Blackburn and Beyond

A group of hot air balloons in the sky

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Student and Parent Handbook

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**Blackburn and Beyond Comprehensive Transition Program**

# **Welcome**

Blackburn and Beyond (B&B) at Blackburn College is a four-year postsecondary opportunity for young adults with intellectual and developmental disabilities (IDD) who have exited high school. This program provides an inclusive and immersive college education and equips students for employment in the community. B&B aligns coursework, internship opportunities, and extracurricular activities with each student’s academic interests and employment goals. Blackburn and Beyond students reside either in residence halls or at home and have access to all campus- related activities.

## **About B&B**

The B&B Program is inclusive. This means that:

* B&B students attend their courses with other university students.
* B&B students attend clubs, ball games, and other campus activities with other university students.
* B&B students have full access to all university programs and services.

The SDA Program is person centered. This means that:

* B&B students determine their academic, career, personal, and social goals throughout their enrollment in the Program.
* B&B students determine the amount of supports they need to be successful.
* The curriculum is individualized based on the student’s goals and interests.

The B&B Program is mutually beneficial. This means that:

* B&B students help teach other students about intellectual disabilities.
* B&B students help professors develop universal design for learning strategies to meet their students' needs.

The B&B Program is a Comprehensive Transition Postsecondary (CTP) program. This means that:

* B&B students are eligible for FAFSA, or financial aid
* B&B students work on campus with student supervision

# **College Program Admissions Requirements**

1. Completed high school and no longer receiving support from the public education system.
2. Documented disability diagnosis of intellectual disability.
3. Demonstrate ability to communicate reliably with staff, faculty, and mentors.
4. If living in the dorm, demonstrate ability to live independently and take care of daily functioning and basic support needs (e.g. toileting, hygiene, feeding, etc.)
5. Express desire and motivation to complete a postsecondary education program.
6. Express desire and motivation to work 10 hours per week at a campus job.
7. Express desire to attain a job in an inclusive employment setting upon completing the program.
8. Demonstrate active participation throughout the application and interview process.
9. Demonstrate sufficient emotional and independent stability to participate in all aspects of the Blackburn and Beyond coursework and campus environment.
10. Have proof of health insurance
11. Must be able to independently self-administer and manage medication and specialized dietary needs.
12. Demonstrate the ability to navigate campus safely.

As part of the application process we request the following materials:

* Completed B&B application (downloadable from blackburn.edu)
* Letters of reference and completed reference forms: please ensure that references have provided an answer to the questions on the form and have filled out the check boxes
* Interview (either in person or virtually)
* Most recent transcript(s)
* Two most recent IEP's
* Psychological evaluation completed within adolescence

# **Academic Structure of the Program**

Students accessing the supports of the B&B program have a choice in the coursework. Scholars must meet the following requirements to demonstrate academic achievement.

## **Academic Achievement**

Scholars must meet the following requirements to demonstrate academic achievement.

1. Course attendance: scholars must meet minimum course attendance requirements. If the instructor has not established attendance requirements, then scholars must attend at least 85% of their classes.
2. Course hours: scholars complete a minimum of 12 program or degree designated semester hours each semester. Students typically participate in 6 course credit hours per semester and additional 6 credits of work. Scheduled hours such as social/club activities and tutoring are an important part of the program and are required.
3. Progression of courses: with B&B Program assistance, scholars will assume greater personal responsibility for course requirements
4. Course requirements: scholars must complete all course requirements established at the beginning of each semester by the scholar, the B&B program, and the instructor
5. Program of study: Scholars follow their individual program of study based on their personal interests.

## **Career Development**

Scholars must demonstrate an appropriate progression of career development by participating in:

1. Blackburn Work Program: scholars participate in the college work program each semester. B&B students receive tuition credit in addition to Program credit.
2. Off-campus Internship/Employment: scholars participate in a full year or two subsequent semesters of on or off-campus internship and/or employment related to their individual career goals in years three and four.

## **Personal Independence and Social Engagement**

Scholars must demonstrate growth in personal independence and social engagement while attending the program. Social development, community engagement, independence and self determination/advocacy will be assessed on an individual basis each semester. Progress across semesters should be demonstrated through the following:

## **Social Development**

1. Personal social development through
   1. Self-assessment
   2. B&B Program staff assessment
2. Increased independence in navigating social experience as shown through
   1. Self-assessment
   2. B&B Program staff assessment

## **Community Engagement**

1. Participation in campus activities (sports events, recreational facilities, concert attendance, CAB events)
2. Participation in clubs
3. Volunteerism/service on or off campus

## **Independent Living**

Scholars must demonstrate growth in independent living skills including:

1. Increased attention to personal safety and independence on campus
2. Decreased reliance on natural supports
3. Increased daily living skills

## **Self-determination/Self-advocacy**

Scholars must demonstrate growth in self-determination and self-advocacy. This area will be documented in semester progress notes and may be reached through the following means:

1. Demonstrate advocacy skills, including self-advocacy and the B&B Program
2. Identify post-college plans residentially, vocationally, recreationally, and educationally

Modifications can be made to these requirements only with approval from B&B Program Director, Advisory Board and the Provost.

