

SPRING 2026



Millersville University

UNIVERSITY COLLEGE

Integrated Studies

INTEGRATED STUDIES

PROGRAM GUIDE TO REQUIREMENTS AND EXPECTATIONS

INTEGRATED STUDIES

MILLERSVILLE UNIVERSITY

Millersville, PA 17551

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Overview

Integrated Studies (INST) is a 2- or 4-year inclusive post-secondary initiative at Millersville University for young adults with intellectual disabilities. Our learning community consists of faculty, staff, educational support coaches, and mentors, each of which support students as they develop a person-centered plan to guide their academic journey. In addition to academics, students enrolled in Integrated Studies are immersed in the campus through engaging in career exploration and social interactions, which may lead into building relationships. We strive to create inclusive communities that provide opportunities for students to be connected, challenged, and supported to reach their potential for participating in a high quality inclusive post-secondary college experience.

INST provides students with intellectual disabilities access to full-time, inclusive postsecondary education and an integrated residential experience. The goals of the program are to provide an opportunity for students to develop and enhance their social, academic, and employment connections, as well as to develop their self-determination and self-advocacy capabilities. INST aspires to prepare each student for gainful employment, especially in alignment with the following **program outcomes**:

1. Students will gain knowledge in a variety of subject areas across Millersville's academic colleges.
2. Students will gain job seeking skills, knowledge of workplace etiquette, and skills specific to their chosen core academic areas.
3. Students will gain and practice interpersonal skills through participation in clubs, organizations, campus events, and other social opportunities.
4. Students will develop independence in time management, attending classes and internships on time, problem solving, and navigating campus resources.

Our mission: To provide access and support in an inclusive postsecondary education program for students with intellectual disabilities at Millersville University. Integrated Studies enables, establishes, enhances, redefines, maintains and/or defends valued social roles within the context of a liberal arts university. This is accomplished as much as possible, through culturally valued means. Integrated Studies' processes, procedures, and administrative functions are embedded in existing university services.

Millersville embraces inclusion and inclusive excellence in its learning community through the EPPIIC Values (Exploration, Professionalism, Public Mission, Inclusion, Integrity, and Compassion). These values are the core institutional values which “serve as guiding principles to help us fulfill our mission, achieve our vision, and attain our goals” (MU, 2023).

Such ideals are further defined through MU's Inclusive Excellence statement, supported by these four pillars:

1. A focus on student intellectual and social development.
2. A purposeful development and utilization of organizational resources to enhance student learning.
3. Attention to the cultural differences that learners bring to the educational experience and how they enhance the enterprise.
4. Creating a welcoming community that engages all its diversity in the service of student and organizational learning. (ODI, 2023)

Within this context, the program guide is designed to provide and clarify program requirements and expectations for students enrolled in Integrated Studies (INST). We understand each student will need varying levels of support. This guide outlines the processes that, if followed, would help students be successful in their goals, accountable in their actions, and aid students to perform at expected levels within the campus community and beyond.

Admissions

The following are requirements for acceptance into the program:

- Be between the ages of 18-26 at the start of the academic year for which they are applying.
- Have a documented diagnosis of [intellectual disability, as defined by the American Association on Intellectual and Developmental Disabilities](#).
- Received, or was eligible to receive, services under IDEA (i.e., had an IEP).
- Demonstrates interest in pursuing higher education at Millersville University
- Holds a GED, Diploma or Certificate of Completion from a recognized high school or secondary institution.
- Demonstrates during a campus interview sufficient emotional stability, safety, and independent living skills to participate with minimal support in all aspects of Integrated Studies coursework and the MU campus environment.
- Demonstrates functional literacy skills and basic computer literacy to comprehend basic assignments & complete assignments with supports, navigate the campus independently, and safety signage.
- Demonstrates potential to successfully achieve goals and the course requirements set out for an audit designation with minimal support.

- Demonstrate ability to appropriately participate in university classes with necessary accommodations.
- Demonstrates ability to function independently in social situations such as being alone in the Student Memorial Center (SMC), McNairy Library, residence halls, academic buildings, dining halls, etc.
- Demonstrates ability to comprehend and follow campus rules and policies and behave respectfully towards others without supervision.

