

STUDENT AND PARENT HANDBOOK

FALL 2018



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

FUTURE POSTSECONDARY
EDUCATION PROGRAM

Introduction

Welcome to the University of Tennessee. You have been admitted to the FUTURE Program, a postsecondary education program for students with Intellectual and Developmental Disabilities (IDD) and/or Autism Spectrum Disorder (ASD). Our goal at FUTURE is to empower you to complete the vocational certificate program, prepare you for working in the community, and place you in a job or pursue further education that will enhance your quality of life. We hope the skills you acquire here will allow you to find competitive, integrated employment and enter the workforce on your chosen career path.

Mission Statement

The mission of the FUTURE Program is to *empower students to achieve competitive, integrated employment in the community.*

The FUTURE Program aims to provide opportunities for students in the following areas:

1. Academic enrichment – inclusion in university courses
2. Socialization – inclusion in campus activities with university students
3. Independent living skills – focus on independence and problem-solving
4. Integrated work experiences – internships on campus

Students may also experience:

5. Extracurricular activities – outings with friends (sports, picnics, etc.)
6. Quality of life – based on individual goals

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Student Expectations

While attending the FUTURE Program, the following includes the minimum expectations for admitted students. Much of what students will participate in will go above and beyond these things, as the student is willing, ready, and able to do so.

Each FUTURE student must:

- Demonstrate a desire and motivation to attend the Program
- Express the interest to work and have a career.
- Have the potential to successfully achieve his/her goals within the context of the FUTURE Program's content and setting
- Have the ability to be successful in competitive employment situations
- Have sufficient emotional and independent stability to participate in all aspects of the FUTURE Program coursework and campus environment
- Be able to sit through 75-minute courses and function independently for significant blocks of time
- Demonstrate the ability to accept and follow reasonable rules and behave respectfully towards others
- Attend class and participate in FUTURE and the University of Tennessee coursework
- Be able to handle and adapt to change; not overly stressed when things change

Program Curriculum

The University of Tennessee FUTURE Program is a two- to three-year certificate program. The course of study will differ from student to student; two years are required for graduation and the third year is optional. During the academic year, FUTURE students will work toward academic, social, vocational, and independent living skills based on a Person-Centered Planning process and completion of 64 contact hours of required coursework.

YEAR ONE: Fall Semester

	Contact Hours*	
FUTURE Skills I: Communication Skills	3 hours	
Career and Life Planning I	3 hours	
Digital Literacy I	3 hours	
Academic Course	3 hours	
Academic Course	3 hours	
Physical Education Course	1 hour	
Internship	No credit	Total 16 hours

YEAR ONE: Spring Semester

FUTURE Skills II: Social Skills	3 hours	
Career and Life Planning II	3 hours	
Digital Literacy II	3 hours	
Academic Course	3 hours	
Academic Course	3 hours	
Physical Education Course	1 hour	
Internship	No credit	Total 16 hours

Fall Semester: YEAR TWO

FUTURE Skills III: Independent Living Skills I	3 hours	
Career and Life Planning III	3 hours	
Digital Literacy III	3 hours	
Academic Course	3 hours	
Academic Course	3 hours	
Physical Education Course	1 hour	
Internship	No credit	Total 16 hours

Spring Semester: YEAR TWO

FUTURE Skills IV: Independent Living Skills II	3 hours	
Career and Life Planning IV	3 hours	
Digital Literacy IV	3 hours	
Academic Course	3 hours	
Academic Course	3 hours	
Physical Education Course	1 hour	
Internship	No credit	Total 16 hours

Required Hours to Complete the Program: 64

OPTIONAL THIRD YEAR CURRICULUM

Fall Semester: YEAR THREE

Internship	6 hours
Career and Life Planning III	3 hours
Academic Course	3 hours
Academic Course (Optional)	3 hours
Physical Education Course	1 hour

Total 13 hours
(with 3 more
optional)

Spring Semester: YEAR THREE

Internship	6 hours
Career and Life Planning IV	3 hours
Academic Course	3 hours
Academic Course (Optional)	3 hours
Physical Education Course	1 hour

Total 13 hours
(with 3 more
optional)

**Note: Changes may occur as the
program develops.*

Program Outline

Person-Centered Planning

Upon admission and each subsequent summer, FUTURE staff will set a date with the students and their families to meet for Person-Centered Planning. This process will have occurred prior to Orientation every summer and will help students, families, and staff create an informed plan for the coming year in five domains: Lifelong Learning, Employment, Independent Living, Self-determination, and Community Engagement.