# **B&B Student Expectations**

B&Bs primary goals are to best prepare students for independence and employment. Students who participate in the Blackburn and Beyond Program will be asked to agree to these expectations.

1. Follow the guidelines in this student handbook and those of the college, including those found in the B book.
2. Make an effort to create a safe and orderly learning environment by being dependable, respecting others, demonstrating honesty and a positive attitude in the classroom, in the residence hall and in work placements.
3. Identify needs and accommodations for classes, social activities, or jobs.
4. Communicate with teacher(s), the B&B staff, mentors, counselors, supports, and family about successes, and challenges/issues.
5. Participate in Person Centered Planning, identifying skills, interests, and needs by setting goals with the help of the B&B team (the B&B staff, family, friends, supervisors, care management, and other people who are concerned.
6. Show progression on goals throughout each semester and across time in the program.
7. Attend weekly meetings with my cohort and other meetings, like tutoring, with support staff
8. Take responsibility for the decisions I make, do my best to make good choices and accept natural and given consequences.
9. Be respectful, follow instructions and strive to meet the expectations of teacher(s), supervisor(s), B&B staff and others who are on my team.
10. Attend and be on time to at least 85% of my classes, tutoring sessions, meetings with supports and work.
11. Contact the B&B office, professors, supports and work supervisors when I will be late or absent from my responsibilities.
12. Accept and apply feedback from B&B staff, instructors, work supervisors, and other university staff.
13. Take care of personal hygiene, and personal and shared living space.
14. Communicate with family/guardians and university staff around alcohol and intimacy/ consent.
15. Use cell phones and social media in appropriate ways.
16. Engage in regular wellness habits for mental and physical health (for example, mindfulness practices, exercise, and healthy eating).
17. Always strive to be at my best, remembering that I am becoming independent and acting as a young adult.

Students will sign the B&B Student Expectation Form (Appendix A) during Summer Orientation. This form indicates that students are aware of the program expectations.

# **Blackburn and Beyond Support Roles**

The Blackburn and Beyond Program relies on a support network of paid and unpaid traditional students. The following are descriptions of the various support roles.

## **College Life Mentors Program**

The College Life Mentors program is for undergraduate students who have particular interest in supporting the scholars in their college life experience through peer modelling and mentoring. They primarily provide support in the residential setting. The Fellows receive work program credit or field experience credit for their ongoing and multifaceted support of the scholars. In some cases, the mentors may be roommates of B&B students. Other times they might live on the same floor or building. Mentors have a unique role as positive peer models who provide support and communicate perceived need and potential challenge areas to B&B Staff and/or Student Life Staff. B&B encourages mentors to place emphasis on natural consequences as a way to support the scholars rather than giving directives as a way to support making good choices. Mentors are not tasked with providing 1:1 type support to the scholars on a day-to-day basis and have a rotating schedule during the week and weekends when they are considered the point person. Two mentors are always available during their scheduled days as points of contact and as social supports.

The Mentors are:

* Positive role models
* Supports for scholars
* Engagers of social experiences
* Compassionate and respectful
* Promoters of self-advocacy
* Recipients of a mentorship as a result of their dedication and interest in B&B scholars

The Mentors are not:

* Conduits for parents/caregivers or B&B to the B&B students
* An automatic best friend
* 1:1 direct care workers
* Responsible for challenging behaviors, even in a roommate situation
* “Informants"
* Enablers of learned helplessness
* Employed by the families
* Employed by University Housing

## **Tutors**

B&B students work with academic tutors who are undergraduate students in education majors or specific content areas. Tutors work with students at various times scheduled by the Student Success Center or Academic Department. Teacher Education majors work independently on specific assignments and skill development such as computer literacy, life skills, transition planning and executive functioning. They are supervised by the B&B program director.

## **Volunteers**

Volunteer peer supports are traditional students who find out about B&B in a variety of ways. Fulfilment of Service-Learning requirements for some classes brings B&B our volunteer supports and these individuals are fulfilling an assignment around service related to their course by volunteering for a specified number of hours. We work closely with instructors and students to make the service learning mutually beneficial for B&B students and those receiving credit. Volunteers are trained and scheduled according to the needs and interests of the scholars.

