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Florida IPSE Credential Guidance Brief:
2 Programs of Study

The Florida Inclusive Postsecondary Education (IPSE) Credential Guidance Brief Series is comprised of a set of six stand-alone briefs developed by the *Florida Consortium on Inclusive Higher Education* (FCIHE) and a small workgroup, in consultation with a statewide steering committee. These briefs were written to provide guidance to Florida stakeholders regarding credential development for Inclusive Postsecondary Education (IPSE) programs for students with intellectual disability (ID).

AUDIENCE: This brief is designed to provide practitioners, students with intellectual disability (ID), and families an understanding of the options available in Inclusive Postsecondary Education (IPSE) Programs throughout Florida. When beginning to research college programs, the program of study is generally one of the first criteria students and families focus on. However, until recently, students and their parents have had limited college options and even fewer identifiable programs of study. That is changing. These briefs are intended to be used for

1) college and university faculty and staff planning to build or expand sustainable and rigorous IPSE programs,

2) families and educators exploring and comparing IPSE programs; and

3) community agency and school district personnel to increase program understanding, recognition, credibility and increased options for individuals with ID.

A meaningful program credential is required to become a federally recognized *Comprehensive Transition and Postsecondary Program (CTP)* and a Florida recognized *Florida Postsecondary Comprehensive Transition Program (FPCTP)*. Credentials also increase students' employment outcomes and career opportunities in multiple ways. For example, credentials enable businesses to identify a student's expected skill sets upon program completion and to recognize credentialed applicants as qualified applicants. Credentials earned through IPSE programs or typical degree-seeking programs, *and* sponsored by the college or university, represent valid and rigorous programs of study. These Credential Guidance Briefs have a number of Florida-specific points of information as they were written for Florida, though families, program staff, and faculty outside of Florida, may find the general IPSE information useful as well.

SERIES: The *Florida IPSE Credential Guidance Brief Series* includes:

ABOUT THIS BRIEF: In the *IPSE Credential Guidance Brief: # 2 Programs of Study*, the reader will find four sections; 1) program of study types, exploring the three types found in Florida's institutions of higher education; 2) program of study descriptive elements, a suggested set of descriptive elements and

language for practitioners to include when describing IPSE programs, 3) an IPSE comparison chart for educators, families and students, and 4) a list of acronyms, terms and resources. Only recently has the field developed enough to begin to identify specific core components of IPSE programs of study. The core components described in this document include coursework hours, service learning, internship requirements, academic paths available, and types of credentials or certificates earned.

Introduction

There has been little research identifying types of programs of study available to students with intellectual disability interested in attending college. Becht, Roberts-Dahm, Meyer, Giarrusso, and Still-Richardson (in press) identified three programs of study types in an ethnographic study of inclusive postsecondary education programs in Florida: Liberal Arts, Industry (referred to here as Career Technical Education [CTE]), and Transitional. Becht and colleagues identified a broader definition of program of study than that of the degree-seeking student's: "a comprehensive structured framework of academic coursework and co-curricular activities and expectations (which may include career education, social, and independent living components) such as service-learning, mentoring, and career education, and leading to a credential" (p. 15).

Researchers explored and identified the many components found within Florida's IPSE programs of study, providing practitioners, students and their families, a depth of understanding not previously available. In the first section of this brief, we describe the three program of study types, as well as the academic path, co-curricular activities, and service learning required to earn the college credential.

Finally, Florida's IPSE programs have increased steadily in student numbers and experience, leading to an evolution and maturity in the programs of study and the certifications offered. While Florida's growth has resulted in program diversity across the state, it has also seen increased variability in the terms used to describe these programs. Such diversity and variability, while positive, can be problematic when are trying to make decisions about program "fit" for a student. In answer to this, the second section of this brief suggests a set of five elements that should be included in IPSE programs' informational material on websites and in print. These elements include 1) a structured narrative program overview, 2) eligibility requirements, 3) satisfactory academic progress, 4) an advising structure, and 5) program of study components. The use of these core elements and a shared language by IPSE programs will benefit practitioners, students with ID, and families alike, in their search for the best-fit inclusive postsecondary education options. An understanding of these core elements will also assist families and students in what to ask or expect from IPSE programs.