Person Centered Planning will include schedule planning with student input to ensure that the student's needs and preferences are considered. Students will also meet with the program director and program coordinator to discuss progress, work on any difficulties, and provide support for the student. Progress reports will be provided to students. Students will be responsible for sharing this information with parents/guardians.

Academic Classes

FUTURE Students will attend academic classes of interest on an audit basis. FUTURE students will **not** receive regular credit; however, they will be expected to complete coursework as described in an academic contract. University coursework will be adjusted by the Academic Support Specialist in conjunction with the audit instructor to meet the academic needs of FUTURE students.

Registration Process

FUTURE Program staff will provide students with an abbreviated course catalog that excludes classes with a prerequisite or limited to majors only. Students will meet halfway through each semester with a specialized academic advisor from the College of Education, Health, and Human Sciences who will help them choose classes based on career choice and special interest. During this planning meeting, the student should be prepared to indicate their top choices. We ask students to choose several possible classes, as some may be full and unavailable for audit.

Individualized Learning Contract

Students will create an individualized learning contract for each course in the program. FUTURE Program staff will assist the student to set goals for each course. Action plans will be shared with the circles of support to help the student work toward goal attainment.

FUTURE Staff will work with University Professors to establish Independent Learning Contracts for each University course audited by FUTURE Students. The Independent Learning Contract will include:

- Professor contact information
- Class meeting times and location
- Course goals
- Text for course (if required)

- Individualized course requirements for example: listen to each chapter prior to class, attend each class, complete one writing assignment, etc.
- Student signature
- Professor signature
- FUTURE Staff signature

Satisfactory Academic Progress

FUTURE students' academic progress is monitored in four different ways:

1. Person-centered planning process
2. Academic transcripts
3. Grading rubric based on goal-attainment scaling and learning agreements
4. Outcomes on a self-determination scale

If a student is not making satisfactory progress at any point, the actions outlined in Procedures for Addressing Student Performance will be followed.

Internship

FUTURE Students will be expected to work in an internship each semester to help develop transferable skills and acceptable work behaviors. Internships will provide the student with a hands-on experience of working in several settings. Most internships are unpaid although a select few are paid. These internships are assigned with the students' career interests in mind, not financial situation. Off campus internships may be considered in the second and third years of the program. Transportation is a consideration for these off-campus experiences. Additionally, in the optional third year of the program, FUTURE students are able to take Internship for course credit (6 hours) and opt out of taking two audit courses.

Peer Mentors

The FUTURE program will provide individualized academic, social, vocational, and independent living skills to students. In order to facilitate the program, students at the University of Tennessee will be recruited to volunteer to be Peer Mentors. FUTURE mentors serve as lunch buddies, workout buddies, peer study help, and job coaches. All mentors complete mentorship and crisis prevention training prior to working with FUTURE students.

Parent Meetings

The FUTURE Program staff encourages parent and family involvement. Two parent meetings will be scheduled during each semester, one to coincide with the midterm and the second at the end of the semester. This meeting will provide you the opportunity to meet other parents and be a part of the college of experience with your son or daughter. We will give you progress reports (midterm) or report cards (end of semester).

Vol Card

Students will receive a Vol Card (ID card) during the FUTURE Program Orientation. The Vol Card is the student's lifeline at the university. Students will need their ID to access services on campus (sporting events, library, TRECS, etc.) or to gain entry to specialized classrooms (photo lab, etc.) The ID will also serve as a debit card to make purchases in the

dining areas, vending machines, printing services, and at P.O.D. markets. Instead of meal plans, students will use the Vol Card to purchase meals on campus.

Net ID/Email

Students will receive a Net ID which is used to access e-mail and other electronic resources on campus such as databases in Hodges library. Students will set up a password as part of the Net ID process. The Net ID will be used in the student's email address. For example, a student named John Smith would have a net ID similar to "JSmith55" and an email of JSmith55@utk.edu.

Research and Forms of Authorization

The FUTURE Program is charged with collecting data and reporting student and program outcomes. For that reason, we will occasionally ask permission for parents and students to submit a consent form (assent form) for the purposes of research. The use of case studies and student outcomes will be critical to the improvement of postsecondary education program throughout the state and nation.