Evidence of the above criteria are needed for **acceptance** into the Integrated Studies Program.

Once admitted, evaluation of a student's success and program progress continue to be aligned with the above criteria. Students are assessed each semester as part of a student's progress for program completion.

General Student Expectations for Program Persistence

Each Integrated Studies student **is required** to:

- Maintain full-time student status by enrolling (for audit or credit) in a minimum of 12 credit hours per semester.
- Attend all classes in alignment with the [*MU Class Attendance Policy*](#).
- Complete, follow, and assess progress of self-identified goals (in your PATH and PCP) with members of the INST staff.
- Attend regular meetings with INST staff and coaches, sharing challenges, issues, and areas of growth or success.
- Adhere to the [*University Code of Student Conduct and Community Standards*](#) and [*Sexual Misconduct Policy*](#).
- If a residential student, adhere to the policies and procedures outlined in the [*Living on Campus Guide*](#).
- Take care of personal hygiene, personal living space, and shared living spaces.
- Demonstrate satisfactory program progress, aligned to individual learning outcomes.

Each Integrated Studies student **is expected** to:

- Participate in summer orientation prior to arrival to campus during the student's first year of the program.
- If participating in an internship or other work experience, adhere to established professional guidelines and expectations of the employer.

- Get involved in campus activities, such as joining a club or organization, and regularly attend campus events.
- Take responsibility for decisions and choices as an independent adult and accept the given consequences.
- Be respectful, accept feedback, follow instructions, and strive to meet the expectations of professors, work supervisors, INST staff, and other university members.
- Attend all meetings with INST staff and coaches.
- Participate in employment opportunities, club meetings, campus events, and other like activities.
- Be on time for all meetings, classes, and activities.
- Contact the INST office, professors, coaches, and/or work supervisors when late or absent from given responsibilities.
- Use cell phones and social media in appropriate ways.
- Engage in regular wellness habits for mental and physical health (e.g.: mindfulness practices, exercise, and healthy eating).

University Code of Student Conduct and Community Standards and Sexual Misconduct Policy

The Office of Student Conduct & Community Standards fosters student learning and success by balancing individual and community rights, while promoting a safe, student centered, and inclusive community. We want to ensure that all our students have an exceptional, productive, and challenging educational experience in a civil and safe environment. Like all MU students, Integrated Studies students are required to adhere to the guidelines, standards, and procedures outlined in the [Student Conduct & Community Standards \(SCCS\) Handbook](#). Allegations of misconduct will be addressed in a manner consistent with the procedures in the SCCS Handbook.

INST students are granted the same due process as other students on campus. The INST office will be informed of any alleged code violations (see consent form in Appendix A) and may inform the family/guardian of such issues when appropriate and if a FERPA waiver is in place.

INST students are advised to request an advocate be present with them in conversations or meetings about any alleged code violations.

Conduct Advocate Program: A conduct advocate is a resource for students going through or involved in the disciplinary process at Millersville University. Advocates are here to help and guide both complainants and respondents (students accused of violating the Code of

Conduct) in preparation for a university disciplinary hearing and will help students understand outcomes of disciplinary cases as appropriate. Conduct advocates also provide necessary support and resources to those who may have been victims of a violation of the Code. The advocates are trained in the Student Conduct & Community Standards process and are neutral parties who have no influence on the outcome of the case.

INST students are also protected under, and must adhere to, the Millersville Sexual Misconduct Policy.

Academic Coursework

Curriculum Requirements

To satisfy the requirements for the four-year Integrated Studies certificate, students must complete 96 credit hours, taken for audit or for credit. Students will identify two areas of study, referred to as “cores.” Each core program is based on a match between the student’s goals/interests and academic programs offered by Millersville University (i.e. educational studies, communication, business, social work).

The 96 credit hours will include the following:

- 18 credit hours in Core 1
- 18 credit hours in Core 2
- 48 credit hours of general electives
- 9 credit hours of internship experiences
- 3 credit hour capstone course.

Person-Centered Planning

Students will work with INST staff to develop a person-centered plan that outlines their future career and independent living goals, interests, and strengths. The plan will be created using the PATH tool. Each student will complete a PATH during their first academic year to support their transition into college.