Program of Study Types

The **Liberal Arts** program of study type describes IPSE programs that provide students with a generally large array of courses, dictated by student interests and culminating in an individualized career-focused course of study and certificate of completion. This program of study provides students with the widest degree of latitude and ability to explore familiar and not-so-familiar topics of interest. Below is a list of components typical to the Liberal Arts program of study type.

- *Program Length:* 2 – 4 years
- *Academic Paths:* Individualized and limited only by programs available within the institution
- *Coursework:* Primarily academically inclusive courses (courses created for and enrolled in by all students); number of courses per semester ranged from 1-3 with a few students taking 4.
- *Additional Requirements:* Programs generally require some combination of co-curricular activities, such as service learning (employment, volunteer, or campus club), mentoring, tutoring, and online curricula.
- *Credit Type:* Students generally audit courses and receive credit units rather than credits hours.
- *Credential Types:* Non-degree-seeking, General Certificate of Completion, Industry badges, Industry or employment focused credentials
- *Institution Type:* Primarily universities

The **Career Technical Education (CTE)** program of study type emerged from IPSE programs that offer specific knowledge and skills in one of a number of career-technical areas and where students earn partial or full industry requirements and earning discrete credentials (these may be a CPR or ServSafe certificates, often required by employers) or full industry certification in a specific career. This program of study serves students who have already identified a chosen career path as it provides the largest array of industry recognized certifications. The following list features specific components found in the CTE program of study type.

- *Program Length:* 1 – 2 years
- *Academic Paths:* Ranges from any program available within the institution to a set of limited programs in which additional support is provided
- *Coursework:* Primarily academically inclusive courses (courses created for and enrolled in, by all students); number of courses per semester is dependent upon the technical field chosen
    - Some programs may include Florida Department of Education postsecondary education courses used as a support mechanism
    - Industry areas include Nursing Assistant, Auto Collision Repair, Child Care, Culinary Arts, Welding, Customer Service, Diesel Engine Repair, Electrical, Facial Specialty, Massage Therapy, and others
- *Additional Requirements:* Some programs require students to participate in workshops or online modules on specific life skills, tutoring, and social/recreational activities
- *Credit Types:* Students generally take credit-bearing or clock-hour courses
- *Credential Types:* Most often non-degree-seeking; Certificate of Program Completion and/or industry certification, and discreet certificates. In these programs students may seek to obtain more than one industry-type certification, often requiring one or more certification exams.
    - Industry designated professional certifications (e.g., Welding, Auto Body Repair, Childcare, Microsoft, Adobe, ServSafe)
    - Discrete certificates, that may be earned in a day or week, such as Cardio-Pulmonary Resuscitation (CPR), and ServSafe
- *Institution Types:* State and technical colleges

Finally, the **Transitional** program of study type represents programs designed to target specific life skills, such as employment, independent living, community access, self-determination, and civic participation. The Transitional program of study culminates in a university or industry certificate in one of the three transitional focus areas (outlined in list below). This program of study provided the most intentional learning in adult-oriented life skills rather than broad academic knowledge. The following list features specific components found in the Transitional program of study type.

- *Program Length:* 1 – 2 years
- *Academic Paths:* General Career Education (including soft skills, advocacy, and developmental academic skills) or General life skills of academic, career education, and social skills
- *Coursework:* Primarily academically specialized courses (courses created for and enrolled in by students with ID) with a few audited, academically inclusive courses may also be available
- *Additional Requirements:* on or off campus employment, tutoring, and campus social activities
- *Credit Type:* Credit-bearing and non-credit-bearing
- *Credential Types:* Non-degree-seeking; Career Education Workforce Certificate, or a Certificate of Program Completion, and a Supported Employment, Supported Community Living, and/or Supported Community Access Certificate
- *Institution Types:* University and state colleges

Program of Study Descriptive Elements

The passage of the Higher Education Opportunity Act (HEOA) in 2008 and the subsequent dynamic growth of IPSE programs across the country has led to increasing complexity and program diversity. Florida's IPSE programs represent this same diversity.   Unfortunately, this has also led to significant difficulty in understanding and comparing IPSE programs of study. Parents and teachers alike mention the lack of consistent and comparable information when researching IPSE program websites. Therefore, to provide better clarity, understanding and comparability of IPSE programs, this section presents a recommended set of core elements and language for IHEs to use when developing website information and print materials describing IPSE programs. These core elements can also be used by students and their families to identify what they should look for and the questions they should be asking. At the end of this section is a blank comparison chart for students, families and educators when exploring IPSE options. While the chart differs slightly from the descriptive elements, is assists in identifying the types of information potential students should be requesting.