Volunteers serve a variety of areas of support:

* In-class support - responsibilities include taking notes, making sure assignments are written down in the agenda, facilitating a discussion with the professor if necessary and encouraging participation by paying attention or responding to discussion.
* Tutors/study partners who assist scholars in completing homework and other study needs that are on their tutoring plans.
* Social Supports are students who spend time with the scholars outside of academics: meals, shopping, events, working out, etc.

# **Family/Guardian Information and Student Privacy**

The role of the parent and their relationship to the institution, as well as their student, changes when the child enters college. Because students are no longer under IDEA, the student becomes more engaged in their educational process with the intention of them developing more and more skills towards independence.

The Family Educational Rights Privacy Act (FERPA) is the law that protects students personal and educational information from being shared without their consent. Once you are 18 years of age, students must give consent to family, or others to see their educational records. This includes anything related to academic coursework like grades, records regarding conduct, or a student’s disability. These cannot be shared without written permission from the student.

All incoming B&B students, and if needed, their parents and guardians, sign a written release of information form that gives staff from the Blackburn and Beyond Program the ability to discuss relevant information about your experiences while part of B&B with specific entities named on that form, including parent(s) or guardian(s), previous schools and service providers. These are on file in the Teacher Education office and you may request to see a copy of that form. At times we may have an addendum to that form, if other individuals, such as an agency or counselor, become involved in the student’s well-being and it would be in the best interest of the student to allow B&B staff to share or receive information.

While B&B has permission to share information with parents or guardians, the student will need to grant permission for other university offices to disclose information that office considers to be private.

Blackburn College does not have any medical staff on campus. For any *health services* students must access Carlinville Area Hospital or Macoupin County Health Department. Access to medical information must be granted through the appropriate HIPPA process.

The only time a student's record may be disclosed without written consent would be to comply with a subpoena, or in an emergency situation where the health and safety of the student or another individual is threatened.

## **Parent Tips**

We request parent involvement in the student’s life while attending Blackburn. We will hold a minimum of one Person Centered Planning Meeting each semester to go over progress and attendance to those invited. This is important as a way for parents to see progress and note the areas where they can support the student.

We also believe students benefit by learning on their own, becoming self-advocates, learning from mistakes, and continuing to make better choices. This often means the parent has to step back from some of the prior engagement they have had in their child’s life. In order to support the students in making this shift, we suggest families step into a role that empowers, advises and supports. Instead of advocating *for* their child, they are advocating *with* them. When parents hear a fear or complaint from their student, it is helpful to guide them towards solving the problem on their own, encouraging them to ask staff and other trusted individuals for help so that they can begin to self-advocate.

## **Family Responsibility, Alcohol and Intimacy**

Families and Guardians are asked to sign the Family Responsibility form during Summer Orientation. This also gives some tips and expectations that will assist parents and guardians in understanding their new role and the program’s role. Additionally, we ask that families and students create an Alcohol and Intimacy Plan as a way to be clear about how students and families approach these two important aspects in a college student’s development.

Note: B&B cannot guarantee that students follow these plans, it is a good starting point for intentional conversations, especially around the policies found in the B book.

# **Housing and Residence Life**

Blackburn College providesinclusive housing options for students enrolled in B&B. Our students live in a residence hall with students who are seeking traditional degrees. Residence Hall staff are considered part of the B&B community and communicate regularly with our office regarding concerns and successes. Residential supports, as well as other students interested in engaging with the B&B community, live with and among the B&B students.

Housing assignments are a process that is completed by Student Life staff (not B&B) The student will need to fill out the appropriate forms each semester. Reminders are sent through emails. Supports are available to assist students in completing the forms.

The college provides single rooms to individuals on a needs and “first come first serve” basis. If an B&B student has a request to live individually, appropriate documentation is submitted by the student and family to the Office of Disability services.

Students in SDAP are asked to leave the residence halls during extended breaks and exams: Fall Break, Thanksgiving, and Winter Break with exams starting the weekend after Reading Day. The program cannot provide support during these times.

# **B&B Campus and Community Safety Information and Agreement**

One of the goals for B&B is that students set a schedule that promotes their success and safety. For this reason, we ask that you agree to be in your residence hall by 11pm on weeknights (see appendix H). This time is flexible and if you need to stay out later, you should work with your roommates and other B&B community members to come up with the time you agree to be back. Weekends (Friday and Saturday) you will need to make an agreement about as well.

Here are some resources that could be helpful around maintaining safety on campus:

**Blackburn Campus Safety:** The Campus Safety and Security office is a part of the Student Life Office, located in Demuzio Campus Center (DCC) 129. The Director of Campus Safety’s office is located in DCC 130.

