	1
CCS	00030	Physical Education I ²	1
CCS	00035	Health and Wellness I: Personal Social Skills	3
CCS	00105	Introduction to Career Exploration	1
CCS	00110	Personal Exploration II: Independent Living and Leisure Education	3
CCS	00115	Academic Experience II: Self-Determination	3
CCS	00120	Technology Workshop II	1
CCS	00125	Financial Literacy II	1
CCS	00130	Physical Education II ²	1
CCS	00135	Health and Wellness II: Human Sexuality	3
CCS	00205	Career Exploration I	1
CCS	00210	Academic Success I	4
CCS	00215	Interpersonal Communications ³	3
CCS	00225	Financial Literacy III	1
CCS	00235	Health and Wellness III: Injury Prevention	3
CCS	00292	Sophomore Practicum I	3
CCS	00305	Career Exploration II	1
CCS	00310	Academic Success II	4
CCS	00325	Financial Literacy IV	1
CCS	00335	Health and Wellness IV: Healthy Living/Substance Abuse	3
CCS	00392	Sophomore Practicum II	3
CCS	00405	Career Preparation I	3
CCS	00420	Academic Support I	3
CCS	00492	Junior Practicum III	4
CCS	00505	Career Preparation II	3
CCS	00520	Academic Support II	3
CCS	00592	Junior Practicum IV	4
CCS	00605	Community Life I	1
CCS	00606	Community Life I Laboratory	3
CCS	00692	Senior Internship I	1-12
CCS	00705	Community Life II	1
CCS	00706	Community Life II Laboratory	3
CCS	00792	Senior Internship II	1-12
Additional Requirements			
CCS	00196	Freshman Individual Study ⁵	1-3
CCS	00296	Sophomore Independent Study ⁵	1-3
CCS	00395	Special Topics ⁴	1-6
CCS	00396	Junior Independent Study ⁵	1-3
CCS	00495	Special Topics ⁴	1-6
CCS	00496	Senior Independent Study ⁵	1-3
CCS	00595	Special Topics ⁴	1-6
CCS	00695	Special Topics ⁴	1-6
CCS	00795	Special Topics ⁴	1-6
MINIMUM TOTAL			120

1. Students enrolled in CCS 00005 College Orientation also will attend sessions of the Kent State course US 10097 Destination Kent State: First Year Experience.
2. Students enrolled in CCS 00030 and CCS 00130 Physical I/II also will attend sessions of different Kent State PEB (Physical Education–Basic) courses.
3. Students enrolled in CCS 00215 Interpersonal Communications also will attend sessions of sessions of the Kent State course COMM 15000 Introduction to Human Communication.

PROPOSED 2015 UNIVERSITY CATALOG

4. Students enrolled in CCS 00395 Special Topics also will attend sessions of Kent State courses selected in consultation with an advisor.
5. Students enrolled in CCS 00196 Independent Study will need prior approval from their CCS Academic Advisor and the topic must pertain to a career field of interest.

In 2010 Kent State University began development of the Career and Community Studies (CCS) program which is a four-year, non-degree college experience for students with intellectual disabilities housed in the School of Lifespan Development and Education Sciences. The CCS program is designed to benefit the university, students with disabilities, and the community. In regard to the university, Career and Community Studies (CCS) aligns with Kent State University's institutional goals of promoting diversity, research, and effective degree programs to meet regional and national need. It promotes diversity by exposing Kent State students and faculty to students that have intellectual and developmental disabilities. This improves faculty and degree-seeking students' sensitivity to the aspirations and support needs of individuals with IDD. In particular, a positive impact is realized for students preparing to become, teachers, related service providers, and health care and human service professionals. The CCS provides, and will continue to provide, opportunities for students and faculty to conduct research related to effective teaching practices, health care provision, environmental engineering, physical development, transportation, universal design for learning, and many other areas.

