BPCC Bridge Program

Comprehensive Transition and Postsecondary Program

TABLE of CONTENTS

Introduction – BPCC Bridge Program

Brief Overview of BPCC Bridge Program Model

The BPCC Bridge Program is a two-year vocational training program for adults with intellectual disabilities (ID) that provides an inclusive post-secondary experience. The BPCC Bridge Program combines academic and job skills training on BPCC's campus with externship opportunities at regional businesses.

Intellectual disability (ID) is defined by the Higher Education Act as:

A student –
- (A) With cognitive impairment, characterized by significant limitations in
  - i. Intellectual and cognitive functioning; and
  - ii. Adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and
- (B) Who was formerly eligible for free and appropriate public education under the Individuals with Disabilities Education Act (IDEA)

In addition to students with ID, College Transition Programs at Bossier Parish Community College (BPCC) will provide social and vocational support through the BPCC Bridge Program to students who have been diagnosed with Autism Spectrum Disorder (ASD).

For the purposes of participation in the BPCC Bridge Program, an ASD student is defined as:
- (A) Having a current medical diagnosis of Autism Spectrum Disorder (ASD) with significant limitations in
  - i. Adaptive behavior as expressed in conceptual, social, and practice adaptive skills; and
  - ii. Who was formerly eligible for a free and appropriate public education under the Individuals with Disabilities Education Act (IDEA); and
- (B) Has been accepted by Bossier Parish Community College based on the College's enrollment criteria pertaining to incoming freshman or transfer students; and
- (C) Is working towards the completion of a *regular* college credential and/or degree

ASD students who are participating in the BPCC Bridge Program and who are also working towards the completion of a *regular* college credential and/or degree **will not be** eligible for Title IV Federal Financial Aid through the BPCC Bridge Program. The ASD BPCC Bridge student who is working towards the completion of a *regular* college credential and/or degree and who is seeking to apply for Title IV Federal Financial Aid will do so in accordance with the policies and procedures of BPCC's Office of Financial Aid.

All of the courses offered through participation in the BPCC Bridge Program are part of Bossier Parish Community College's general course offerings, and, thus, open to all BPCC students. As participants in campus life, BPCC Bridge students will have the opportunity to be a part of the entirety of the college experience both academically and socially. The BPCC Bridge Program will

offer participating students the option of engaging with student peer mentors. These student peer mentors will assist BPCC Bridge Program students in their engagement with extracurricular events and activities across BPCC's campus and social life. Additionally, independent living skills and training in self-advocacy will be supported to enrich each student's experience and improve individual achievements and outcomes.

The BPCC Bridge Program will coordinate with BPCC's Disability Services to provide academic supports to participating students that are in line with the American with Disabilities Act (ADA) classroom accommodations. BPCC's Disability services coordinates campus-wide efforts to provide services and accommodations for students with disabilities. Bossier Parish Community College ensures equal opportunity for all qualified students with disabilities. The goal of Disability Services is to provide the appropriate academic accommodations and modifications that will make the educational experience of disabled students as rewarding and successful as possible.

Additionally, components of the BPCC Bridge Program will include an individually determined program of study for each student that will be based on the student's career goals, peer and natural supports, and the involvement of students in all aspects of campus life, including extracurricular and social activities.

Students participating in the BPCC Bridge Program will not utilize distance education courses unless chosen as an elective. It is anticipated that our students diagnosed with ASD and **without** a high school diploma or equivalency will audit (with appropriate modifications in content) a maximum of two regular courses per semester – a maximum of six hours per week. The ASD student **with** a high school diploma or equivalency will be enrolled in a maximum of four courses per semester or 12 credit hours of regular college classwork per semester. We also anticipate that students will spend time on campus preparing for their classes (3 to 6 hours per week), often with a peer mentor or BPCC Bridge staff member.

It is also expected that our students will engage in extracurricular activities and/or intramurals, depending on their area of interest and based on semester-to-semester availability. The specific activities the student decides to participate in will determine the amount of time needed for that activity. In general, activity times will vary from 1 to 3 hours per week.

BPCC Bridge students will be offered the opportunity to participate in Work-Based Learning Experiences (WBLEs). These WBLEs will be either paid or non-paid. These WBLEs will be catered to each individual students' career interest. Students will be eligible for up to 90 hours of WBLE-based learning experiences.