Each student’s person-centered plan will be used to guide their college experience, including aiding in the selection of classes, clubs/organizations, internship experiences, and other professional development activities. The PATH will also be used to help identify each student’s two academic cores.

During students’ meetings with INST Staff, their PATH will be used to identify, follow, and assess self-identified goals. These goals will support a student’s growth in their self-

advocacy and self-determination skills. Throughout a student's progression through the INST program, their goals and PATH are reviewed and updated accordingly.

Students will complete a second PATH during their final academic year to support their transition out of college.

Advising and Registration

Students in Integrated Studies will be assigned an academic advisor. This advisor will support the student in identifying courses required to complete their curriculum. Students must meet with their academic advisor at least one time per semester. Once the web schedule is released, the student and their advisor will determine a list of classes that the student is interested in taking that support their progress towards certificate completion. Students will provide the list of courses to Integrated Studies staff, who will work with the Registrar's Office to register students.

When students audit a class, they must follow the guidelines in the [MU Course Auditing Policy](#) and work with the INST staff to register. Students, in consultation with their academic advisor and INST staff, may also be recommended to take a course(s) for university credit and a letter grade. If course for credit path is selected, they would also work with the INST staff to register for the class. If a course is not available, Integrated Studies staff will collaborate with the student's academic advisor and INST Faculty Advisor to determine another course for the student to take.

Auditing Courses

Students in Integrated Studies often enroll in their courses for audit. This means that they do not receive a grade or credit for the course. However, students are still required to attend class in alignment with the [MU Class Attendance Policy](#) and to be an active class participant to the maximum extent possible.

Faculty members may provide course modifications for students in Integrated Studies who are auditing their course; however, this is not required. Suggested modifications may include focusing on differentiated course assignments (such as decreased page requirements for papers, alternative assignment formats, creating a PowerPoint instead of writing a paper, abbreviated exams) or other modifications as suggested by the course instructor or defined by your accommodations. The goal of these suggestions is to help students be a valued member of the course while completing assignments aligned with their abilities.

Internships

Criteria to complete an internship for academic credit are as follows:

- Complete 24 credit hours as part of their curriculum.
- Be in good academic standing.
- Internship should be aligned to one of the core programs.
- Internships may be completed for 3-6 credits.
- Students must follow the [internship registration process](#) required by the Career Center.

Internship academic requirements include:

- Participation in a credit-bearing internship occurs over a period of 12 to 15 weeks during the fall, spring, or summer terms for a minimum of 120 hours, upon approval.
- Complete a minimum of (5) communication/meetings with the faculty internship supervisor establishing learning objectives, goal setting, providing progress reports and evaluating the experience. One of these communications or meetings should be an employer site visit.
- Write an outcomes paper reflecting on the internship experience and the learning objectives.
- Complete an evaluation, an assessment of the academic internship experience.

Capstone Course

The capstone experience (3 credits) is an advanced course, internship, practicum, apprenticeship, individualized instruction, or applied research similar that challenges students to integrate knowledge across more than one discipline, to engage in vocational practice or experiential learning, and develop applied life and vocational competencies. The capstone course may apply to any of the core programs or a combination. The capstone experience will be offered under faculty direction and will be purposeful in connecting students' academic learning to their future career and professional goals as detailed in their person-centered plan.

Satisfactory Academic Progress

INST Satisfactory Academic Progress (SAP) Policy

This is the Satisfactory Academic Progress (SAP) Policy for the Millersville University Integrated Studies (INST) Program. This policy applies to courses taken for audit by students enrolled in the INST Program. Satisfactory academic progress must be maintained in order to retain federal financial aid for the following year.

Academic Standards: Students in the INST program are expected to show satisfactory academic progress in all aspects of the INST program. Students are expected to participate

in all courses, labs, attend all mandated meetings, and utilize up to 195 hours of coaching per semester (13 hours per week). Students are expected to attend all classes, as stated in [Millersville University's Class Attendance Policy](#).