Next spring, 19 students will graduate from the CCS pilot program which will bring an end to the grant funded development phase. Beginning in fall 2015, program sustainability is addressed through tuition fees paid by new students. All courses taken by CCS students are prefixed with CCS. Since paid employment in a career field is the goal of the program, students will participate in courses offered by all colleges dependent on students' skills and career interests. It is important to note that individualization and support in courses taken are provided primarily by CCS faculty and staff, and peer mentors. Individualization also ensures that at most one to two students may be participating in a given inclusive course.

Therefore, the purpose of this email is to request a meeting to be scheduled with Directors and Chairs, and perhaps interested faculty, in order to discuss collaboration efforts as we move forward in the curriculum approval process for the CCS program.

Course Pre/ #	Course Title	Credit	Faculty
ARTC 25400	Ceramics I	3	Eva Kwong
ARTC 35400	Ceramics II	3	Kurt Mangus
ARTC 45095	Investigating the Human Figure in Cer.	3	Kurt Mangus
ATTR 25036	Principles of Athletic Training	3	Lisa Chinn
ATTR 35040	Strength & Conditioning	2	Robert Lameux
BSCI 10001	Human Biology	3	Randy Hoeh
BUS 10123	Exploring Business	3	Greg Graham
CACM 10011	Intro to Conflict Management	3	Theresa Repicky
COMM 15000	Intro to Human Communication	3	Sara Homer
COMM 15000	Intro to College Writing Stretch	3	Micelle Wollenzier
COMM 25863	Business & Professional Comm	3	Linda Duff
CS 10001	Computer Literacy	3	Arvind Bansal
CS 10051	Computer Science Principles	4	Gwenn Volkert
CS 10051	Intro to Computer Science	3	Gwenn Volkert
CS 13001	Computer Science 1: Programming	3	Mikhail Nesterenko
DAN 17001	Studio Modern Dance	1	Erin Smith
DAN 17004	Studio Jazz	1	Beverly Petersen-Fitts
DAN 17007	Studio Tap	1	Beverly Petersen-Fitts
DAN 17016	Studio Swing	1	Beverly Petersen-Fitts
DAN 47095	Hip Hop I	1	Danielle Stevens
DAN 47095	Hip Hop II	1	Danielle Stevens
DSCI 10310	My Story on the Web	3	Gordon Murray
ECED 10120	Intro to Early Childhood Services	3	Jennifer Sprafka
ECED 20163	Understanding Young Children: Typical	3	Pam Hutchins
EDPF 29535	Education in a Democratic Society	3	Kate Monowski
ENG 10001	Intro to College Writing	3	Katherine Orr
ENG 20021	Intro to Creative Writing	3	Katherine Orr
ENG 30069	Poetry Writing	3	Katherine Orr
ENG 34041	Fairy Tales	3	Don-John Dugas
ENTR 27056	Intro to Entrepreneurship	3	Denise Easterling
EXSC 15010	Intro to Exercise	3	Michael Kalinski
EXSC 40612	Exercise Leadership for the Older Adult	3	Brandon Pollock
GEOG 17063	Geography of the US/Canada	3	Thomas Schmidlin
GEOG 21062	Physical Geography	3	Melissa Phillips
GEOG 40175	Natural Disasters	3	Thomas Schmidlin
GEOL 11040	Earth Dynamics	4	Ashleigh Stepp
GEOL 21080	Fundamentals of Oceanography	3	Wade Jones
GEOP 31062	Fundamentals of Meteorology	3	Thomas Schmidlin
GERO 14029	Intro to Gerontology	3	Kelly Cichy
HDFS 14027	Intro to Human Develop & Family Stu	3	Shannon Speaks
HDFS 24011	Interpersonal Relationships & Family	3	Chiyon Fitch
HIST 12070	US History Modern	3	Kim Gruenwald

College of the Arts

Phone: X 22760

College of Arts and Sciences

Phone: X 22650

College of Business Admin

Phone: X 22772

College of Comm. & Information

Phone: X 22950

College of EHHS

Phone: X 22202

Colleges we have not

accessed but may in the future

College of Applied Eng...