Overview of Bossier Parish Community College

Bossier City, Louisiana is the largest city in Bossier Parish. According to the United State Census Bureau, Bossier City's population is over 62,000 residents as of July 1, 2022. Bossier Parish Community College (BPCC) calls Bossier City, La its home. In the fall of 1967, BPCC held classes for the first time with an enrollment of 101 students and a faculty consisting of five full-time and three part-time instructors. For the 2022-2023 academic year, BPCC enrolled over 6,300 students.

Bossier Parish Community College is a public, two-year college and is accredited by the Southern Association of Colleges and Schools Commission on Colleges to confer associate degrees, technical diplomas, certificates of technical study, and career and technical certificates. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call them at 404-679-4500 for questions pertaining to the accreditation of Bossier Parish Community College. BPCC participates in Title IV federal financial aid programs as well as state financial aid programs.

The BPCC Bridge Program currently falls under BPCC's College Transition Programs department. The College Transition Programs' offices are located in Building D on BPCC's campus. Building D is also host to the Division of Arts, Humanities, and Social Sciences; BPCC's Workforce Solutions department; and BPCC's Testing Center. The BPCC Bridge Program offices are available for meetings and one-on-one assistance as needed. The BPCC Bridge Program's classrooms are located throughout Building D. These classrooms are dedicated to providing tutoring and academic support services, homework assistance, job-readiness skills training, and independent living classes.

The Purpose of the BPCC Bridge Program

The BPCC Bridge is a program designed to support students with ID who are seeking to continue **academic** or **career and technical training** and **independent living instructions** at a post-secondary institution in order to prepare for **gainful employment.** Gainful employment provides people with a sense of purpose, an identity that extends beyond their disabilities, an increase chance for fulfilling and enjoyable independent living, and financial independence.

Upon completion of the BPCC Bridge requirements, students will be better prepared to enter into and find success within the workforce. Throughout the program, students will have learned work readiness skills, financial literacy skills, independent living skills, social skills, as well as, participated in hands-on, work-based learning experiences.

The core classes within the program provide students with the skills they will need to be successful in the workforce. The experiential education that students participate in will provide them with work experiences in the career field of their choice. This real-world experience will provide the students with the opportunity to engage in and learn from feedback from employers regarding student-specific strengths and weaknesses, provide them with opportunities to develop contacts and network within their chosen career field, and offer them the chance to engage in real-time interactions with co-workers, customers. Students will also be challenged to work through real-world issues such as arranging transportation, working as a team with a diverse group of individuals, and other work-related issues.

Overview of BPCC Bridge Program Roles and Responsibilities

BPCC Bridge staff responsibilities include:

- Assisting BPCC Bridge students with registration
- Developing an individualized program of study resulting in the completion of the BPCC Bridge program
- In coordination with BPCC's Disability Services, working with faculty to develop modifications/learning contracts for individual BPCC Bridge students
- Facilitate regular student seminars to teach life and work-ready skills
- Coordinate with local school districts, BPCC's Disability Services, BPCC's Admissions office, and other aspects of BPCC's recruiting and enrollment services to identify potential BPCC Bridge candidates
- Coordinate with Louisiana Rehabilitative Services (LRS) on potential opportunities for assistance with tuition, books and/or fees for students who qualify for LRS's Vocational Rehabilitation Services. **[Qualification for LRS's Vocational Rehabilitation Services is determined by LRS. Students and their families must contact the nearest LRS office to apply.]**
- Maintain a student portfolio of ongoing social activities, work-based learning experiences, course registrations and completions, and additional academic progress

Peer Mentoring in the BPCC Bridge Program

BPCC Bridge participants are eligible to receive peer mentoring throughout the duration of their participation in the program. A peer mentor is another student who makes themselves available to assist a BPCC Bridge student develop independence in life and in their courses. The assistance a peer mentor provides will be in the form of an **academic tutor, a study partner, a social peer,** or, simply, **as a friend.** Ideally, the mentor-mentee relationship will benefit both parties in the relationship. Our goal in pairing BPCC Bridge students with college-aged peers is for both parties to learn from one another and improve the quality of both of their lives.

The students who become mentors must demonstrate an interest in working with individual with disabilities through their choice of major, minor, or preferred career field. The peer mentors allow students with disabilities to receive individualized assistance while learning effective strategies for organizing and studying course-related materials and assignments. Additionally, peer mentors serve as conduits for the enhancement of BPCC Bridge students' classroom and social experiences.

