



Post-Secondary College and University Experience Programs

Curriculum Framework: Standards of Student Competencies

The Post-Secondary Curriculum Framework augments the standards of student competencies and defines the content knowledge, skills, and understandings that are measured by individualized assessments. The Curriculum Framework provides guidance to college and university experience programs and their staff as transition programs are developed for students with developmental disabilities who desire to participate in college and/or university experience programs. It assists staff as they plan their instruction by identifying essential understandings, defining essential competencies, and describing the skills students need as they transition to adulthood. This supplemental framework delineates in greater specificity the minimum content that program staff should focus on and all students should learn.

College and university experience programs should use the Curriculum Framework as a resource for developing sound curricular and instructional programs. This curriculum framework should not limit the scope of instructional programs. Specific instructional programming and the nature of assessment will be determined by each individual high school/transition program after examining the program goals and student outcomes. Additional knowledge and skills that can enrich instruction and enhance students' understanding of the content identified in the standards of student competencies should be included as part of quality learning experiences.

Conceptual Framework:

- Normalization of all individuals using a Universal Design philosophy
- Participation in a collaborative, person-centered environment
- Sound processes leading to well-defined outcomes and improved quality of life
- Ongoing evaluation of program and student goals and objectives

FOCUS1: ACADEMICS

Students with disabilities have increasing educational opportunities beyond high school. Students must have an academic foundation to fully participate in a college or university experience program. Systematic planning and preparation is necessary to ensure students meet their academic needs.

AC1.1 The student will be an active part of the academic planning process

- a) Complete a needs assessment
- b) Participate in his/her planning meeting
- c) Determine course of study

<p>UNDERSTANDING THE STANDARD (Staff)</p>	<p>ESSENTIAL UNDERSTANDINGS (Students)</p>	<p>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</p>
<ul style="list-style-type: none"> • Students should complete a needs assessment prior to planning in order to determine what their academic needs are • Students need to be active participants in the planning process • Course of study will be developed by the student and other significant persons in the student’s life 	<ul style="list-style-type: none"> • Understand that student participation extends beyond mere presence, to include preparation, facilitation, contribution, and informed decision making • Understand that the planning process is done using a collaborative model 	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Assist in determining where the meeting will take place • Assist and make decisions regarding who will be present at the meeting • Provide ongoing feedback to the planning group • Offer recommendations

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AC1.2 The student will participate in academic/instructional opportunities

- a) Attend classes
- b) Be on time
- c) Complete instructional work as assigned

UNDERSTANDING THE STANDARD (Staff)	ESSENTIAL UNDERSTANDINGS (Students)	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students are expected to attend all classes and/or other instructional activities as determined by the planning outcomes • Students are expected to develop a schedule and arrive promptly at the beginning of the instructional period • All assigned coursework should be completed as given 	<ul style="list-style-type: none"> • Understand that students must actively participate in their chosen course of study to maximize their potential • Understand that accommodations and modifications will be used to assist students in completing assignments • Understand that students must adhere to start/completion times to prepare them for adult life and employment 	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Be aware of the location of their classroom • Participate with peers through verbal and non-verbal means during class • Complete all homework, class work, tests, and other assignments with or without accommodations

FOCUS2: INDEPENDENT LIVING/LIFE SKILLS

Independent Living is a philosophy and a movement of people with disabilities who desire and have the right to equal opportunities and self-respect. Individuals with disabilities should have the same choices and control in their everyday lives that those without disabilities experience. This includes the opportunity to live independently with or without supports and be a part of the neighborhood community.

IL2.1 The student will learn skills needed for independent living.

- a) Explore a variety of student living options
- b) Select courses/learning environments that teach independent living and life skills based on their individualized need
- c) Practice skills in real-life settings

UNDERSTANDING THE STANDARD (Staff)	ESSENTIAL UNDERSTANDINGS (Students)	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will explore a variety of residential options available to them during their college experience program • Students are encouraged to identify and select areas of independent living skills that they will need to prepare for when living on their own • Students need experiential opportunities to practice selected independent living skills in a variety of community settings 	<ul style="list-style-type: none"> • Understand that students should be exposed to a variety of residential options such as dorms, on/off campus apartments or homes (with or without roommates) • Understand that students must make choices about what they need to live on their own such as cooking, handling financial matters, cleaning, personal hygiene, living with roommates • Understand that learning should occur in natural environments, i.e. 	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Tour a variety of living options • Inquire about availability of living options • Practice skills in a variety of settings • Determine accommodations needed to perform skills as independently as their abilities permit