Phone: X 22892

College of Architecture

Phone: X 22789

College of Public Health

Phone: X 26500

HM 12023	Techniques of Food Production	5	Edward Hoegler
HM 13024	Intro to Hospitality Management	3	Mandy Ulicney
HM 23030	Lodging Operations and Management	3	Ning-Kuang Chuang
ITEC 19525	Educational Technology	3	Chia Ling Kuo
JMC 12001	Elementary Photography	2	Phillip Long
JMC 40095	Smartphone Photography	3	David LaBelle
JUS 12000	Intro to Justice Studies	3	Michelle Foster
JUS 26704	Issues in Law & Society	3	Anthony Vander Horst
MIS 24163	Principles of Management	3	Aviad Israeli
MUS 22121	Music as a World Phenomenon	3	Sunmin Yoon
MUS 36311	Applied Music - Voice	2	Jay White
MUS 45142	Men's Chorus	1	Doug Beery
NUTR 23511	Science of Human Nutrition	3	Carmen Blakely-Adams
PEB 10123	basketball	1	Karen Linder
PEB 10125	Basketball	1	Richard Doughman
PEB 10304	Bowling	1	Keith Lang
PEB 10306	Jogging	1	Kirsten Leigh Beverley
PEB 11634	Self-Defense	1	Pam Hickey
PEB 11663	Beginning Yoga	1	Pam Hickey
PEB 13003	Dance Exercise	1	Jane Jindra Parman
PEB 13030	Beginning Rock Climbing	1	David Herpy
PHYS 11030	Seven Ideas that Shook the Universe	3	John Barrick
PSYC 10001	General Psychology	3	Sharon Sciertelli
PSYC 20651	Child Psychology	3	William Merriman
RPTM	Community Development & Recreation	3	Mary Parr
RPTM 16000	Foundations of Recreation	3	Mandy Ulicney
RPTM 26060	Global Tourism	3	Phillip Wang
SOC 12050	Intro to Sociology	3	Ivanka Sabolich
SPAD 15000	Intro to Sports Administration	3	Gloria Gonzalez
SPAD 25000	Sport in Society	3	Robert Stadulis
SPAD 35025	Facility Management	3	William Mulrooney
SPED 23000	Intro to Exceptionalities	3	Andrea Simms
SPED 43010	Health Ed. for Early Childhood	3	Angela Backus
SPED 43010	Family & Professional Collaboration	3	Rebecca Morsefield
US 00006	Study Strategies in 7 Ideas	3	Daniel Wolfson
US 10001	First Year Experience	1	various



August 28, 2014

To Whom It May Concern:

This letter is to show my support to the Career & Community Studies Program (CCS), a non-degree, four-year college program for students with intellectual disabilities at Kent State University. I understand that CCS originated as a development program in 2011 and was funded through The Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) of the Office of Postsecondary Education, U.S. Department of Education. These grants were provided to institutions of higher education or consortia of institutions of higher education to enable them to create or expand high quality, inclusive college experiences.

It has been explained to me that in order to complete the requirements of the CCS program, students must identify a career field of interest and sit in classes with like-minded peers without disabilities in order to gain knowledge of the identified field. Prior to a student joining a course, CCS faculty gets approval from the KSU faculty to ensure that the faculty is agreeable to collaborating with the program. CCS faculty and staff provide academic support to the student, and they are in regular communication with the KSU faculty to ensure the learning experience is successful for all. No KSU credits will be awarded, and students will receive a S/U grade. CCS students receive services through Student Accessibility Services who provide the same accommodations as other KSU students, and CCS staff provides the necessary modifications. This way the program is individualized to each student's needs.

It has been explained to me that beginning Fall 2015, new tuition paying students will enroll in the CCS program, and that specific CCS students will be sitting in on courses and using resources provided by the College of the Arts. I want to show my endorsement of the Career and Community Studies by allowing future students to continue to sit-in on various courses without receiving compensation. In order to show good faith and the desire to collaborate, the CCS program offers ways for students in the College of the Arts to complete course assignments and/or credits through experiential learning credit, field experiences, internships, or volunteer experiences.