Mentor responsibilities include:

- A commitment to a mentoring schedule that is both flexible and beneficial to both parties in the relationship
- A commitment to contacting the mentee ahead of time if they are unable to meet with their mentee due to an unforeseen situation or circumstances
- providing helpful information and support to mentee as required and/or requested. If the mentor doesn't know the answer to a question, then he/she will help the mentee access resources to find the answer.
- Taking the initiative where need and appropriate
- Identifying opportunities to build on the mentee's strengths and interests through engagement in extracurricular activities, campus events, and study sessions

- Attending college events with mentee in order to support him/her in their engagement with a comprehensive college experience
- Devising a communication plan with the mentee's family (if requested by mentee) to keep them up-to-date on assignments, homework, course-specific progress, and/or any other aspects of the mentees college experience
- If applicable, honoring the mentee's request for less support **with** the approval and in coordination with BPCC Bridge staff
- Introducing themselves to their mentee's instructors ahead of time. [This should be completed with the support of and in coordination with BPCC Bridge staff.]
- If applicable and with the prior approval of College faculty, providing support in the classroom in a non-intrusive, non-disruptive manner
- Notifying BPCC Bridge staff as soon as possible of any problems or concerns that arise
- A commitment to maintaining the confidentiality of the mentee
- Other responsibilities as assigned by BPCC Bridge staff

Mentee (BPCC Bridge Student) responsibilities include:

- Working with BPCC Bridge staff and BPCC's Disability Services to schedule classes according to the policies and procedures of the BPCC Bridge program
- Following their class schedule and attending all classes at the correct day and time and in the correct location
- Carrying their student I.D. card at all times while on campus in order to access student services activities, BPCC's Learning Commons, and other campus services and activities
- Knowing (or having written down and on their person) their BPCC email address, including email username and password. This is necessary in order to access student email, MyBPCC (Canvas), and LOLA
- Carrying an agenda or notebook at all times while on campus for documenting assignment due dates, course notes, and other important information
- Carrying at all times while on campus a copy of the course syllabus for every course in which the student is enrolled
- Contacting assigned mentors ahead of time if unable to make it to campus or other prescheduled event due to an unforeseen situation or circumstance
- Checking BPCC email and MyBPCC (Canvas) daily
- Setting aside time each week to complete homework assignments while on campus and in coordination with BPCC Bridge staff and/or assigned mentor
- Turning in class assignments on scheduled due dates (See course syllabus)
- Contacting mentors to request assistance with homework or other class work
- Remaining respectful of mentor, BPCC Bridge staff, and BPCC instructors at all times.
- Communicating respectfully with mentor, BPCC Bridge staff, and BPCC instructors at all times
- Contacting BPCC's Disability Services to arrange for pre-approved testing and homework accommodations
- Regularly accessing or participating in tutoring or study sessions in the BPCC Learning Commons

- Notifying BPCC Bridge staff as soon as possible of any issues, concerns or questions
- Other responsibilities as assigned by BPCC Bridge staff

Overview of BPCC Bridge Advising Process

Students in the BPCC Bridge program will receive academic counseling from Bossier Parish Community College advisors, professors, and Disability Services staff members. BPCC Bridge staff will also provide academic counseling and other forms of assistance as needed. The curriculum for each student will be individualized to incorporate the approved core classes of the BPCC Bridge program and the approved classes within the student's area of interest. All available courses are in the BPCC course catalog and are available to all students enrolled at the College.

Courses may be taken for credit (traditionally graded or as pass/fail courses) or on an audit basis. BPCC Bridge staff will use the Planning Alternative Tomorrows with Hope (PATH) model to facilitate goal setting and track progress. The PATH model starts with a student's future goals and works backward to present, setting smaller goals and determining a course of action along the way.

Academic and Social Components of BPCC Bridge

The BPCC Bridge program requires students with intellectual disabilities to have at least one half of their participation in the program focus on academic components through one of more of the following activities:

1. **Taking credit bearing courses alongside students without disabilities.**
   Our students are taking credit-bearing courses, including online courses (where appropriate), as an elective. All courses included in the BPCC Bridge program are existing, academic courses within the BPCC course catalog. Students enrolled in academic courses will follow the traditional semester term, which includes 16 weeks of instructional time. Typically, students will enroll in six (6) credit hours per semester. These classes may be audited, taken as pass/fail, or as traditionally graded courses depending on which option is the best interest of each individual student. The BPCC Bridge program operates under a philosophy of determining ways to naturally and comprehensively support our students through individualized inclusion in the academic environment on campus.
2. **Auditing or otherwise participating in courses alongside students without disabilities.**
   Twenty-four (24) credit hours of coursework will be required. As stated, these courses can be taken as audit courses or as traditionally graded courses. If courses are audited, modified assignments tied to both course content and specific career and/or life goals must be included. For students who are auditing courses, satisfactory academic progress (SAP) will be measured by performance on individually modified learning contracts. BPCC Bridge staff will work in collaboration with course instructors to modify course assignments in order to limit additional responsibilities for faculty as they include BPCC Bridge students in their courses.
3. **Taking non-credit bearing courses alongside students without disabilities.**