The security can be reached Monday through Friday between the hours of 8am and 5pm at 217-854-5550 or at 217-854-3231 ext. 5550 (non-emergencies only). **Emergency situations should be reported to 911.**

Security officers can be reached 24 hours per day by contacting the security on-call phone at 217-825-3042. If there is any emergency, please dial 911 for assistance.

## **Personal Safety Apps for phones**

* One Scream.
* bSafe.
* Circle of 6.
* Red Panic Button.
* Scream Alarm.
* Flare.
* Silent Beacon.
* Kitestring.

And don’t forget the **Buddy System!**

# **B&B Procedures for Addressing Student Performance Concerns**

## **Purpose of Procedures**

The purpose of this handbook is to provide clear expectations for students participating in the B&B Program. We understand each student will need varying levels of help from program staff and supports. This handbook provides the outline of steps taken to ensure each student is accountable for their actions as autonomous adults promoting them to be as successful as possible in the program. The processes outlined here are focused on helping the student perform at expected levels within the campus community and in the work program. If, after completing the steps outlined here for addressing significant challenges and concerns, the student's performance has not improved, the student may be terminated from the program.

## **Ways B&B Evaluates Student Performance**

Regular evaluations will be conducted with all B&B students on their PCP goals, classroom and career related performance. Through PCP meetings with B&B staff, students come up with goals in each goal area, and steps they will take to reach those goals. Students record their own progress on those goals through weekly goal tracking and by having regular conversations with their instructors). Each instructor and any tutors evaluate progress based on classroom and assignment performance as it is modified for each student. Additionally, goals are set for work performance. We request progress reports from supervisors, social supports and housing support staff to provide multiple perspectives of the student in various settings. At the midterm, we compile progress reports for each B&B student, using feedback from their instructors, tutors, supports and the students themselves for our midterm PCP meeting. Progress is assessed and documented, and next steps are discussed. Depending on progress, we may recommend creating new goals, steps or maintaining progress the current goals.

## **Addressing Areas of Concern**

College is a complex environment incorporating multiple settings (classrooms, buildings, work sites, residential settings, community settings, etc) and personal interactions (new instructors, roommates, supports, friends, supervisors, etc). Conflict and challenges are to be expected and become important components in our student’s development towards more independence. Regular meetings with B&B staff and supports allow students to express their concerns and receive support in addressing them. In most cases, these interactions happen informally, and students move through them like all other college students. At times, the concerns are more significant and require more formalized interventions to assure we are providing them with the best level of support to encourage them in making changes and best choices.

The following process will be used to address areas of concern when a B&B student displays challenging behaviors and/or attitudes that are counterproductive to their own progress, goals or the goals of the B&B Program.

## **Steps to Identify and Resolve Issues of Concern**

In identifying issues that impede student performance, or programmatic goals, the B&B staff will seek as much information through formal observations and evaluations as possible, such as direct staff reports, observations from others (such as housing staff, tutors, instructors, etc) before making a determination. In effort to help students address performance problems we will use the following steps.

### **Step 1. First Notification of Concern**

When a challenge area is first identified in the collegiate experience, B&B team member identifying the problem will report to staff , usually in staff meetings or other called meetings, where we will discuss what we have seen as the concern. A team member will be identified to initiate a conversation to bring the concern to the attention of the student. The student will be informed that the program staff will continue to monitor his/her performance in the area addressed.

The B&B Student Expectations Form is signed when students enter the program. At times, we remind students of their responsibilities by having them revisit those expectations, letting them know specifically which responsibilities need more attention. The new form will be completed after a conversation is held with the B&B student and their parent/guardian has been notified of the concern. Depending on the concern, the parent/guardian may be asked to participate in conversations with staff and student. After the student and designated B&B team member sign the form, a copy is to be placed in the student's file, and a copies are given to the student and parent/guardian.

### **Step 2. Second Notification of Concern**

If satisfactory changes have not been made as a result of Step 1, specific program staff will meet again to discuss the area(s) of concern with collected documentation reporting the lack of progress. A written Summary of Concern Statement will be prepared by program staff identifying the challenge area that needs to be further addressed as part of that meeting and the parents/guardians will be notified by the Program Director. The Summary of Concern Statement will include

* 1. An explanation of the concern
  2. A Plan of Action for addressing the concern;
  3. A timetable of accomplishing the desired results; and
  4. The consequences should the unsatisfactory issue not be corrected.