The five descriptive elements are drawn from generally accepted conventions for the structure of postsecondary programs and the HEOA criteria for comprehensive transition and postsecondary (CTP) programs for students with ID. The five elements are presented in an outline overview below including: 1) a structured narrative program overview, 2) eligibility requirements, 3) satisfactory academic progress, 4) an advising structure; 5) and program of study components such as coursework, work experience, and co-curricular activities.

1. **Summary Program Overview:** provides the initial core descriptors and information for readers to skim through including the purpose or expected outcome of the IPSE program. The following eight components should be included in the narrative.

   a. IPSE program name,
   b. IHE name and location,
   c. Program purpose and expected outcome (s),
   d. IPSE program designations (FPCTP and/or CTP),
   e. Length of program (by year or semesters),
   f. Type of program (degree, non-degree, or certificate),
   g. Certificate name and college or department awarding the certificate (e.g., college of education, continuing education, institution etc.), and
   h. Contact Information (Website and email address)

Narrative Overview Example:

This document outlines the *[named]* program of study for students enrolled at the *[named] IHE in City, State*. The *[named]* program was intentionally designed to meet the work force needs of the named metropolitan area and to *[include purpose here] (example: prepare students for 21st century professional and personal skills toward the outcomes of paid employment and substantive independence).*

The *[named program of study]* program has received the <u>*Comprehensive Transition (CTP)*</u> approval designation by the U. S. Department of Education and the <u>*Florida Postsecondary Comprehensive Transition Program (FPCTP)*</u> approval designation by the Florida Center for Students with Unique Abilities.

Upon completion of *this X –year (semester) non-degree seeking certification program*, students will earn a *[Certificate Name]* certificate through the *[name of division, college, or institution awarding certificate]*.

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2. **Eligibility:** Identify student eligibility requirements for the program. These requirements may include the following considerations:
   a. Age range or minimum,
   b. Enrollment circumstance (e.g., postsecondary education students only or students concurrently enrolled in college and high school, or both),
   c. Disability category and support needs with required documentation,
   d. Level of student self-reliance and independence (e.g., capable of learning to navigate campus independently, learning to take metro transit independently, independence with personal care needs including medication),
   e. Guardianship requirements (e.g., are students under guardianship eligible or must students be their own guardians?), and
   f. Expectation of employment upon graduation.

3. **Satisfactory Academic Progress (SAP) Policy:** Identify measures that will be used to identify the student's acceptable progress in the program of study. Consider using the same or similar measures used by your IHE's Office of Financial Assistance. This policy should include academic expectations of attendance, assignments and assessments, as well as the metrics used for administrative or academic grades or credential units.

SAP Example:

University of Central Florida's SAP policy for their IPSE program, Inclusive Education Services

Inclusive Education Services (IES) students must successfully complete at least 70% of all attempted courses for academic credit and/or credential units (including audited courses) in order to

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demonstrate reasonable satisfactory progress. This threshold is identical to that used for the general student population but the method for determining successful completion of a course shall vary depending upon whether or not it is taken for academic credit or for a credential unit. Audited courses for students in the IES program are taken for credential units with *satisfactory cumulative performance* and reflect progress measures of adjusted coursework, participation, attendance, and level of completion of assignments and assessments.

Satisfactory Cumulative Performance for audited courses is defined as successfully completing a minimum of 70% of attempted courses. When a student takes a combination of credit-bearing and audited courses, satisfactory cumulative performance will be defined as successful completion of 70% of all courses as measured by the course grade or the audit assessment process.

For every audited course, at least four course learning objectives or learning experiences must be identified. Student performance of learning objectives is also assessed. At least half of the criteria selected must involve an evaluation of student learning (e.g., performance on class assignments, tests). The remaining criteria are flexible and may address goals for attendance (dependability), class participation (initiative, teamwork), or other criteria appropriate to student abilities and aspirations.

Students who both audit courses and complete coursework for academic credit must meet minimum standards for both scenarios in order to demonstrate satisfactory cumulative performance.