Additionally, BPCC Bridge students will be allowed to enroll in non-credit courses. These courses do not lead to the obtainment of a BPCC certificate or degree. Examples of eligible non-credit courses included: 1) SERVSAFE – Food Safety Certification, Floral Design, introductory computer skills courses, Industrial Readiness Training, and Forklift Operator. Students will be advised to enroll in theses courses if they align with the student's individual career pathways and interests. Non-credit courses will count as a part of the student's individual learning experience.

4. **Participation in internships or other work-based learning experiences in settings alongside individuals without disabilities**
   BPCC Bridge program will require students to participate in a minimum of three work-based learning experiences (WBLEs). Students will complete at least two (2) 30-day or the equivalent to 60-hours of WBLEs during their participation in the BPCC Bridge program. Work-based learning experiences include internships, job shadowing, and on-campus work opportunities. WBLEs may be paid or non-paid or a combination thereof. WBLEs will take place in a setting alongside individuals without disabilities.

5. **Academic Integration**
   BPCC Bridge students will be enrolled in credit and/or non-credit classes that are also open to all BPCC students regardless of disability status. BPCC Bridge will not be a segregated program that offers classes solely to students with ID. BPCC Bridge program operates under a guiding philosophy of looking for natural supports to academic inclusion. However, these natural supports will vary from student to student based on the needs of the individual student. For example, a peer mentor may assist one student with locating a study group for a particular course. Whereas, another BPCC Bridge student may find themselves in need of one-on-one tutoring. BPCC Bridge students will be afforded various supports throughout their participation in the program with the goal of students becoming increasingly more independent as they progress through the BPCC Bridge program. Furthermore, the independence that students develop while participating in the program should ideally expand beyond the academic setting and into other areas of each student's life.

6. **Social Integration**
   a) The BPCC Bridge program provides students with ID opportunities to be socially integrated with students without ID to the maximum extent possible and in the best interest of each individual student. We operate this program under the philosophy of attempting to facilitate natural supports for social inclusion. All of the rights and privileges associated with being a BPCC student will apply to BPCC Bridge students as well. These privileges include opportunities to participate in all of the activities provided by the BPCC Office of Student Life, including all activities and events "which engage students in and out of the classroom." BPCC Bridge students will be afforded opportunities to participate in the various social and services clubs and organizations that are officially recognized by the BPCC Office of Student Life. However, some student organizations operate on a selective basis where students must meet specific criteria in order to be a member of that organization. BPCC Bridge students will only be allowed to participate in those specific student organizations if they meet the requirements that pertain to all students seeking to join a given student organization.

BPCC Bridge students will be guided to seek out specific participation requirements and/or tryout/audition information in the same manner as any other BPCC student.

b) Facilitating natural supports and inclusion within the social aspect of college life may include helping the student identify extracurricular activities that they are interested in pursuing, determining how to balance social and academic life, and fostering friendships with students who have similar interests. Students will be encouraged to participate in both formal and informal social activities. Formal social activities would include participating in any activity or organization that is official recognized or sanctioned by BPCC's Office of Student Life. Informal social activities include meeting friends for coffee or lunch, playing basketball during the free recreational time in the BPCC gymnasium, or just finding a comfortable spot to hang out in the BPCC Quad.

c) Social integration/inclusion will be facilitated via the Person-Centered Planning Process (PATH), which is a required program component for all BPCC Bridge students. Peer mentors will be asked to help facilitate connections to various social activities and opportunities on campus. By utilizing peer mentors in the process of social integration, the program will hopefully widen student social networks and build career and workplace readiness skills.

BPCC's Satisfactory Academic Progress (SAP)

The BPCC Satisfactory Academic Progress (SAP) policy for the general student population states that to remain eligible for Title IV financial aid programs, students must meet certain standards that are at least as strict as the policy the institution applies to a student who is not receiving Title IV assistance.

