Where do you begin?
Building an Inclusive Higher Education Course of Study for Students with Intellectual Disabilities

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Part I: Setting the Stage and Introductions
The Foundations of Inclusive Higher Education for Youth with Intellectual Disabilities
Inclusive Higher Education Movement in the United States

- In order for students to become full contributing members of our society, we must give them the tools to direct themselves to get what they want and need to be successful in life.

- The overall goal for providing education services in postsecondary settings is to give older students with disabilities age-appropriate settings for their final public education and transition experiences (Grigal, Neubert, & Moon, 2002, p. 68).

- A 2015 survey by Think College of over 900 intellectually disabled students found that those who spent most of their time in traditional classes, soaking up campus culture and fine-tuning their social skills, had better job rates than those who spent most of their time in specialized classes. The length of time a student spent in a program also increased their chances of employment.
5 Attributes of Full Citizenship

1. Knowledge
   - You experience a new culture and change the way you think. You acquire skills, and discover something new about yourself and the world you live in.

2. Relationships
   - You share something with others… passions, causes, interests, and feelings. You care for others and they care for you.

3. Community
   - You belong, you make a difference. You play a role in making something better for everybody.

4. Agency
   - You have the power to shape your own life and influence others.

5. Social & Economic Empowerment
   - You now have the resources to act freely and be independent. Your value and contributions are recognized.

AHRC, Melissa Riggio Higher Education Program. Dr. Carole Goethelf.
What is a TPSID?

- Students with intellectual disabilities have many more options today when it comes to higher education than were once available.

- A model called Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) was created in 2010 to ensure such programs are funded and carried out in institutions of higher learning.

- The funding for TPSID grants is awarded by the US Department of Education. Through TPSID, financial backing is offered expressly to postsecondary institutions or consortia of institutions of higher education to support the unique needs of students with intellectual disabilities.

2010 TPSID AWARD: INDIVIDUALLY, TCNJ and BCC
2015 TPSID AWARD: JOINTLY, BCC and TCNJ
2021 TPSID AWARD: JOINTLY, GCU, TCNJ and BCC

And with this comes Growth.....
Think College is a national organization dedicated to developing, expanding, and improving inclusive higher education options for people with intellectual disability.

Think College houses information for over 310 college programs for students with intellectual disabilities. thinkcollege.net
Part II: Program Development

COMMUNICATION AND COLLABORATION

New Jersey Inclusive Higher Education Collaborative
Step 1: Communicate, Communicate, Communicate!

- Establish buy-in for the initial concept
- Determine funding of development
Step 2: Curriculum Design: More Communication

- Faculty Champion
- Establish general shape of curriculum on inclusive model
- Think College *Model Accreditation Standards*
- Program approval process (up to BOT)
- Discuss with all interested parties; be mindful of deadlines
The mission of the Transition and Career Studies Program is to provide an inclusive and comprehensive residential four-year course of study that supports students with intellectual disabilities who seek to continue academic, career/technical, and independent living instruction in order to obtain competitive integrated employment. TCS offers a university-sanctioned certificate as evidence of the completion of this rigorous and comprehensive inclusive higher education course of study.

**Career Readiness**
The program offers practica/internships in areas such as Retail, Office, Health, Hospitality, Educational, Dining, Support, Facilities, and Administrative Services.

**Academic Courses**
Including, but not limited to: natural and social sciences, arts, humanities, health and wellness, and ethics.

**Student Life**
The program offers the opportunity to be a part of the community by residing with other college students and a dedicated RA in a GCU residence hall.
Step 2: Curriculum Design: More Communication

- Campus Life
- Independent living
- Career development, practica, internships
- Academic Support
Step 3: Publicity, Publicity, Publicity

- Announcement from Office of President
- Website
- Where two or three are gathered together...
- Steering Committee
- Targeted public information sessions
  - Faculty, staff, key departments
Step 4: Nuts and Bolts

- Coding in student information system
- Advising and degree map
- Marketing materials
- Assessment plan
- Tuition & Budget; How do students pay?
- CTP Application ASAP
Step 6: Staffing

- Professional staff
- Peer mentors
- Residence life
Step 7: Recruitment

- Professional staff
- Peer mentors
- Residence life
Step 8: Training and Orientation for Campus Components

- Faculty
  - Especially faculty who would like to teach in the program
- Student body
- Staff
  - Especially tutoring centers
Step 8: Training and Orientation for Campus Components

- Faculty
  - Especially faculty who would like to teach in the program
- Student body
- Staff
  - Especially tutoring centers and mentors
Step 9: Recruitment and Orientation

- Develop a recruitment process
- Advertisement (don’t forget Think College!)
- Direct mail/email
- Information sessions (school professionals, families)
- Advisement and orientation
Part III: Important Considerations

- For Developing and Sustaining a Program
- For Disability / 504 Coordinators regarding Inclusive Higher Education Programs
Further Considerations for Developing and Sustaining a Program

- Use the Think College Model Accreditation Standards to guide program development
- Review the requirements for approval as a Comprehensive Transition Program (CTP)
- Highlight the Diversity, Equity and Inclusion mission of your college, as a benefit
- Review and evaluate with the appropriate administration housing, academic and student life parameters
- Ensure that there is a financial business plan that yields a neutral fiscal strategy
Further Considerations for Disability / 504 Coordinators

- Realize that students with ID/DD may require adaptations / modifications that are beyond 504 requirements of “reasonable accommodations”

- Establish roles and responsibilities between Program Staff and the Accessibility Office

- Assure that associated offices for accessibility (IT, student conduct, etc.) have appropriate training

- Establish parameters for budget braiding
Part IV: Unforeseen Pitfalls
<table>
<thead>
<tr>
<th>Challenge</th>
<th>Solution</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty are unprepared or unwilling to meet student academic needs</td>
<td>Training, easy to access information: on-demand</td>
<td>Consider the quantity and quality of mentor support</td>
</tr>
<tr>
<td>Students demonstrate that they are unprepared to live within the college community</td>
<td>Provide individualized support to the extent that the college experience can be maintained</td>
<td>Engage with Student Conduct and Title IX Offices</td>
</tr>
<tr>
<td>Campus activities could be restricted based on a requirement of degree-bearing</td>
<td>Work with executive administration on developing policy and protocol exceptions</td>
<td>NCAA Sports and Greek Life</td>
</tr>
<tr>
<td>Review current financial aid options available to students who are non-degree-bearing</td>
<td>Work with your financial aid office and state agencies that provide funding to students with ID/DD</td>
<td>Contact your state office responsible for deinstitutionalization and development disabilities</td>
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Part V: Summary and Q&A
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This project is supported by the US Department of Education Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities Program, Catalog of Federal Domestic Assistance (CFDA) number 84.407A Grant #P407A200038