Attempted Credits: Students in the INST program have the opportunity to earn credits by taking Millersville University courses for credit, participating in internships, and enrolling in independent studies. The [Millersville University Satisfactory Academic Progress \(SAP\) Policy](#) states that the student must earn 67% of all credits attempted in order to retain federal financial aid for the following year. Earning 67% of attempted credits is equal to a cumulative grade point average (CGPA) of 2.00. Modification of this standard may be approved by Millersville's office of Financial Aid.

Students in INST taking a course for credit are expected to achieve all course objectives at the same level as their matriculating peers and are graded on the same course scale as all other students.

Courses Taken for Audit: Because audited courses do not offer credits, satisfactory academic progress (SAP) for courses taken for audit is determined using the INST SAP Policy. This is determined through a combination of attendance, participation in class activities, completing assignments, and demonstrating learning. Collaboration between the student, INST staff, the professor of the class, and the course syllabus occurs to quantify or qualify the student's goals and progress for that course. A rubric based upon the Goal Attainment Scale (GAS) is used to identify and quantify the student's performance in each course (see Appendix B). In order to gather data from the professor of the course, a Starfish survey containing the rubric items is deployed at midterms and at finals. The data gathered from the student's attendance, participation, assignments, and feedback from the student, academic coach(es) and the professor, etc. is used to determine if the student made satisfactory academic progress throughout the course. Satisfactory progress for students auditing a course is determined by a rating of at least "Expected" across each item.

Other Program Areas: In alignment with the accreditation standards published by the Inclusive Higher Education Accreditation Council (IHEAC), the INST program monitors satisfactory performance for students in the following areas, in addition to academics: social, career development, and independent living. Similar to the data collection for audited courses, a rubric based upon the Goal Attainment Scale is used to identify the student's performance in each area. The rubric is individualized based on each student's goals (see Appendix B).

This evaluation process is a separate process from the processes for Conduct and Housing violations. Results from those violations may, in fact, take precedence over this process. Additionally, this assessment of program requirements and expectations may be informed by concerns from either the housing or conduct offices.

Identifying and Resolving Issues of Concern

If, through the evaluation process, evidence demonstrates practices or behaviors counterproductive to positive program progress and established personal goals, the following steps will be taken.

First Notification of Concern: When a challenge area is first identified (Less than Expected or Much Less than Expected on the SAP rubric), the INST Director initiates a conversation to bring the concern to the attention of the student. The student is informed that staff will continue to monitor their performance in the area addressed. Notes on the issue and follow-up are recorded in Microsoft Teams and Starfish.

Academic Warning (Second Notification of Concern): If satisfactory changes have not been made after the initial conversation, INST staff meets again to discuss the area(s) of concern with collected documentation reporting the lack of progress. Notes are updated in Microsoft Teams and Starfish, and a written Statement of Concern (Appendix C) is prepared by the INST staff. The INST Director may notify parents/guardians if appropriate and if a FERPA waiver is in place.

Academic Probation: If the first two notices of concern fail to produce needed improvements during the agreed upon Academic Warning Timeline, the INST Director and INST Faculty Advisor meet with the student to move the student to program probation. Similar to the Academic Warning, a Statement of Concern (Appendix C) is completed. The student must meet the specific expected improvements as outlined for the probationary period.

The consequences, up to and including removal from the program, should the unsatisfactory issue persist at the conclusion of the probationary period are also discussed.

Courses Taken for Credit: For students in the INST program taking a course(s) for credit, academic probation occurs when the students' CGPA falls below 2.00 or if a student does not complete at least 67% of attempted credits. A student on probation returns to satisfactory academic standing at the end of the semester in which they earn a 2.00 cumulative grade point average (CGPA).

Academic Dismissal: If the INST student does not complete all requirements and stipulations during the probationary period, the team meets, no later than five days prior to the time set for completion of the probationary period, to determine the next course of action. If the INST student fails to make satisfactory improvement during the Academic Probation period, the Program Director recommends dismissal of the student from the INST Program at the conclusion of the semester. This recommendation is made to the Faculty Supervisor who makes the final decision based upon the evidence from the Academic Warning and Academic Probation periods.