I. Satisfactory Academic Progress (SAP) is defined as:
   a. Achieving a required cumulative grade point average (2.00) (Qualitative measure)
   b. Earning (passing) a required number of hours (67% of all hours attempted) (Quantitative measure of Pace)
   c. Total overall hours must not exceed 150% of the published length of a student's degree program (Maximum timeframe)

II. When is SAP Reviewed?
   a. SAP for ALL students (including transfer students) will be reviewed and determined at the end of each semester.

III. How is SAP Reviewed? (Three measures – Qualitative, Quantitative/PACE, and Maximum Time Frame)
   a. Qualitative Measure (GPA) – 2.00 Cumulative GPA
      i. The qualitative standard is the student's cumulative grade point average (GPA) as transcribed by BPCC. BPCC students who are not on an *Academic Plan will need to achieve a cumulative GPA of 2.00. The cumulative GPA calculation will not be rounded.

      *Students who appeal and are placed on an Academic Plan must meet different standards described later in this policy

All transcribed grades attempted will be considered. These include, but are not limited to, courses passed, courses failed, courses from which the student withdrew (officially or unofficially), repeated courses, transfer courses, and remedial/developmental coursework.

      b. **Quantitative Measure – PACE**

            i. All students who are NOT on an *Academic Plan must pass 67% of all overall hours attempted. In calculating the quantitative measure, the College will measure the "Pace" at which the student is progressing. This is calculated by dividing the cumulative course hours completed/earned by the cumulative/total course hours attempted (hours as transcribed by BPCC) and then, if necessary, rounding to the nearest whole number (e.g. 0.667 would be rounded to 67%). In calculating the quantitative measure or Pace, all transcribed hours attempted will be considered. These include, but are not limited to, courses passed, courses failed, courses from which the student withdrew (officially or unofficially), repeated courses, transfer courses, and non-credit remedial/developmental coursework.
*Students on Academic Plans must meet different standards described later in this policy.

     c. Maximum Timeframe Allowed

        i. Students may receive federal financial aid if they have attempted no more than 150% of the hours required to complete their program of study. The maximum timeframe will be calculated by multiplying the total number of hours required for a give program of study by 1.50. To determine the maximum allowable hours for a specific program or study, refer to the BPCC catalog at www.bpcc.edu. (Example: If the degree program requires 60 hours to complete the program, multiply 60 hours x 1.50 = 90. The maximum allowable attempted hours for the degree program in this example = 90 hours.)

        Hours attempted includes *all transcribed hours pursued, earned, dropped, and failed. All of these hours are counted as attempted even if the student did not receive aid.

   IV.   How Other Factors Impact an SAP Determination
      a. **"I" Grades** - An "I" (incomplete) will be considered an "F" until a letter grade is assigned in its place. An "I" grade will be considered "attempted," but will not be considered to have been "completed." It is the student's responsibility to inform the Financial Aid Office if an "I" grade changes during a payment period. If the change of the grade will affect the student's financial aid eligibility, the Financial Aid Office will perform a recalculation of aid eligibility during the payment period. Otherwise, the change of grade will not be factored into the cumulative pace rate until the next SAP evaluation.
      b. **Developmental/Remedial Courses** - The maximum number of hours that a student may receive Title IV federal aid for developmental/remedial courses is 30 hours. For SAP purposes, development courses will count as attempted hours, completed hours, and grades received, even if federal financial aid is not received for these courses.