Photo Release Forms

Students will be asked permission to allow the use of photographs and videos to be used for media and social outlets.

Program Completion

Upon successful completion of the FUTURE Program, the student will receive a vocational certificate. Efforts will be made to assist the student in finding a job and/or transfer to a different postsecondary institution if the student wishes to extend his/her academic activities.

FUTURE Student Behavioral Policies & Standards

FUTURE students and Educational Mentors are expected to adhere to the following policies and rules:

1. All FUTURE students must be present either at Table Town or the FUTURE office **approximately 30 minutes before their first class** every day. The FUTURE Office is located in Claxton 424. The office is open every morning at 8 a.m. Students arriving between 7:30 a.m. and 8 p.m. must check-in with the On-Deck peer mentor.
2. If a FUTURE student is ill, or otherwise unable to attend classes/internship for the day, he or she **must** notify Dr. Emma Burgin as soon as possible. Additionally, the FUTURE student is responsible for notifying his or her instructors and supervisor(s).
3. FUTURE students **must attend all classes**. This includes both university and FUTURE courses. Unexcused absences and/or late class arrivals are subject to respective instructor's attendance policies. Repeated absences or late arrivals might result in programmatic actions such as formal documentation and/or a written behavior plan. Failure to comply with this requirement may result in program dismissal.
4. Most FUTURE students will leave campus **by 5:00 PM every day**. The exceptions to this rule of thumb are:
 - a. FUTURE students participating in a UT class
 - b. FUTURE students participating in an organized UT organization or club event they have joined.
 - c. FUTURE students have a scheduled time or social activity arranged with one of their Educational Mentors and parent
5. FUTURE students are permitted to visit in dorm and apartment rooms when invited.
6. In order to assist with learning appropriate social interactions, FUTURE students may contact peer mentors and other UT friends with electronic social greetings (such as text or Facebook messages). However, FUTURE students should understand that an individual's contact information is confidential and may be provided to FUTURE students at the individual's discretion. People have the right to refuse to share their information.
 - a. FUTURE students must demonstrate appropriate usage of Facebook and Internet resources. FUTURE staff will monitor this to the best of our ability and provide feedback to the student and parents as necessary.
7. In order to practice professional social skills that will help in the work place, FUTURE students are not to hug people without consent while participating in FUTURE activities. This includes other FUTURE students, mentors, UT friends, and staff.
 - a. FUTURE students who are dating are permitted to greet each other in an appropriate manner.

Students who participate in the FUTURE Program will be expected to uphold the following standards:

1. Follow all student guidelines included in the Student Handbook.
2. Develop skills as problem-solvers as they progress toward becoming independent, self-directed learners.
3. Commitment to life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and past experience.
4. Work with staff and other students to improve the overall learning.
5. Maintain his/her position as a positive role model for others in regular attendance, grooming, punctuality, and demeanor in classroom, work and campus activities.
6. Accept responsibility for what occurs in the classroom and for other campus responsibilities such as internship placements.
7. Demonstrate positive work habits and interpersonal skills, such as a positive attitude, dependability, honesty and respect for others that contribute to learning and a safe, orderly environment.
8. Participate in growth activities within and outside the program.
9. Maintain positive communication with staff and other students to enhance the learning experience for all.
10. Use sound judgment and thoughtful decision making with consideration of the consequences.

Students are expected to follow the behavioral guidelines of the university.

HILLTOPICS provides students with information about expected standards of behavior at the University of Tennessee. For further information, please see:

<https://hilltopics.utk.edu/student-code-of-conduct/>

By signing, I agree that I have read these behavioral expectations and a member of the FUTURE staff has reviewed them with me. I understand following these guidelines is my responsibility as is any consequence that results if I do not follow them.