In alignment with Millersville's Academic Standards Policy, a student dismissed for the first time is not permitted to register for or attend classes offered by the University for one semester. A student dismissed for the second time is not permitted to register for or attend classes offered by the University for two semesters. A student dismissed for the third or greater time is not permitted to register for or attend classes offered by the University for three years. A student's dismissal number accrues each time the student is dismissed, regardless of the outcome of any appeal.

A dismissed student who wishes to be readmitted to the University after their dismissal period must apply for admission through the INST Office. Students who seek readmission to the University following the completion of their third or greater dismissal sanction must submit evidence of changes they have implemented to foster future program success upon readmission. This can be done in a written letter or through a requested meeting.

Courses Taken for Credits: For students in the INST program taking a course(s) for credit, academic dismissal occurs if a student on academic probation does not return to satisfactory academic standing at the end of the second semester in which they earn a 2.00 cumulative grade point average (CGPA). This dismissal applies only to students' eligibility to register for credit bearing courses. It does not affect eligibility to audit courses.

The student on academic dismissal for the first time is not able to register for credit bearing courses for one semester. The student on academic dismissal for the second time is not able to register for credit bearing courses for two semesters. The third time a student is dismissed from credit bearing course eligibility, the student is ineligible to register for credit bearing courses, as a non-degree seeking student, for at least three (3) years. After that time only special cases are considered by the Academic Standards Committee. This standard applies to a student's status at Millersville University.

Appeals: The INST student has the right to appeal their dismissal from the program to the Integrated Studies Advisory Committee which is comprised of the program's faculty advisors. Students who have been dismissed and believe extenuating circumstances affected their performance may (1) submit a formal letter of appeal with supporting documentation to the Advisory Committee or (2) request a meeting with the Advisory Committee to discuss their circumstances and provide the supporting documentation. The Committee then provides the appellant with a letter stating its decision regarding the appeal.

If an appellant believes the appeal process wasn't followed properly, they can appeal the way the process was handled, but not the decision itself. To do this, the appellant must write to or request a meeting with the Dean of University College. The appellant has 10 business days from the date of the decision letter from the Advisory Committee. The appellant is advised to provide as much documentation as possible, describing why the process was not followed correctly, and any supporting materials.

The decision of the Dean of University College regarding the process appeal is final and not subject to further review.

Support Provided by Integrated Studies

Educational Support Coaches

Students in Integrated Studies have access to coaches. Coaches are degree-seeking Millersville students who serve as mentors for students enrolled in Integrated Studies, and they provide support in the following areas: academics, socialization, employment, and independent living. Coaches encourage participation, inclusion, and independence. The goal is to gradually reduce the involvement by coaches as students begin to integrate into the campus community and develop their independence.

Examples of supports coaches may provide include, but are not limited to:

- Attending class with a student,
- Supporting a student in participating in a student organization,
- Assisting a student with completing their homework assignments,
- Teaching a student how to utilize the MU Express bus,
- Educating a student on how to access campus resources such as faculty office hours, tutoring, and the Career Center.

All coaching supports must be tied to a course, organization, event, employment opportunity, or independent living setting affiliated with Millersville University. For example,

coaches may support students in buying a book from the campus bookstore; however, coaches may not support students in shopping at a local mall. Additionally, coaches are not personal attendants and do not provide support with hygiene, health care, medication management, transportation, personal mobility equipment, or other services that are considered personal in nature.

Educational Support Fee: Students gain access to coaches through payment of an [Educational Support Fee](#) each semester. This fee funds program administration and educational support services. Access to up to 195 hours per semester of coaching support is included in the fee. The fee is not adjusted if less than 195 hours are used. Students may use over 195 hours of coaching support during a semester; however, additional hours are charged at an hourly rate. Educational Support Fee coaching hours do not carry over from semester to semester. All students enrolled in Integrated Studies must pay the Educational Support Fee to continue their participation in the program.

Success Coach

Students in Integrated Studies also have access to a Success Coach. The Integrated Studies Success Coach is a full-time staff member who supports students with executive functioning, goal setting, self-determination, and monitoring their academic progress. The Success Coach can also assist students in getting involved with on-campus employment, student organizations, and campus activities.