c. **Withdrawals**
    i. **Official Withdrawals** - (also called Resignation) A student who totally resigns (receives all W's) is considered to have officially withdrawn from school. "W" (withdrawn) grades could have an adverse effect on the student's ability to maintain satisfactory academic progress. A "W" grade will be considered "attempted," but will not be considered to have been "completed."
    ii. **Unofficial Withdrawals** - Students receiving Title IV aid who stop attending all classes (or never begin attendance) and receive all F's or WN's will be treated as unofficial withdrawals. Students who are suspended from all courses based on unexcused absences will be treated as unofficial withdrawals. An unofficial withdrawal could have an adverse effect on the student's ability to maintain satisfactory academic progress. An unofficial withdrawal grade will be considered "attempted," but will not be considered to have been "completed."
d. **Academic Renewal (Bankruptcy/Amnesty) -** Academic renewal/bankruptcy/amnesty does not alter the student's financial aid records for purposes of determining financial aid eligibility. All hours attempted and grades received will continue to be counted for purposes of federal financial aid and satisfactory academic progress. Students who are granted Academic Amnesty have the right to request a financial aid appeal. (See "Re-establishing Financial Aid Eligibility")
e. **Transfer Student -** Transfer students are required to meet the same standards as native students in order to receive federal financial aid. All transfer students shall initially be coded with an SAP code "TRANS" until the end of the first payment period when they are evaluated for SAP. At the time of the SAP evaluation only transfer credits transcribed by the college will be counted (as both attempted and completed hours) in the cumulative GPA, pace of progression, and maximum allowable hours components of the SAP determination.
f. **First-time Freshman -** All first-time freshmen are considered to be meeting SAP upon enrollment. For SAP purposes, students with no prior post-secondary experience who are enrolling for the first time at the undergraduate level are first-time freshmen. Prior postsecondary experience does NOT include (1) credit received before earning a high school diploma (or equivalent), (2) credit received for completing tests or assessments, or (3) credit for life experience or military service. However, credit received prior to earning a high school diploma (or equivalent), credit received as the result of completing any tests or assessments, or credit for life experience or military service – that is transcribed by the college will be considered starting with the SAP calculation performed at the conclusion of the first payment period following enrollment as a first-time freshman.

g. **Repeated Courses -** A student who has received a failing grade in a required course at the college may repeat the course, pursuant to the college's policy on repeated courses. For the purposes of SAP, required courses that are failed and repeated multiple times will count toward a student's hours attempted, hours completed, and grades received. Also pursuant to federal regulations, a student may only receive federal financial aid for **one repetition** (repeat) on any **previously passed course (pass = letter grade of D or better)**. All repeated courses will be included in the total attempted hours for SAP evaluation.

h. **Change of Major -** Students who change major are still expected to complete the coursework for the new major within the maximum allowable hours. All attempted hours from a prior major will be included in the total attempted hours. If a change in major results in a student not meeting SAP, the student may submit a Financial Aid appeal that, if granted, will allow the student to continue receiving aid while under an Academic Plan.

i. **Second Degree -** A student who completes his/her degree then pursues a second degree at the same level (example: a student with an Associate's Degree who begins a new program to earn a second Associate's Degree) is still expected to complete the course work for the second degree within the maximum allowable hours. All attempted hours from the previous degree at the same level will be included in the total attempted hours. If pursuing a second degree at the same level results in a student not meeting SAP, the student may submit a Financial Aid appeal that if granted, will allow the student to continue receiving aid while under an Academic Plan.

j. **Pass/Non-Pass Grades -** Pass/Non-pass grades will not impact the cumulative GPA component of a SAP determination. However, they will be included in the Pace of Progression and Maximum Allowable Hours components.

V. What Happens Once SAP is Reviewed?

a. Satisfactory academic progress will be reviewed at the end of each payment period by the college's Financial Aid Department for all students, and students who received aid the previous semester (payment period) will be notified of their updated status, in writing, via email.

b. At the time of SAP Review, students will have a **SAP Status** of either:

   i. **Good**: Student has met progress standards and is eligible for aid for the following semester or academic year

   ii. **Bad (Suspension):** Student has not made progress. Student is no longer eligible for Financial Aid. Please see re-establishing eligibility below.

   iii. **Warning**: A student receives a warning when he or she does not meet SAP standards for the first time. No appeal is necessary. Example: a student had a GOOD SAP Status and at the end of the semester, no longer meets the SAP requirements. Student will be placed on Financial Aid Warning. This means

you are one semester away from losing your financial aid eligibility. You are still eligible for financial aid for one semester only. If the student has not returned to satisfactory standing after this additional semester, he or she will be suspended from further financial assistance until the satisfactory progress standards are met.

   iv. **APLAN (Probation):** Student has NOT met progress standards, but as an *approved* appeal and is eligible for financial aid for one semester of length of Academic Plan.

VI.   What is an Academic Plan (APLAN) and How May I Change my APLAN?
   a. If your financial aid appeal is APPROVED, you will be placed on an Academic Plan (APLAN). The APLAN consists of three requirements that must be met **each semester:**
      i. Earn a 2.25 GPA each semester
      ii. Successfully complete at least 75% of the total classes attempted *each semester*, **without** *exceeding maximum hours allowed for the degree program.*
      iii. You must follow the *curriculum plan* (for your degree program) provided to you by the Advising Center.