Please accept this letter as evidence of my support and endorsement to the Career and Community Studies Program.

Sincerely,

Cynthia R. Stillings
Acting Associate Dean

cc. John R. Crawford, Dean, College of the Arts

College of the Arts
Office of the Dean

P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2760 • Fax 330-672-4706 • <http://www.kent.edu/artscollege>



September 3, 2014

Dear Ms. Dellman-Jenkins:

This letter is to show my support to the Career & Community Studies Program (CCS), a non-degree, four-year college program for students with intellectual disabilities at Kent State University. I understand that CCS originated as a development program in 2011 and was funded through The Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) of the Office of Postsecondary Education, U.S. Department of Education. These grants were provided to institutions of higher education or consortia of institutions of higher education to enable them to create or expand high quality, inclusive college experiences.

It has been explained to me that in order to complete the requirements of the CCS program, students must identify a career field of interest and sit in classes with like-minded peers without disabilities in order to gain knowledge of the identified field. Prior to a student joining a course, CCS faculty gets approval from the KSU faculty to ensure that the faculty is agreeable to collaborating with the program. CCS faculty and staff provide academic support to the student, and they are in regular communication with the KSU faculty to ensure the learning experience is successful for all. No KSU credits will be awarded, and students will receive a S/U grade. CCS students receive services through Student Accessibility Services who provide the same accommodations as other KSU students, and CCS staff provides the necessary modifications. This way the program is individualized to each student's needs.

It has been explained to me that beginning Fall 2015, new tuition paying students will enroll in the CCS program, and that specific CCS students will be sitting in on courses and using resources provided by the College of Communication and Information. I want to show my endorsement of the Career and Community Studies by allowing future students to continue to sit in on various courses without receiving compensation. In order to show good faith and the desire to collaborate, the CCS program offers ways for students in the College of Communication and Information to complete course assignments and/or credits through experiential learning credit, field experiences, internships, or volunteer experiences.

Please accept this letter as evidence of my support and endorsement to the Career and Community Studies Program.

Sincerely,

AnnMarie LeBlanc
Interim Dean

College of Communication and Information

Office of the Dean

P.O. Box 5190 • Kent, Ohio 44242-0001

330-672-2950 • Fax: 330-672-2952 • <http://www.kent.edu/ci>

From: Sinclair, Elizabeth

Sent: Monday, September 15, 2014 1:56 PM

To: Dellmann-Jenkins, Mary

Cc: Sinclair, Elizabeth

Subject: CCS Program

Hi, Mary,

Great talking with you today.

This email is to acknowledge the College of Business Administration's understanding of the Career & Community Studies Program (CCS). We know it is a non-degree, four-year college program for students with intellectual disabilities at Kent State University and that it was initially funded through The Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) of the Office of Postsecondary Education, U.S. Department of Education.

It has been explained that in order to complete the requirements of the CCS program, students must identify a career field of interest and sit in classes with like-minded peers without disabilities in order to gain knowledge of the identified field. Prior to a student joining a course, CCS faculty seeks approval from the KSU faculty to ensure that the faculty is agreeable to collaborating with the program.

Given most College of Business Administration freshmen and sophomore level courses have either 1.) very large enrollments, 2.) at least one or more prerequisites or 3.) they require a penchant for quantitative analysis, we expect the only course that will be of interest is BUS 10123, Exploring Business. In addition, while the initial inquiry process may work for some units, we ask that before contacting a faculty member, CCS faculty first contact the Department Chair of the course. For Exploring Business, the Department Chair is Dr. Felix Offodile.

We understand that CCS faculty and staff provide academic support to the student, and they are in regular communication with the KSU faculty to ensure the learning experience is successful for all. No KSU credits will be awarded, and students will receive an S/U grade. CCS students receive services through Student Accessibility Services who provide the same accommodations as other KSU students, and CCS staff provides the necessary modifications.