Student signature _____ Date _____

Parent/Guardian signature _____ Date _____

Parent Tips

1. **Remember to treat your son or daughter as an adult.** Perhaps one of the greatest struggles for college students is being recognized as an adult. No matter how independent they may become, students want their parents to treat them as adults.
2. **Encourage your student to participate in campus organizations and activities.** Students who get involved on campus have greater academic success than students who only study. It may be difficult for your student to find a niche but persuade them to not give up. Finding their place at a large university can be a struggle for students, but they can do it!
3. **Be patient with your son or daughter.** College and the experiences associated with it can bring about many changes. The college years are a time of great change, and it is important that students receive support and patience from their family.
4. **Remind your student to be aware of personal safety issues, both on and off campus.** Encourage your student to be aware of their surroundings and not walk alone at night. Remind them of the important issues involving alcohol related issues. For safety information on a variety of topics, please visit <http://safety.utk.edu>.
5. **Don't panic.** All students face challenges and struggles as they go through their college careers, and you might even get a phone call or two when your student feels overwhelmed. When the whole world seems to be toppling down all at once, your student is going to turn to the one place that has always been a source of strength – home. Listen to your son or daughter and try to encourage them, but don't panic! Every student has a bad day.
6. **Trust them.** No matter how much you want to, you have to let your son or daughter make his or her own decisions. College students struggle with making their own decisions. Finding oneself is a difficult enough process without feeling that the people whose opinions you respect most are questioning your choices.

Campus Information

Campus Transportation

THE "T" BUS INFORMATION AND ROUTES

For information about "The T" please go to: <https://ridethet.utk.edu/>

Rec Sports

For information, please see: <http://recsports.utk.edu/>

Disability Services

Currently our students are not eligible to apply for services from the Student Disability Services office. We are working on building a partnership with them. If you feel your student needs accommodation beyond what FUTURE is providing through our Academic Support, please contact Dr. Emma Burgin.

Office of Student Activities

The mission of the Office of Student Activities at the University of Tennessee is to serve the student body and greater University community by providing programs and experiences that promote educational, recreational, social and personal growth. Student development is a major focus of the office, as student involvement creates a positive learning experience, which will open new horizons, ideas and social outlet for students. By having students actively participate in all aspects of University life, hopefully they will become better citizens and FUTURE community leaders. For more information, please visit:

<http://activities.utk.edu/>

Parking Services

FUTURE Students who plan to drive to campus will need to purchase a Commuter Parking Permit from UT Parking and Transit Services. Students will need to wait to purchase the Parking Permit until they have received their student ID card at FUTURE Orientation

Students with Commuter Tags will need to park in Commuter Parking Lots **only** which are designated by a "C." Parking is at a premium on the UT campus and spots can be very difficult to find. For this reason, we recommend that students arrive to campus before 8:30 AM and do not leave campus in their car until the end of the day. This will help to ensure that students will be able to keep the parking spot and avoid missing classes. Please visit:

<https://parking.utk.edu> for more information.

Student Health Services

The Student Health Service provides outpatient medical care for all currently enrolled students who have paid their full University Programs and Services Fee. Physicians are seen by appointment, though patients with urgent problems are seen on a walk-in basis.

Specialty consultants in physical therapy, surgery, sports medicine, and gynecology are seen at the clinic through referral by a staff physician. Referral to other specialists can be arranged at the student's expense. Allergy injections may be received at the campus clinic.

All clinicians' visits are provided under the portion of the Programs and Services Fee designated for Student Health Service from each semester's tuition. If you receive any of the following services, there will be an additional charge associated with the service: all lab work, immunizations, injections, x-rays, and disposable medical supplies (i.e. crutches, splints, etc.).

Students with chronic or complex physical and/or mental disorders are expected to make arrangements for private health care at their own expense if such specialized and/or long-term care is desired or deemed necessary. The staff of the Student Health Service will assist in the referral process whenever possible.

For further information, please see: <http://studenthealth.utk.edu/>

The UT FUTURE Program

Procedures for Addressing Student Performance

Friendliness

Understanding

Tenacity

Utility

Respect

Enthusiasm

**Prepared by the FUTURE Program
University of Tennessee
College of Education, Health and Human Sciences**

Revised 2018

Procedures for Addressing Student Performance

FUTURE students will need varying amounts of special help from program staff and mentors. The purpose of this handbook is to provide an overview of the procedures that are in place for addressing issues while FUTURE students are enrolled in the program. The primary goal of this process is to improve students' performance so they can be more successful and effective in obtaining their certification. The processes outlined here are focused on helping the student perform at expected levels within the campus community and, later, in a work environment. If, after completing the steps outlined here for addressing issues, the student's performance has not improved, the student may be terminated from the program.