University Resources

Integrated Studies is fully embedded within the Millersville University community. This means that students enrolled in Integrated Studies have access to the same university resources as their peers. Important university resources include Health Services, Learning Services, Counseling Center, Career Center, Writing Center, tutoring, and University Housing. Students are encouraged to utilize these campus resources in addition to the supports provided by Integrated Studies.

Communication Expectations and Guidelines

Family Communication Plan

The following plan outlines the communication expectations from Integrated Studies staff, the student, and family members.

Integrated Studies staff will:	The student will:	The family member(s) will:
<ul style="list-style-type: none"> • Communicate as needed with the student to monitor and review progress • Discuss progress towards goals during a conference meeting at the end of each semester • Communicate to the student any feedback received from professors, employers, or other university professionals • Communicate relevant program updates to the student and their family members as necessary • Communicate as needed with campus and community partners • Encourage students to read and respond to their emails • Respond to requests for information with permission of the student 	<ul style="list-style-type: none"> • Communicate as needed with their family member(s) regarding their progress and decision-making • Communicate with program staff as needed regarding their progress and support needs • Communicate with professors, employers, or other university professionals with the support of the program, if needed • Share feedback with their family members or other supports, if the student desires 	<ul style="list-style-type: none"> • Communicate as needed with the student • Direct any email correspondence regarding questions or concerns about student progress to the student, with program staff copied on the email • Not communicate directly with university faculty or employers • Honor the decisions made by the student regarding the topics that the program has permission to share information on • Communicate only with full-time program staff and not with student workers (coaches)

Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law that protects the educational privacy and records of students. Once a student turns 18 or attends a postsecondary educational institution, the right to access student records is transferred from the parents to the students. This means that students control what type of information is shared with other people, with offices on campus, and with family members. Students can make educational decisions at any time without parental consent. The university maintains and makes available student records and personal information in accordance with FERPA. Students may choose to complete a FERPA Waiver through the Registrar's Office.

Type of Information Shared with Family Members

Students will be actively involved in many aspects of campus life, and family members are naturally curious about what and how their student is doing. Ultimately, students determine what information is shared with family members. Students can complete the **Type of Information Shared with Family Members** form (Appendix D) to give Integrated Studies staff members permission to exchange information on specific topics with listed people.

APPENDIX A

AUTHORIZATION AND CONSENT FOR RELEASE OF INFORMATION FORM

Department of Integrated Studies
Millersville University
PO Box 1002
Millersville, PA 17551-0302
Phone: 717-871-5963

I, _____, hereby give permission for the staff of the Department of Integrated Studies (“INST”) to serve as my advisor in any student conduct proceedings. To ensure that INST staff may serve as an informed advisor, I give my permission to the Office of Student Conduct & Community Standards to share alleged student code of conduct violations with the INST staff in the event that such allegations are made against me.

I understand that I have the right to request a copy of this authorization and consent.

I understand that I may select a different conduct advisor at any time.

I understand that I may revoke this authorization, in part or in full, at any time by notifying the Millersville University Office of Student Conduct & Community Standards in writing, except to the extent that action has been taken in reliance thereon.

This authorization and consent shall be in effect from the date of the signature and will automatically expire upon Graduation date.

I have read this form (or had the form read and explained to me) and I understand the nature of its contents.

(Date)

(Student Signature)

(Witness Signature)

(Signature of parent/legal guardian/
authorized representative, if applicable)