4. **Advising Structure:** Identify and describe what type of advising is being used to facilitate the students' choice in program of study and individualized supports. The description should include frequency and style of student-advisor meetings, whether the advising is provided through the IHE's typical advising process or a specialized advising process, and how the IHE is implementing the person-centered planning process. It is also important to include examples of student-driven decision-making, person-centered planning, and individualized supports when identifying how students choose their programs of study, what their program of study options are, and the supports they will use.

Example: One IHE embeds the person-centered planning process within appreciative advising where students have twice/semester advising meetings within the structure of the IHE's First Year Experience advising program. Participants of the advising meetings include the student, advisor and either an IPSE program or disability services office (DSO) staff member, familiar with the student. The goal of the advising meetings are to discuss the student's career goals, courses and activities needed to reach those goals, and supports needed to succeed in the courses and activities. At each meeting, this discussion takes place around the student facilitated person-centered-plan, updating it, showing success, or showing a change in goals, supports, or activities.

5. **Program of Study Components:** A program of study for an IPSE program should include all required and elective coursework, as well as any required internship and/or employment opportunities and co-curricular activities. Section 5 should be completed for each program of study offered within the IPSE (programs may have more than one program of study option). Use Table Key below for column descriptions.

   a. **Coursework Requirements:** Add rows as needed below to include all required course, internship, and co-curricular hours for each program of study. Where course titles are unavailable (due to choice and/or variability) list by course category. Below are two examples of coursework requirements for identified credentials.

Example 1: *University*
Program of Study: _Hospitality_   **Certification Earned:** _Professional Services : Hospitality_____

Sem.	Course Listing	Grading	Hours	Credit Type (CH, AH, CU)	Course Type	Inclusivity (AI or AS)
1st	SLS 1501 Strategies for Success	P/F & ABCDF	3	AH & CU	Required	AI
	MHS 1930 Career Planning I	ABCDF	3	CU	Required	AS
	MHS 2930: Internship	ABCDF	1	CU	Required	AS
	MHS 1931: Personal Leadership	ABCDF	3	CU	Required	AI
2nd	COM 1000: Intro. to Comm.	P/F & ABCDF	3	AH & CU	Elective	AI
	HFT 1000: Intro. to Hospitality	P/F & ABCDF	3	AH & CU	Required	AI
	MHS 2930: Work Internship	ABCDF	3	CU	Required	AS
	MHS 2930: Internship (co-curricular)	ABCDF	1	CU	Required	AS
3rd	MHS 1931: Career Planning II	ABCDF	3	CU	Required	AS
	HFT 2750: Event Industry	P/F & ABCDF	3	AH & CU	Required	AI
	HFT 3540: Guest Services Management	P/F & ABCDF	3	AH & CU	Required	AI
	MHS 2930: Internship	ABCDF	1	CU	Required	AI
4th	MHS 2930: Career Planning III	ABCDF	3	CU	Required	AS
	HFT 3224: Hospitality Management	P/F & ABCDF	3	AH & CU	Required	AI
	ZZ xxxx: Hospitality Elective	P/F & ABCDF	3	AH & CU	Elective	AI
5th	MHS 2930: Internship (Capstone)	ABCDF	3	CU	Required	AI
	Totals Required:		42	42 Credit Units		

Example 2: *State College with Career Technical Education*
Program of Study: _Child Care in Adult Education_____   **Length to Certificate:** _Up to 1 year_
Certifications Earned: _Each course is its own certificate and requires a state exam_

	Course Listing	Progress /Grading	Hours	Credit Type (RH, EH)	Required or Elective	Inclusivity (AI or AS)
Pt. 1	Child Care Facility Rules & Regulations	A, B, C, D, F	6	RH	Required	AI
	Health, Safety and Nutrition	P/F State exam	8	RH	Required	AI
	Identifying and Reporting Child Abuse and Neglect	State exam	4	RH	Required	AI
	Child Growth and Develop.	State exam	6	RH	Required	AI
	Behav. Observ. & Screening	State exam	6	RH	Required	AI
Pt. 2	Understanding Dev. Appropriate Practices	State exam	5	EH	Elective	AI
	Preschool Appropriate Practices	State exam	5	EH	Elective	AI
Pt. 3	CPR Certification	ARC Exam	5	RH	Required	AI
	Totals Required:		**45 contact Hours**			