Student Performance

Evaluation of a student's performance is an important part of the experience and is conducted throughout the program. The objectives of the evaluation process are to assess growth and assist the student in developing a reference point from which he/she can examine behaviors, recognize and implement effective behavior/learning strategies, and identify areas that need improvement.

Regular evaluations will be conducted with all FUTURE students to enhance their personal growth and monitor their mastery of the principles being taught.

The following will address the steps to be followed if a FUTURE student displays inappropriate behavior and attitudes that are counterproductive to the goals of the FUTURE Program.

Steps to Identify and Resolve Issues

In identifying issues by a FUTURE student that impede student performance, the Program Coordinator will rely on facts as presented through formal observations and evaluations. Broad general statements not supported by documentation are not sufficient for the model put forth in this document. Appropriate documentation is critical to the process of identifying and resolving issues. Written documentation, especially in sequence, may reveal patterns of behavior, which in isolation do not appear significant. In efforts to help students address performance problems, written documentation is important for clear communication of the issues being addressed. Documentation must withstand the careful review and scrutiny of a number of involved parties; others must provide a clear and formal record of:

1. The specific feedback given to the student;
2. A summary of efforts to provide assistance to the student;
3. Possible consequences to the student if identified issues are not corrected during the specified time line.
(See Appendix A for Formal Assessment Guidelines.)

Step 1. First Notification of Unsatisfactory Performance

When an issue is first identified in the collegiate experience, the FUTURE staff member identifying the problem will 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. A FUTURE Student Expectations Form has been developed for reporting professional problems at this level. (See Appendix A.) While performance problems may go beyond dispositions, they are behavioral indicators of disposition deficiencies and should be reported on this form. The form should be completed after a conversation (Step 1) is held with the FUTURE student and his/her parent/guardian. After the student, parent/guardian, and professional team members sign the form, a copy is provided to the Director of the FUTURE program to be placed in the student's file, and a second copy is given to the student.

Responsible Party: Program Coordinator

Step 2. Second Notification of Unsatisfactory Performance

If satisfactory performance has not been made as a result of Step 1, the student and program staff will meet again to discuss the unsatisfactory performance. This meeting is a formal notification to the student that members of the Professional Team have continued to observe an area of concern that needs improvement. A brief, written Summary Statement from the meeting will be prepared by program staff identifying the area of weakness or problem that will need to be corrected. (See samples below.) The student and parent/guardian will be asked to read and sign the Summary Statement. The Summary Statement will provide a synopsis of the conversation that occurred and the steps, including a timetable, necessary to address the unsatisfactory performance. A copy of the Summary Statement will be placed in the student's file in the FUTURE Program Office and a copy will be given to the student.

Responsible Party: Program Coordinator

Example 1 of Summary Statement SAMPLE

Date: _____

Area of Concern: Attendance and Punctuality

Summary of Concern: You are required to be at school by 8:30 a.m. and are expected to have signed in on or before that time each morning. It is important for you to be ready to begin the school day in a professional manner. Your attendance record has not shown adherence to this policy.

Timeframe for Correcting Area of Concern: Punctuality must be demonstrated from this point on. Your attendance record will be checked at the end of next week.

Signature of Team Member: _____

I understand that punctuality is a professional responsibility. I will improve this area of concern.

Signature of Student: _____

Example 2 of Summary Statement SAMPLE

Date: _____

Area of Concern: Classroom Conduct

Summary of Concern: It is important that when in class you pay attention and work to learn what is being taught. When you disrupt class, not only do you not learn, but also you keep other students from benefiting from the class.

Timeframe for Correcting Area of Concern: A team member will check with your instructors to see if behavior has improved on a weekly basis. The improvements that should be noted are staying on task, not interrupting the instructor or other students when they are speaking and arriving on time.

Signature of Team Member: _____

I understand that my classroom behavior affects others and that disrupting class is not appropriate for a student in the FUTURE Program. I will improve this area of concern.

Signature of Student: _____

Step 3. Initiation of a Plan of Action

When the first two steps fail to produce needed improvements, there is a more formal set of procedures for addressing the concern(s). The next step is to call a meeting of the Professional Team, which includes the student, parent/guardian, and program staff. The committee shall be called the Discipline Committee (DC). The Program Coordinator shall serve as chair of the committee. Individuals not serving on the DC, but who have had contact with the FUTURE student may provide information to the DC. The Professional Team may ask other individuals to be included in the DC. These individuals will include: Coordinator and Program Coordinator.