The B&B student will be asked to attend a meeting with the staff lead by the Program Director, where they will present the Summary of Concern Statement, along with evidence of the lack of progress. They will then discuss a formal plan of action which may include input from the student. The plan of action and a timeline will be included in the Summary document. The parent/guardian will be given a copy of the finalized Summary of Concern Statement and may be included in the conversations on the plan of action. The student will be asked to read and sign the finalized Summary during a meeting that assures the student understands the requests. A copy of the Summary of Concern will be placed in the student’s file in the Teacher Education Office and a signed copy will be given to the student.

### **Step 3. Continued Lack of Satisfactory progress: Probationary period**

If the first two steps fail to produce needed improvements, the B&B staff, will meet to determine if the consequences should be a probationary period or dismissal. The program director will determine whether or not the student will remain in the classroom, work site, and/or on campus until the meeting occurs. If the B&B student is not to come to campus during this period, the Program Director is responsible for communicating this to the B&B student and his/her parent or guardian in writing. No reassignment, or other arrangements, for the B&B student will be made until the meeting is conducted. No fewer than two (2) days before the meeting, the B&B student will receive a written summary statement of items to be discussed from the Program Director. The B&B student will be informed that he/she may present information at the meeting on his/her behalf.

During the meeting with the B&B student, each team member will share documented information pertinent to the B&B student's lack of progress. The B&B student will have the opportunity to respond to the documentation presented by the committee and to present his/her own relevant information. After reviewing the information, the team may make one of the following recommendations for a probationary period:

1. To have the B&B student meet specific expected improvements as outlined for the Probationary Period. These may include but are not limited to:
   1. student moving out of housing,
   2. changing work assignment,
   3. reducing to part time attendance,
   4. requiring additional supports to be located/hired by the family,
   5. specific therapeutic interventions provided outside the university to be located by the family.
2. The B&B student may be asked to leave for a period of time to address the issues outside of the program with a recommended plan of action with the option to re-enter within a designated period of time.

All participants must sign the Probation Statement. A copy of the Statement will be put in the B&B student’s file in the Teacher Education Office and a copy will be given to the B&B student and family/guardians.

### **Step 4: Determination of Satisfactory/Unsatisfactory Performance**

**Successful Performance**

If the B&B student meets all requirements and stipulations from Step 3 within the designated timeframe, it will be documented by the Program Director and placed in the student’s file.

**Unsuccessful Performance**

If the B&B student does not complete all requirements and stipulations during the probationary period, the team will meet, no later than five (5) days prior to the time set for completion of the probationary period, to determine the next course of action. This allows the team to address the issue in a timely manner if improvement is not being made.

If the B&B student fails to make satisfactory improvement under **Recommendations 1 or 2 in Step 3**, the Program Director may recommend termination of the student from the B&B Program. The B&B student has the right to submit materials/talk with the Chair of the Teacher Education Department to appeal their termination from the program. The Director has authority concerning the student’s placement at this stage and shall take the appropriate action.

## **The Appeals Process**

The decision reached by the Director may be appealed. The B&B student may appeal the Director’s ruling in writing. Upon further review, the Director will make the final decision to allow the student to complete his or her program under a new progress plan or re-apply to continue the program at a later time.

## **Blackburn Code of Student Conduct Concerns**

In cases where conduct concerns come through other college entities, the staff and college parties will determine whether or not the B&B student will remain on campus until the conduct hearing, depending on the nature of the complaint/violation. B&B students are granted the same due process as other students on campus, however we advise B&B students to request a trusted individual be present with them in any conversations they have with college personnel. The B&B office will be informed of any Presumed Code Violations and will inform the family/guardian. The Code of Student Conduct provides students with information about expected standards of behavior at Blackburn College. For further information, please see: Blackburn College Student Handbook (B book).

## **B&B Protocol for Student to Address their Concerns**

One of B&B’s goals is to help students learn to address their concerns and requests in appropriate ways within the program and College structures. If the student brings a concern to a staff member or other supports, we will discuss the best approaches with that student and among the staff. If a concern is brought to B&B via another source (friend, volunteer supports, parent, etc.) the recommendation will be for that individual to ask the B&B student to follow the steps in the protocol as a way to encourage self-advocacy and self-determination.

## **B&B Students: How to address your concerns with B&B staff**

College is complicated and presents many challenges that you may want support in approaching. We see these as learning opportunities. We ask that when you have a concern, you follow the steps below:

1. Speak with your instructor/supervisor about your concern and work with him or her on a way to address the issue. Follow through on recommendations from the teacher or staff member.
2. If this does not resolve your concerns, speak with the following people about your specific issues:
   1. Academic related concerns (classes, tutoring, study hall, professors, personal academic skills development) – Program Director
   2. Work Program related concerns (supervisors, strategies to get/keep and jobs, value of particular internships) – Student Work Program Managers
   3. Residential, Housing and Roommate concerns (roommate/suitemates, requirements of the residence hall) -- Resident Assistant, Student Housing Director
3. If concerns continue, speak with Program Director.