	Campus apartments/dorms, local apartment complexes	
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IL2.2 The student will identify independent living resources needed for transition to adulthood

- a) Research local and area service providers
- b) Identify natural and paid supports
- c) Access on/off campus resources

UNDERSTANDING THE STANDARD (Staff)	ESSENTIAL UNDERSTANDINGS (Students)	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students are expected to explore a variety of resources available/needed while attending college and after graduation • Students are expected to utilize both paid and unpaid supports • Students should investigate multiple resource opportunities on campus as well as resources found in the community 	<ul style="list-style-type: none"> • Understand the importance of being connected to community service agencies prior to exiting the program • Understand that there are many resources available to students and families that are available at no cost or minimal cost • Understand that students need to learn how to access a variety of resources 	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Maintain a list of adult services agencies • Initiate contact/referral process to adult agencies • Maintain a list of natural and unpaid community supports

FOCUS3: SELF-DETERMINATION

Having the ability to understand and express needs and desires, and make informed decisions concerning those needs and desires is important. It is important that students with disabilities are taught to take control of their own lives rather than being acted upon by others.

SD3.1 The student will act as the lead driving force in their life

- a) Act autonomously
- b) Self-regulate behavior
- c) Act in a self-realizing manner

UNDERSTANDING THE STANDARD (Staff)	ESSENTIAL UNDERSTANDINGS (Students)	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students are expected to act on their own accord, without having decisions made for them • Students should be aware of their own behavior and be able to modify as needed • Students need to be aware of themselves and the situations around them at all times 	<ul style="list-style-type: none"> • Understand that it is ok to respond to a variety of situations and recommendations and subsequently make their own decisions • Understand that students need to be able to recognize their behavior and decide whether or not the behavior is appropriate for the situation at hand • Understand that students need to be able to adjust their behavior in a variety of settings by self-initiating 	Students are expected to: <ul style="list-style-type: none"> • Have choices • Make decisions • Solve problems • Set goals • Self-evaluate • Contribute

	<p>corrections to their behavior</p> <ul style="list-style-type: none"> • Understand that students need to be cognizant of their surroundings dealing with safety and social issues 	<ul style="list-style-type: none"> • Advocate for themselves • Be aware of their surroundings
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SD3.2 The student will make choices “free from undue external influence or interference” (Wehmeyer)

- a) Make informed choices
- b) Initiate and respond to events in an empowered manner

UNDERSTANDING THE STANDARD (Staff)	ESSENTIAL UNDERSTANDINGS (Students)	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students are expected to make decisions based on sound background knowledge • Students will be able to move forward and react to new ideas/events on their own and with assertiveness • Students should collaborate with others 	<ul style="list-style-type: none"> • Understand that students need to be aware of what their choices are and obtain the experience needed to fully understand those choices • Understand that students should be creative and open to new suggestions and act on their own ideas • Understand that it is important to work with others who may be able to help them to make informed choices 	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Be goal-oriented • Apply problem-solving skills • Apply decision-making skills • Guide their own actions • Work effectively with other people

FOCUS 4: EMPLOYMENT

Employment is a defining element of identify for all people. Careers offer financial security, a place for social networking, access to benefits, and a professional role in society. Unemployment or underemployment remains a persistent problem for people with disabilities and should be actively addressed prior to the student transitioning to adulthood.

EM4.1 The student will prepare for a future employment opportunity

- a) Explore a variety of employment options
- b) Create a resume
- c) Identify personal networks

UNDERSTANDING THE STANDARD (Staff)	ESSENTIAL UNDERSTANDINGS (Students)	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students need to be exposed to several different types of employment options in order to make informed decisions • Students should build a resume that outlines their experiences, strengths, education and desired employment goals • Students should be able to know what to expect on a job interview • Students should collaborate with their 	<ul style="list-style-type: none"> • Understand that there are many types of employment that require different levels of education and experience. • Understand that a resume will assist an employer in making hiring decisions • Understand that good communication is necessary for a job interview • Understand that when looking for 	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Visit a variety of existing jobs in the community to gain background knowledge • Work with campus or area career centers, or other staff to assist in developing their resume and obtaining employment advice • Complete a final resume • Practice interviewing techniques • Learn how to dress appropriately for a job interview

families, friends and other professionals in order to make connections to potential employment opportunities	employment, it is important to network with other people who may be able to help make initial connections with employers	
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EM4.2 The student will look for work in a desired work setting

- a) Determine the setting desired
- b) Search for employment
- c) Prepare for first day of employment