> **Table Key**
> 1. **Grading:** identifies how the course will be graded, through letter grades A-F, satisfactory (S) or unsatisfactory (U), or pass (P) fail (F). In audited courses, students may receive a P/F grade from the IHE for transcript purposes and a credential grade, ABCDF, from the IPSE program.
> 2. **Hours:** signifies the number of credit or clock hours/week each course requires. This number, when aggregated identifies whether the student is considered a full or part-time student.
> 3. **Credit Type:** refers to whether the student will earn collegiate credit hours (CH), clock hours (CKH), audit hours (AH), or institutional or credential units (CU) for service, internship, or other requirements. Adult Education courses are not credit based but include required hours (RH) or elective hours (EH).
> 4. **Inclusivity:** refers to whether the course is intended for all college students (AI; academically inclusive) or the course was developed only for students with intellectual disability, though students without disability may attend (AS; academically specialized).

b. **Internship and/or Employment Requirements:** While these elements are included in the course listing in section 5.a., it is helpful to provide a rationale and expectations for this component as it is, in many cases, the capstone and expected outcome for IPSE programs. Describe below the purpose of this requirement and how it relates to and fulfills program of study requirements. Identify below the types of career-focused paid or unpaid internships, service learning, or paid employment opportunities that might be considered or expected.

Example Internship/Employment Course	Purpose	Goal	Required	Grading
MHS 2930: Internship as Child Care assistant	*Initial Employment Experience*	*S. will successfully work 5-10 hours/wk. for 16 weeks, paid or volunteer, with completed positive survey from work-site supervisor*	*yes*	*ABCDF*
Capstone Internship as Child Care employee	*Final Employment Experience*	*S. will successfully work 20 or more hours/wk. as a paid employee, for 16 weeks, with completed positive survey employer*	*yes*	*ABCDF*

Partnering with Vocational Rehabilitation to support Employment Efforts. Vocational Rehabilitation (VR) is the natural collaborative and financial partner to support students with ID in employment training including job placement and coaching. However, it is critical to bring VR in at the beginning of a student's IPSE program, during the career identification and development stage. VR may support postsecondary education internships, structured as coursework, as long as these internships directly support the credential the student is seeking and are aligned with the student's career education goal on VR's Individual Plan for Employment (IPE). For more information on VR and other partners, please read the Credential Guidance Brief on Partnerships, available at www.fcihe.com/resources.

c. **Industry Standards, Licenses, or Certificates Earned:** Identify any anticipated certificates or licenses earned during the course of the program. This can include state licenses, industry certifications, and agency certificates (Red Cross CPR), etc.

d. **Required Co-curricular Activities and Experiential Learning:** Provide an explanation or rationale for these requirements, as applicable. List examples in chart of the required volunteer and/or extra-curricular activities, including career and personal development workshops or events.

Example: Students are required to participate in *[number]* of course hours of co-curricular activities in *[identify area]* to fulfill their civic education and responsibilities of this program of study.

Co-Curricular Course	Activity Goal/ Description	Course Hours
MHS 2930: Internship	*College Food Pantry Volunteer, sorting and blocking food and filling orders. Goal: Develop relationships and work ethic*	*3*
MHS 2930: Internship co-curricular	*Attends weekly club of choice for 16 weeks, engages in club activities at least 3 / semester. Goal: Develop new relationships and learn how to engage, schedule, and get to activities.*	*1*
MHS 2930: Tutoring or Mentoring	*Weekly 2 hour support session for time management, problem solving, assignment completion, and schedule planning. Goal: Individualized support eventually moving to self-reliance.*	*2*

IPSE Comparison Chart

The IPSE comparison chart is a tool for students, families, and secondary educators to assist potential college applicants to identify the important questions to ask of each program in which they are interested. It can also be used by IPSE programs to identify (or share) information required by the students and families.

Instructions: The left column lists core topics related to any IPSE program. The next column should be titled with the name of the institution be researched and then each row completed with the pertinent information. The same is done for the last column enabling a comparison between programs.