At the time the DC meeting is requested, the committee chair shall determine whether or not the FUTURE student will remain in the classroom and/or on campus until the meeting occurs. If the FUTURE student is not to come to campus during this period, the chair is responsible for communicating this to the FUTURE student and his/her parent or guardian in writing. No reassignment, or other arrangements, for the FUTURE student will be made until the meeting is conducted. No fewer than two (2) days before the meeting, the FUTURE student will receive a written summary statement of items to be discussed from the committee chair. The FUTURE student will be informed that he/she may present information at the meeting on his/her behalf.

During the meeting with the FUTURE student, each DC member will share documented information pertinent to the FUTURE student's unsuccessful performance. The FUTURE 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 DC may make one of the following recommendations:

1. To have the FUTURE student meet specific expected improvements as outlined in a written Plan of Action designed for the FUTURE student in the student's present campus site; or
2. To reassign the FUTURE student to another class/mentoring teacher under closely monitored conditions, with a corresponding Plan of Action.

The chair of the DC will inform him/her of the DC's decision. Additionally, the DC chair shall be responsible for informing all involved parties of the committee's decision, including the FUTURE Coordinator.

When informed of the DC's decision, the FUTURE student will also receive the following information in his/her Plan of Action:

- a) An explanation of how the unsatisfactory issue is to be corrected;
- b) A timetable of accomplishing the desired results; and
- c) The consequences should the unsatisfactory issue not be corrected.

All participants must sign the Plan of Action. A copy of the plan will be put in the FUTURE student's file in the FUTURE Program Office and a copy will be given to the FUTURE student.

Responsible Party: Program Coordinator

Step 4: Determination of Satisfactory/Unsatisfactory Performance

Successful Performance

If the FUTURE student meets all requirements and stipulations of the Plan of Action from Step 3 within the designated timeframe, the DC chair shall report, in writing, to the FUTURE Coordinator that the FUTURE student has successfully completed the corrective Plan of Action.

Unsuccessful Performance

If the FUTURE student does not complete all requirements and stipulations of the Plan of Action, the DC chair shall call, no later than five (5) days prior to the time set for completion of the Plan of Action, a meeting of the DC to determine the next course of action. This allows the DC to address the issue in a timely manner if improvement is not being made. The recommendations of the DC shall be given to the FUTURE Coordinator.

If the FUTURE student fails to make satisfactory improvement under **Recommendations 1 or 2 in Step 3**, the DC may recommend termination of the student from the FUTURE Program. The FUTURE student has the right to submit materials/talk with the Coordinator to appeal the termination from the program. The Coordinator can accept the DC's recommendation or meet with the committee to seek clarification of their recommendation. If the Coordinator decides to modify or reject the decision of the DC, he/she shall notify the chair of the DC of his/her decision. The Coordinator has authority concerning the student's placement at this stage and shall take the appropriate action.

Responsible Party: Program Coordinator

The Appeals Process

The decision reached by the Coordinator may be appealed. The FUTURE student may appeal the Coordinator's ruling in writing. Upon further review, the Coordinator 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.

Appendix A

FUTURE Student Expectations

FUTURE Student: _____

Date _____ **Student Identification #** _____

1. Develop skills as problem-solvers as they progress toward becoming independent, self-directed learners
2. Commit to life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and past experience
3. Work with staff and other students to improve the overall learning
4. Maintain his/her position as a positive role model for others in regular attendance, grooming, punctuality, and demeanor in classroom, work and campus activities
5. Accept responsibility for what occurs in the classroom and for other campus responsibilities
6. Demonstrate positive work habits and interpersonal skills, demonstrating a positive attitude, dependability, honesty and respect for others that contribute to learning and a safe, orderly environment
7. Participate in growth activities within and outside the program
8. Maintain positive communication with staff and other students to enhance the learning experience for all
9. Use sound judgment and thoughtful decision making with consideration of the consequences

Signatures: Student _____
(Indicates awareness of Expectations)

Program Coordinator: _____

Return to FUTURE Office to be placed in Student File.

FUTURE Student Expectations

Plan of Action

Date _____ **Student Identification #** _____

- Please describe the issue:

--

Return to the FUTURE Office to be placed in Student File.