UNDERSTANDING THE STANDARD (Staff)	ESSENTIAL UNDERSTANDINGS (Students)	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students should decide what type of setting they desire to work in • Students should be an active participant in their job search activities • Students should complete and submit applications for employment • Upon hiring, students should be prepared for the first day of employment 	<ul style="list-style-type: none"> • Understand the different types of employment options and what they mean in terms of pay: Job on campus or in the community, internships, volunteer, enclave • Understand that searching for a job is time-consuming and requires complete engagement from the student. Situational assessments may be utilized to determine types of jobs desired • Understand that it is necessary to complete several applications and participate in several interviews which may or may lead to desired employment outcomes 	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Make decisions regarding type of employment setting they desire • Job shadow others performing the same type of job • Look for jobs • Participate in informational interviews • Network with employers and others • Complete applications • Submit resumes • Follow-up with employers • Arrange for services needed upon hiring

	<ul style="list-style-type: none"> • Understand that once hired, preparation for the first day must occur to include: transportation, needed supports on the job, accommodations, and schedule. 	
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EM4.3 The student will obtain supports necessary to maintain work in desired work setting

- a) Identify supports needed to maintain employment
- b) Access supports needed
- c) Evaluate the use of supports/need for additional supports

UNDERSTANDING THE STANDARD (Staff)	ESSENTIAL UNDERSTANDINGS (Students)	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Individualized supports should be identified using a person-centered planning model • Students will ensure that supports are in place to ensure the employment experience is optimal • The use of supports should be evaluated on an ongoing basis to determine effectiveness and to identify the potential need for additional supports. 	<ul style="list-style-type: none"> • Understand that supports should be identified based on student need. Collaboration is important to ensure suitable supports are identified. Supports may include, but are not limited to: vocational rehabilitation, job coaching, and personal assistants • Understand that in order to have a quality employment experience, supports should be in place to give the student equal opportunities as compared with other peers • Understand that students have a right to choose the provider they work with 	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Determine types of supports needed • Communicate to support personnel • Determine which providers to use • Make a list of needed supports • Collaborate with family, friends, and professionals • Advocate for change if needed

	<ul style="list-style-type: none"> Understanding that ongoing evaluation is needed to ensure quality employment outcomes. Additional supports (or fewer supports) may be identified as the employment experience progresses 	
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FOCUS 5: SOCIAL SKILLS

Engaging in social activities with peers is an inherent part of college life. Community participation is the experience of becoming a part of a growing network of personal relationships. With a focused effort on inclusion, students should have opportunities to become active members of the school campus. Participating in everyday activities of campus life provides opportunities for informal learning experiences. Students need to have a valued place among a network of people and a valued role in society.

SS6.1 The student will engage in campus activities

- a) Make informed choices about participating in campus life activities
- b) Plan and prepare to attend activities
- c) Use available campus resources

UNDERSTANDING THE STANDARD (Staff)	ESSENTIAL UNDERSTANDINGS (Students)	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students should actively engage in desired campus life and activities Students need to work out logistics regarding time and transportation to and from activities Students need to understand the campus resources available to them 	<ul style="list-style-type: none"> Understand that campus engagement includes, but is not limited to, clubs, social events, breaks, organizations, use of facilities and other resources, and meeting student peers Understand that campus life includes being involved in such places as the library, fitness center, dining hall, 	<p>Students are expected to:</p> <ul style="list-style-type: none"> Choose and participate in desired campus activities Plan and schedule activities Make arrangements for logistical issues such as transportation

	<p>student centers, nearby restaurants and shopping centers, social events, sororities and fraternities and campus or off-campus religious organizations</p> <ul style="list-style-type: none"> • Understand that planning and preparation for campus activities is a necessary part of decision-making 	<ul style="list-style-type: none"> • Gain access to campus resources • Evaluate desire for continued participation in activities
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SS6.2 The student will develop social relationships with peers

- a) Participate in campus life
- b) Communicate with peers
- c) Access their community

UNDERSTANDING THE STANDARD (Staff)	ESSENTIAL UNDERSTANDINGS (Students)	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students should have the opportunity to participate in campus life activities in order to meet people • Students need to learn and practice effective modes of communication • Students need to know how to find out when community events occur and how to get there 	<ul style="list-style-type: none"> • Understand that to develop social relationships, it is necessary to be surrounded by others with similar likes and interests • Understand that communication with other people is key to developing friendships. Both verbal and nonverbal communication skills are important • Understand that to access activities and events that are of interest, students must know how to find the them 	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Find out where activities and events are being held • Make arrangements to attend • Communicate effectively with others

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