## **B&B Requested Process for Family Communication of Concerns with Staff**

*Emergency situations*- medical, interpersonal violence, assault, someone is missing, college goes on alert

*Non Emergency*- computer is not working, out of money on a meal card, conflict with roommate or other friend, a support doesn’t come to meet the student, sickness, confusion about an assignment.

In situations of *Emergency,* typical university protocol is followed and B&B is notified. B&B staff or other university personnel will notify parents.

In *Non-Emergencies*, B&B asks that the first attempt to solve the problem lie with the student. If your student contacts you with a concern please suggest to them ways they might solve the problem themselves and ask if there is someone on campus they might speak to for help, B&B instructor or someone in the Teacher Education office, the Resident Assistant, therapist, mentor or other support. Once that conversation happens, you are welcome to send the Program Director a brief email explaining what you understand to be the problem and what you suggested. An even better option would be to ask your student to email us or come to the office to talk. See the Student Communication Protocol.

This is the same protocol we use in the office. For example, if a student has a complaint about their roommate that they share with their mentor, we ask them to be specific about the issue, and help them problem solve the problem which may include holding a mediation or asking the RA or mentor to have a mediated conversation with all parties involved.

If you have a concern that your child has not brought to your attention but that you have picked up on and asking your student about it is not getting anywhere in the conversation, (change in mood, heightened anxiety, lack of sleep, etc) please feel free to contact the Program Director who will relay the information to the appropriate staff and supports to check in.

# **Appendices**

## Appendix A **B&B Student Expectations**

B&B’s primary goals are to best prepare students for independence and employment. Students who participate in the Blackburn and Beyond Program will be asked to agree to these expectations.

*As a student in SDAP I agree to:*

1. Follow the guidelines in the student handbook and those of the college, including the Code of Student Conduct.
2. Make an effort to create a safe and orderly learning environment by being dependable, respecting others, demonstrating honesty and a positive attitude in the classroom, in the residence hall and my career placements.
3. Identify my needs and accommodations for classes, internships, or jobs.
4. Communicate with my teacher(s), the B&B staff, Mentors counselors, supports, and family about successes, and challenges/issues I need help with.
5. Participate in my Person Centered Planning, identifying my skills, interests, and needs by setting goals for myself with the help of my team (the B&B staff, family, friends, supervisors, care management, and other people who are concerned about me.
6. Show progression on my goals throughout each semester and across my time in the program.
7. Attend weekly PCP meetings with my instructor and other meetings, like tutoring, with support staff
8. Take responsibility for the decisions I make, do my best to make good choices and accept natural and given consequences.
9. Be respectful, follow instructions and strive to meet the expectations of my teacher(s), my work supervisor(s), B&B staff and others who are on my team.
10. Attend and be on time to at least 85% of my classes, tutoring sessions, meetings with supports and work.
11. Contact the B&B office, professors, supports and work supervisors when I will be late or absent from my responsibilities.
12. Accept and apply feedback from B&B staff, my instructors, my work supervisors, and other university staff.
13. Take care of my personal hygiene, and my personal and shared living space.
14. Communicate with family/guardians and university staff around alcohol and intimacy/ consent.
15. Use cell phones and social media in appropriate ways.
16. Engage in regular wellness habits for my mental and physical health (for example, mindfulness practices, exercise, and healthy eating).
17. Always strive to be at my best, making good choices, and remembering that I am becoming independent and acting as a young adult.
18. Enjoy learning and being in college

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your Name Printed Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Supportive Witness Signature Date

## Appendix B **B&B Student Notification of Concern**

**B&B Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_**

This form is to remind students who participate in the Blackburn and Beyond Program they have agreed to the following expectations and to address the specific area that needs attention. Return signed form to the Teacher Education Office to be placed in your Student File:

*As a B&B student I have agreed to:*

1. Follow the guidelines in the student handbook and those of the college, including the Code of Student Conduct.
2. Make an effort to create a safe and orderly learning environment by being dependable, respecting others, demonstrating honesty and a positive attitude in the classroom, in the residence hall and my career placements.
3. Identify my needs and accommodations for classes, internships, or jobs.
4. Communicate with my teacher(s), the B&B staff, Mentors, counselors, supports, and family about successes, and challenges/issues I need help with.
5. Participate in my Person Centered Planning, identifying my skills, interests, and needs by setting goals for myself with the help of my team (the B&B staff, family, friends, supervisors, care management, and other people who are concerned about me).
6. Show progression on my goals throughout each semester and across my time in the program.
7. Attend weekly PCP meetings with my Mentor and other meetings, like tutoring, with support staff
8. Take responsibility for the decisions I make, do my best to make good choices and accept natural and given consequences.
9. Be respectful, follow instructions and strive to meet the expectations of my teacher(s), my supervisor(s), B&B staff and others who are on my team.
10. Attend and be on time to at least 85% of my classes, tutoring sessions, meetings with supports and work.
11. Contact the B&B office, professors, supports and work supervisors when I will be late or absent from my responsibilities.
12. Accept and apply feedback from B&B staff, my instructors, my work supervisors, and other university staff.
13. Take care of my personal hygiene, and my personal and shared living space.
14. Communicate with family/guardians and university staff around alcohol and intimacy/consent.
15. Use cell phones and social media in appropriate ways.
16. Engage in regular wellness habits for my mental and physical health (for example, mindfulness practices, exercise, and healthy eating).
17. Always strive to be at my best, making good choices, and remembering that I am becoming independent and acting as a young adult.

Please describe the specific concern:

|  |
| --- |
|  |

By signing, I understand this concern has been brought to my attention and will be addressed immediately. My progress will be noted by program staff and supports. I will meet and discuss my progress with my GA, during our weekly meetings or other staff at other times, as needed.

Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SDAP Support Staff:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Director: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Appendix C **Sample Statement of Concern**

**Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Area of Concern:** Attendance and Punctuality, Completing Assignments On Time (Meeting Deadlines)

**Summary of Concern:**

1. Last semester you had difficulty making it to morning classes on time and sometimes missed your morning classes.
2. Last semester you had difficulty turning homework in on time. According to reports from tutors and your own report, you were only using study hall time to complete the assignments which was not enough time. Also, you and others reported that your phone was a distraction during Study Hall and class time which may be contributing to the challenge.

**Action Plan:**

**I will arrive at my morning classes on time. I will do these things to help me:**

* Go to bed by: \_\_\_\_\_\_\_\_\_\_\_\_\_
* Set my alarm to wake me up. My alarm will be set for: \_\_\_\_\_\_\_\_\_\_\_\_\_
* Meet friend\_\_\_\_\_\_\_\_\_\_ for breakfast before Yoga.
* Meet \_\_\_\_\_\_\_\_\_\_\_\_\_ for breakfast before class.
* Ask \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to walk with me to class. We will meet each other at \_\_\_\_\_\_\_\_.

**I will turn my homework in on time. I will do these things to help me:**

* Put away my phone during study hall, tutoring, and class.
* Look at my tutoring plan on Saturday so I know what I need to do for the coming week.
* Add an hour of homework into my schedule for the week
* Ask for other strategies to help me get my work turned in on time, including additional tutoring

**Timeframe for Correcting Area of Concern:**

We will be following your progress throughout the semester.

1. A team member will check with your instructors on class attendance each week. Continue what you have been doing because you are getting to class on time.
2. A team member will check to see if your homework has been turned in on time to your professors. If you do not or cannot turn your homework in on time, discuss with your tutor or mentor why you were unable to meet the deadline and they will assist you in asking the professor for permission to turn in the assignment late.
3. By the midterm, these areas will be improved by 80%, and we will assess progress in your midterm PCP meeting.
4. If your progress is not evident at that time, you may be placed on probationary period or dismissed from the program.

Signature of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature(s) of Team Members and their roles:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Appendix D **Program of Study**

**Blackburn and Program (B&B)**

**Department of Teacher Education**

Non-Degree Seeking Dr. Cindy Rice

Chair, Department of Teacher Education

(217) 854-5679

[cindy.rice@blackburn.edu](mailto:cindy.rice@blackburn.edu)

The Blackburn and Beyond program will follow a traditional semester term which includes 16 weeks of instructional time. Each student will typically enroll for twelve (12) credit hours per semester. The classes can be audited or taken for credit. Completion of the Blackburn and Beyond Certificate of Completion will include the following requirements:

### **Blackburn and Beyond (Sample Four Year Course of Study)**

*First Semester - Year One Second Semester - Year One*

*(Each Student would also participate in the Work Program for a maximum of 6 hours course credit per semester)*

|  |  |
| --- | --- |
| *Health I - Personal Care and Nutrition (3 cr.)* | *Personal Finance I - Wages and Benefits (3 cr.)* |
| *Expressive Writing and Communication (3 cr.)* | *Reading Group - Informational Reading (3 cr.)* |
| *Career Exploration (3 cr.)* | *Mindfulness Meditation (3 cr.)* |
| *Work Experience (3 cr.)* | *Work Experience (3 cr.)* |