It has been explained that beginning Fall 2015, new tuition paying students will enroll in the CCS program, and that CCS students will be sitting in on courses at Kent State University. We will support the program by accepting CCS' request to receive the compensation for students who enroll in the Exploring Business course, and by allowing no more than one future student at a time to 1.) sit in the Exploring Business course and 2.) enroll in a "child" section of the Exploring Business course that is created by CCS. In order to show good faith and the desire to collaborate, the CCS program offers ways for students who enroll in the CCS section of Exploring Business to complete course assignments and/or

credits through experiential learning credit, field experiences, internships, or volunteer experiences as long as the Exploring Business faculty member is in agreement.

It is important to note that the College of Business Administration instituted a laptop requirement starting with the Fall 2014 entering freshmen class. Therefore, CCS students who enroll in Exploring Business will be required to have a laptop computer for this class if they wish to fully participate.

Let me know if you have any questions or concerns.

Liz Sinclair, Assistant Dean

College of Business Administration

From: HALEY, MARY ANN

Sent: Tuesday, September 9, 2014 5:13 PM

To: Dellmann-Jenkins, Mary

Subject: Career and Community Studies Program

Dear Mary,

The College of Arts and Sciences supports the establishment of the Career and Community Studies (CCS) Program within the College of Education, Health and Human Services at Kent State University. We understand that the students to be enrolled in the program have intellectual disabilities but will be required to identify a field of interest and take courses with peers without disabilities. College of Arts and Sciences faculty will have the option of collaborating with the CCS Program to ensure a successful experience for all. As was the case during the pilot program, CCS students will be enrolled through the course prefix and numbers for the program and the College will not receive compensation through the normal KSU funding mechanisms. We look forward to the continued success of this program and creating educational opportunities for these students.

Best regards,

Mary Ann

Mary Ann Haley, Ph.D.

Associate Dean

College of Arts and Sciences

Kent State University

105 Bowman Hall

330-672-8968



August 28, 2014

To Whom It May Concern:

This letter is to show my support to the Career & Community Studies Program (CCS), a non-degree, four-year college program for students with intellectual disabilities at Kent State University. I understand that CCS originated as a development program in 2011 and was funded through The Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) of the Office of Postsecondary Education, U.S. Department of Education. These grants were provided to institutions of higher education or consortia of institutions of higher education to enable them to create or expand high quality, inclusive college experiences.

It has been explained to me that in order to complete the requirements of the CCS program, students must identify a career field of interest and sit in classes with like-minded peers without disabilities in order to gain knowledge of the identified field. Prior to a student joining a course, CCS faculty gets approval from the KSU faculty to ensure that the faculty is agreeable to collaborating with the program. CCS faculty and staff provide academic support to the student, and they are in regular communication with the KSU faculty to ensure the learning experience is successful for all. No KSU credits will be awarded, and students will receive a S/U grade. CCS students receive services through Student Accessibility Services who provide the same accommodations as other KSU students, and CCS staff provides the necessary modifications. This way the program is individualized to each student's needs.

It has been explained to me that beginning Fall 2015, new tuition paying students will enroll in the CCS program, and that specific CCS students will be sitting in on courses and using resources provided by the College of the Arts. I want to show my endorsement of the Career and Community Studies by allowing future students to continue to sit-in on various courses without receiving compensation. In order to show good faith and the desire to collaborate, the CCS program offers ways for students in the College of the Arts to complete course assignments and/or credits through experiential learning credit, field experiences, internships, or volunteer experiences.

Please accept this letter as evidence of my support and endorsement to the Career and Community Studies Program.

Sincerely,

A handwritten signature in black ink, appearing to read "Cynthia R. Stillings".

Cynthia R. Stillings
Acting Associate Dean

cc. John R. Crawford, Dean, College of the Arts

College of the Arts
Office of the Dean

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