*If you wish to CHANGE your major, you are changing your APLAN. Once your appeal has been approved, you may request a change to your APLAN. Changing your APLAN will be allowed ONE time; please be sure of the major (degree program) you choose. If you wish to change your APLAN, you must submit a "Request to Change Academic Plan" form. You may NOT change your APLAN if you are not meeting SAP for your current APLAN.

VII.   Re-Establishing Financial Aid Eligibility
   a. Students who do not meet SAP Standards have two options to receive Financial Aid in future semesters:
      i. Attend and regain eligibility without the benefit of financial aid (this may take several periods to accomplish) or
      ii. Appeal to the Financial Aid Appeal Committee (if the student had mitigating circumstances that prevented the student from meeting the SAP requirements.)
   b. You must enroll and be attending to re-establish your financial aid eligibility. Should you choose to "sit out" a semester, you are still subject to meeting the conditions listed below for the semester in which you enroll. "Sitting out" has no bearing on retaining eligibility. (When you "sit out" you are not improving your GPA or PACE).
   c. Attend and regain eligibility without the benefit of Federal Financial Aid:
      i. Students may attend at their own expense without the benefit of federal financial aid, attempt and earn a cumulative 67% of hours attempted and earn the appropriate cumulative GPA of 2.00.
   d. Appeal (without an Academic Plan)

      i. If the institution determines that the student is able to meet the Satisfactory Academic Progress requirements by the end of one semester (the semester that the student is appealing), the student may appeal to the Financial Aid Appeals Committee. If the appeal is approved, the student will be considered on "Probation", meaning the student is eligible for aid for one semester only. To meet the Satisfactory Academic Progress requirements the student must earn the appropriate cumulative GPA (2.00), maintain PACE by passing/earning 67% percent of cumulative course attempted, and not exceed 150% of degree program.

   e. Appeal for Max Hours, GPA, or 67% Completion/PACE (with an Academic Plan)

      i. When a student submits a Financial Aid appeal and it is clear the student will NOT be able to meet the progress requirements by the end of the semester for which the student is appealing, and the appeal is approved, the student will be placed on an Academic Plan that, if followed, will ensure that the student will be able to meet the BPCC SAP requirements by a specific point in time. If the appeal is approved, the student will be considered on "Probation with Academic Plan", meaning the student is eligible for aid as long as the student adheres to the Academic Plan. Students who are following an Academic Plan must visit with the Advising Center each semester in order to register for classes.

      ii. If the appeal is approved, the student must ALSO meet the following Academic Plan SAP Requirements:

         1. Earn a 2.25 GPA each semester
         2. Successfully complete at least 75% of the total classes attempted *each semester*
         3. Do NOT exceed the maximum hours allowed for the degree program (unless appealing for max hours as well).
         4. You must follow the curriculum plan (for your degree program) provided to you by the Advising Center

VIII. How to Submit a Financial Aid Appeal

   a. Students who do not meet Satisfactory Academic Progress (SAP) standards may have the right to appeal to the Financial Aid Appeals Committee. These appeals are generally based on mitigating circumstances. Examples of mitigating circumstances may be defined as, prolonged illness, accidents that require hospitalization to the student or a close family member, death of an immediate family member, or other types of accidents or incidents.

   b. Appeal Deadlines: The semester deadline date will be posted on the Financial Aid Appeal Form. The Financial Aid Appeal Committee will meet *WEEKLY. Appeals must be submitted by Tuesday each week. Appeals submitted by Tuesday, should have a decision by Friday of the same week. Appeals submitted on Wednesday, Thursday or Friday, you should have a decision by the following Friday. *During the months of January and August, please allow TWO WEEKS for a decision from the Committee (due to the volume of appeals submitted).

*All appeals SHOULD have documentation that corresponds with the type of appeal the student is filing.

c. Students may appeal to the Financial Aid Appeals Committee. The student must be able to meet the BPCC SAP requirements by the end of the semester in which the student is appealing and student must:

  i. Complete a Financial Aid Appeal Form
  ii. If it is clear that the student will be unable to meet SAP in one semester, he/she must ALSO submit an *Academic Plan* (provided by an Academic Advisor in the Advising Center).