APPENDIX B

SATISFACTORY ACADEMIC PROGRESS RUBRIC

Academics

Category	Much Less than Expected	Less than Expected	Expected	Greater than Expected	Much Greater than Expected
Attendance	Student does not regularly attend class. Absences are often unexcused or student does not communicate absences	Student attended 70-79% of class time. Absences are sometimes unexcused	Student attended 80-89% of class time. Most absences are excused	Student attended 90-99% of class time. Absences are excused	Student attended 100% of class time
Class Preparation	Student rarely arrives to class having completed enough work to actively participate in class activities	Student arrives to class having completed enough work to participate in class activities 70-79% of the time	Student arrives to class having completed enough work to actively participate in class activities 80-89% of the time	Student arrives to class having completed enough work to actively participate in class activities 90-99% of the time	Student always arrives to class having completed enough work to actively participate in class activities
Participation	Student rarely participates in class discussions or asks questions; interacts minimally with peers	Student participates in class at least 25% of the time, and/or can be reluctant to join in discussions and work with peers	Student participates in class or asks questions at least 50% of the time	Student participates in class or asks questions at least 75% of the time, and works well with peers	Student is fully engaged and actively involved during every class; works cooperatively with peers
Quality of Assignments	Most assignments do not meet expectations	Some assignments meet expectations, and some assignments do not meet expectations	Most assignments meet expectations	Most assignments met expectations, and some assignments exceed expectations	All assignments exceed expectations
Quantity of Assignments	Student did not complete any of the expected assignments for the course	Student did not complete the majority of the assignments for the course	Student turned in most of the expected assignments for the course	Student completed all expected assignments for the course	Student completed all course assignments and sought out opportunities for further learning
Demonstration of Learning Outcomes	Student does not demonstrate any understanding of course concepts	Student demonstrates some understanding of broad course concepts	Student demonstrates a basic understanding of concepts taught in the course	Student demonstrates an understanding and application of concepts taught in the course	Student always demonstrates a detailed understanding and application of concepts taught in the course

Social

Category	Much Less than Expected	Less than Expected	Expected	Greater than Expected	Much Greater than Expected
Participation	Student did not participate in any clubs, organizations, extracurricular activities, or campus events	Student attempted to join at least one club, organization, or campus event, but was inconsistent with attendance and participation	Student consistently participated in one club or organization	Student actively and consistently participated in more than one club or organization	Student consistently participated in multiple clubs or organizations, or student took on a leadership role within one organization
Individualized Student Goal	Based on student goal	Based on student goal	Based on student goal	Based on student goal	Based on student goal

Career Development

Category	Much Less than Expected	Less than Expected	Expected	Greater than Expected	Much Greater than Expected
Individualized Student Goal	Based on student goal	Based on student goal	Based on student goal	Based on student goal	Based on student goal

Independent Living

Category	Much Less than Expected	Less than Expected	Expected	Greater than Expected	Much Greater than Expected
Housing (if applicable)	Student had 3+ documented concerns through the Department of University Housing, or student was evicted from University Housing	Student had 1-2 documented concerns through the Department of University Housing	Student had 0 documented concerns through the Department of University Housing but received at least one informal housing complaint	Student had 0 documented concerns through the Department of University Housing and received no informal housing complaints	Student had 0 documented concerns through the Department of University Housing and actively seeks out support for housing or roommate issues as they arise
Code of Conduct	Student had 3+ documented concerns through the Department of Student Conduct and Community Standards	Student had 1-2 documented concerns through the Department of Student Conduct and Community Standards	Student had 0 documented concerns through the Department of Student Conduct and Community Standards but received multiple informal concerns or feedback from university staff or faculty	Student had 0 documented concerns through the Department of Student Conduct and Community Standards and received no more than 1 informal concern or feedback from university staff or faculty	Student always follows the Student Code of Conduct and has 0 documented formal or informal concerns

APPENDIX C

STATEMENT OF CONCERN DOCUMENT

Student Name:

Date:

Area of Concern:

Summary of Concern:

Action Plan

I will do these things to help me:

Integrated Studies will do these things to help me:

Timeline for Correcting Area of Concern:

Signature of Student: _____

Signature of INST Director: _____

Signature of INST Faculty Coordinator: _____

APPENDIX D

TYPE OF INFORMATION SHARED WITH FAMILY MEMBERS FORM

Students will be actively involved in many aspects of campus life, and family members are naturally curious about what and how their student is doing. Ultimately, students determine what information is shared with family members.

Student: Please complete the following form to confirm what type of information the program can share with family members.

I give permission to the exchange of information on the following topics with the identified individuals:

Topics	Name(s) of who the program can share this information with
Class attendance	
Grades/Starfish Feedback	
Academic Schedule	
Coaching attendance	
Employment/internship attendance	
Employer feedback	
Employment preferences/interests	

Club/organization involvement	
Housing/independent living	
Mental and emotional support needs	
Other:	

Student Signature: _____ Date: _____

Guardian Signature (if applicable): _____ Date: _____