*First Semester - Year Two Second Semester - Year Two*

|  |  |
| --- | --- |
| *Health II - Human Sexuality and Relationships (3 cr.)* | *Personal Finance II – Budgeting (3 cr.)* |
| *Conflict Resolution (3 cr.)* | *Living on My Own (3 cr.)* |
| *Career Exploration II - Rights and Responsibilities (3cr.)* | *Work Experience (3 cr.)* |
| *Work Experience (3 cr.)* | *Choice of Blackburn Course Offering* |

*First Semester - Year Three Second Semester - Year Three*

|  |  |
| --- | --- |
| *Community Engagement (3 cr.)* | *Living in the Modern World*  *(3 cr.)* |
| *Transition to Independent Living – On my own (3 cr.)* | *Transition to Independent Living – Utilities for Life*  *(3 cr.)* |
| *Choice of Blackburn Course offering* | *Work Experience (6 cr.)* |
| *Work Experience (3 cr.)* |  |

*First Semester - Year Four Second Semester - Year Four*

|  |  |
| --- | --- |
| *Agency Awareness (3 cr.)*  *Capstone Preparation*  *(3 cr.)* | *Now What? Life Beyond Beyond / Capstone Development and Presentation*  *(3 cr.)* |
| *Navigating the Community (3 cr.)* | *Advanced Financial Literacy (3 cr.)* |
| *Work experience (6 cr.)* | *Work Experience (6 cr.)* |

### **Minimum Requirements for Completion of Blackburn and Beyond Certificate of Accomplishment:**

1. 96 hours of coursework – either taken for credit or audited. If courses are audited, modified assignments tied to both course content and specific career and or life goals must be included and outlined on program of study. Course of study (96 hour program) will be individually determined in relation to student goals. For students who are auditing, satisfactory academic progress will be measured by performance on individually modified assignments and identified on the learning contract. Blackburn and Beyond professional staff will work in collaboration with course instructors to modify course assignments.
2. Minimum of three different work experiences related to career goal. Blackburn work program requirements must be fulfilled but some hours can be paid.
3. Student capstone project of accomplishments is required for completion of the Blackburn and Beyond Certificate of Accomplishment. Capstone project will include examples of assignments or projects for courses taken for credit; modified course assignments or projects for audited classes; examples of skills obtained through work experiences; and may also include examples of leadership or service-learning activities on campus or in the community, extra-curricular involvement, etc.

## Appendix E

## **Blackburn and Beyond**

## **Family Responsibility Form**

As family members we agree to support\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

in the following ways:

**We will:**

* Communicate with B&B Program Staff and strive to follow the requested protocol for communicating concerns
* Allow our student to participate in work experiences at the college and in the community and learn to ride public transportation as independently as possible
* Arranging for transportation when needed (i.e., to and from class and during special activities for students living off campus, or travel home on breaks)
* Buying needed textbooks and supplies for class.
* Encouraging them to participate in activities.
* Participating in conferences involving our son/daughter.
* Following through at home on skill development with consideration of accountability measures.
* Make an appointment for visits with B&B staff as needed.
* Facilitate self-determination skills (e.g., independent decision-making) and development of personal preferences in our adult children
* Consider the benefits and risks associated with attendance on a college campus in making a decision for their adult children to attend B&B
* Participate in University-sponsored activities designed for families, if desired
* Recognize the shifting role of parent/guardian from advocating *for,* to advocating *with* my adult child, encouraging them to communicate needs and concerns with B&B staff, other university staff, friends, supports, etc., rather than doing it for them.

Name Date

Name Date

## Appendix F

## **Alcohol and Intimacy Plans**

**B&B Student/Family Alcohol and Intimacy Plans**

**This form is provided for you to have a conversation around your parental and student ideas on what we consider important topics during the transition to adulthood.**

**As a program, our role is to guide students towards making best choices. We will educate students using the Code of Student Conduct. This Alcohol and Intimacy plan is meant to support the student and family in having open conversations and determining ways to be supportive of the student making the best choices. The program does not need to see these forms but students are welcome to share them.**

**Please refer to the Student Code of Conduct regarding rules and regulations about alcohol and drug consumption and consent**.

* We (*student and family*) have agreed that the following are good practices around alcohol and drug consumption:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* We (*student and family*) have agreed the following are good practices around intimacy and consent:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Your names:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Appendix G

## **Campus Safety Agreement**

I agree to be back in my dorm by 11pm on weeknights or at the time my roommate and Resident Assistant on duty agree upon. I will discuss with them the time I plan to be back and inform them when I return to my dorm. I understand that this is helpful to my success as a student. If I intentionally do not meet the agreement, a meeting will be held to discuss the concern and if it continues, I could be dismissed from the program.

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B&B Director Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_