

Bergen Community College

TURNING POINT

Program at a Glance

- The Turning Point Program is an inclusive two-year postsecondary program for students with intellectual disabilities at Bergen Community College's main campus.
- Students participate fully in campus life, are eligible for all student services, and a mentorship program provides specialized assistance to support each student's academic, social and vocational success.
- Students take core curriculum modified to a grade equivalency of 3.0 - 5.0. Students also take college electives and a Career Pathway Credentialing Course that are not modified.
- Students job sample in on campus internships during year one , and engage in career and self discovery activities to determine which Career Pathway Credentialing Course and off campus internship they will participate in during year two.
- Turning Point is a non-degree program and students receive a certificate of completion from the Division of Continuing Education. They also earn a certificate of completion for the Career Pathways Course they specialize in, and may also earn other certifications.
- Bergen Community College and The College of New Jersey offer a 2+2 articulation experience for Turning Point graduates into the Career and Community Studies program.
- Turning Point's goal is for participants to develop skills for self-advocacy, self-determination, independence and cultivate an interest in civic participation, leaving the program work ready with the skills and credentials needed to attain and maintain competitive employment.
- Turning Point does not consider the program to be a bridge to college or enrolling in a degree seeking program.



A FULL TIME
INCLUSIVE TWO-
YEAR NON-DEGREE
POSTSECONDARY
PROGRAM FOR
STUDENTS WITH
INTELLECTUAL
DISABILITIES

CONTACT US:
201-493-4087
TURNINGPOINT@BERGEN.EDU

Garden State Pathways to Independence for Students with Intellectual Disabilities Project
Garden State Pathways to Independence for Students with Intellectual Disabilities, also known as the Turning Point Program, is partially supported by Grant #P407A150069 awarded by the U.S. Department of Education. The opinions, findings, conclusions and recommendations expressed in this publication are those of the author and do not necessarily reflect the views of the Department of Education.