Points of Discussion	[Institution 1 name here]	[Institution 2 name here]
Program of Study *(What majors or foci are available?)*		
Credential Name/Type		
Eligibility Requirements *(Describe – navigate campus independently…. Etc. guardianship allowed?)*		
Dual Enrollment *Can students still be in HS or must they have exited?*		
Academically *Inclusive* Courses /Semester *(Identify #)*		
Academically *Specialized* Courses /Semester *(Identify #)*		
Program Length *(Identify Yrs.)*		
Residential /Commuter Campus *(Can IPSE students live on campus, what supports do they receive?)*		
Academic and Social Enrichment *(Describe any offered or required activities beyond college courses)*		
Student Supports Available *(technology, accommodations, modifications, individualized, mentoring, tutoring, etc.)*		
Employment Focus/Outcome *(Describe the supports the student receives to obtain paid employment and employment support)*		

Acronyms, Terms, & Resources

APSE: APSE, the Association of People Supporting Employment First, is the only national organization with an exclusive focus on integrated employment and career advancement opportunities for individuals with disabilities.

Competitive Integrated Employment: Competitive Integrated Employment (CIE), real work for real pay is the gold standard of transition outcomes for students with disabilities. The work should align with the post-school employment goals of the student and is the desired transition outcome for all students with disabilities who choose to work, regardless of disability or needed accommodations or support. CIE should be a realistic and desirable expectation for all students.

CTP: Comprehensive Transition and Postsecondary Program; a set of federal guidelines, set out in HEOA of 2008, that defines an inclusive postsecondary education program for individuals with intellectual disability. Students attending institutions of higher education, who apply for and receive CTP approval, may access specific Federal Student Aid. See CTP requirements or the FCIHE Brief 1.17 for more information.

Employment First: Employment First, means that employment in the general workforce should be the first and preferred option for individuals with disabilities receiving assistance from publicly funded systems. Simply put, Employment First means real jobs, real wages. See http://www.employmentfirstfl.org/ for more Florida specific information.

FCIHE: Florida Consortium on Inclusive Higher Education, www.FCIHE.com

FCSUA: Florida Center for Students with Unique Abilities, www.FCSUA.org

FPCTP: Florida Postsecondary Comprehensive Transition and Postsecondary Program

HEOA: Higher Education Opportunity Act (2008)

ID: Intellectual disability is characterized by significant limitations in both intellectual functioning and adaptive behavior, which covers many everyday social and practical skills. This disability originates before the age of 18. Generally, an IQ test score 70 or below indicates an intellectual disability.

IHE: Institution of higher education, a university, state, or technical college

IPSE: Inclusive Postsecondary Education Program; enrollment in an on-campus college program, in which students with intellectual disability attend academically inclusive college courses, engage in campus clubs and activities with their peers without disability, increase personal development and life skills, earn a career focused credential with the goal of integrated competitive employment upon graduation.

PCP: Person-Centered Planning; for more information go to http://project10.info/Star.php

PoS: Program of Study; the required courses, internships, and activities a student must complete to earn the credential.

SAP: Satisfactory Academic Progress; the successful accomplishment of a set of expectations for the IHE and/or Program of Study in which the student is enrolled. Accomplishment of SAP is required to retain state and federal scholarships and/or financial aid eligibility.

ThinkCollege: Think College is the National Coordinating Center for the Federal TPSID projects, www.ThinkCollege.net. See Think College for a list of the National TPSID programs.

TPSID: A federal discretionary program to increase and enhance inclusive postsecondary education for students with intellectual disability. Transition and Postsecondary Programs for Students with Intellectual Disability. See www.FCIHE.com for a list of Florida's TPSID programs and contacts.

TRIO: is a title for a group of federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds and includes Upward Bound, Talent Search, /student Support Services, Educational Opportunity Centers, R.E. McNair Post baccalaureate Achievement Program and Upward Bound Math/Science program. Florida TRIO programs http://faeopp.weebly.com/

VR: Vocational Rehabilitation, Florida Department of VR, http://www.rehabworks.org/

WIOA: The Workforce Innovation and Opportunity Acts (2014) is a comprehensive federal law, intended to streamline, consolidate, and improve workforce development and training services for various groups, including youth and workers with disabilities.

References

Becht, K., Roberts-Dahm, L.D., Meyer, A., Giarrusso, D., & Still-Richardson, E. (in press). Inclusive postsecondary education programs of study for students with intellectual disability. *Journal of Postsecondary Education and Disability.*

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