*All appeals SHOULD have documentation that corresponds with the type of appeal the student is filing.

d. Probation: If the appeal is approved, and the institution has determined that the student should be able to meet the SAP standards by the end of the semester, the student will be placed on "Probation" and would be eligible for aid for one semester. The student's academic progress will be reviewed at the end of that semester. If, at the end of the semester, the student does NOT meet the SAP requirements, the student is no longer eligible for federal aid until the student attends at his own expense and meets all SAP requirements.

e. **Federal regulations do not provide (allow) for a second appeal that immediately follows a previous probation period. While a student may, over the course of an entire academic career, repeat the financial aid probation, two such periods cannot be consecutive without an intervening period during which the student makes SAP.**

f. **Probation w/Academic Plan**: If the appeal is approved and the institution cannot determine that the student should be able to meet SAP standards by the end of the semester, the student will be placed on "Probation with **Academic Plan**", meaning the student is eligible for aid as long as the student adheres to the **Academic Plan**. The student's academic progress will be reviewed at the end of each semester until the student meets all SAP requirements specified in the **Academic Plan**.

g. If the appeal is **DENIED**, the student is not eligible to receive federal financial aid and must attend at his/her own expense.

h. **The committee's decision is FINAL; therefore, a student may not appeal the committee's decision.**

IX.   When you register for classes, your enrollment status is based on the number of credit hours for which you enroll. For financial aid purposes, enrollment status is based on the following:

Number of Credit Hours	Financial Aid Classification
Twelve (12) hours or more	Full-Time (Fall/Spring Semesters)
Six (6) hours or more	Full-Time (Summer Semesters)
Fewer than twelve (12) hours	Part-Time (Fall/Spring Semesters)
Fewer than six (6) hours	Part-time (Summer Semesters)

Note that taking fewer than six (6) credit hours during a fall or spring semester will make a student ineligible for financial aid.

Satisfactory Academic Progress (SAP) Policy for the BPCC Bridge

Satisfactory Academic Progress will be determined using a person-centered planning approach but will largely and mostly follow BPCC's SAP Policy. For BPCC Bridge students who are enrolled in their certification coursework for credit, SAP will be determined according to BPCC's SAP Policy. As required by the Americans with Disabilities Act (ADA), students with ID who require reasonable accommodations will receive these as long as these accommodations do not change the course content or grading standard. Satisfactory performance on WBLEs for students enrolled in courses for credit will be determined by using Goal Attainment Scaling (GAS) **(See Appendix B)**.

For BPCC Bridge students who are enrolled in their classes **on an audit basis**, the goals will be determined and agreed upon for each student through the collaboration of the student, the student's instructors, and BPCC Bridge staff. A learning contract **(See Appendix A)** will be used to identify and measure a student's progress towards goal and course completion. This matrix will be based upon the Goal Attainment Scaling (GAS), with successful progress being determined for each goal. Goal attainment scaling specific measurable benchmarks for each personalized goal that corresponds to expected progress. Satisfactory progress for students who are auditing classes will be determined by a rating of "Expected" on each goal for each course.

Repeated Coursework

Any courses that are repeated while in the BPCC Bridge program will be subject to Bossier Parish Community College's policy that states:

"A student who has received a failing grade in a required course at the college may repeat the course, pursuant to the college's policy on repeated courses. For the purposes of SAP, required courses that are failed and repeated multiple times will count toward a student's hours attempted, hours completed, and grades received. Also pursuant to federal regulations, a student may only receive federal financial aid for **one repetition** (repeat) on any **previously passed course (pass = letter grade of D or better)**. All repeated courses will be included in the total attempted hours for SAP evaluation."

Agencies and organizations which provide financial assistance/scholarships (federal and state governments, businesses, non-profits, etc.) may have requirements relative to course withdrawal and course repeats that are more stringent than those described herein. If it the student's responsibility to verify the effects of his/her enrollment and/or withdrawal upon financial aid.

BPCC Bridge Semester Breakdown

The BPCC Bridge program will follow the traditional semester term, which includes 16 weeks of instructional time for credit courses. Typically, a BPCC Bridge student will enroll in six (6) credit hours per semester. The classes ban be audited or taken for credit.

Completion of the BPCC Bridge Program will include the following requirements:

Year 1	
Fall Semester	**Spring Semester**
Two (2) Classes for Six (6) credit hours (credit or audit)	Two (2) Classes for Six (6) credit hours (credit or audit)
	Work-based Learning Experience #1
Year 2	
Fall Semester	**Spring Semester**
Two (2) Classes for Six (6) credit hours (credit or audit)	Two (2) Classes for Six (6) credit hours (credit or audit)
WBLE #2	WBLE #2 – if not completed in fall semester *or* optional WBLE #3

Successful Completion Requirements:
1. Eight (8) classes for twenty-four (24) credit hours. These classes can be taken for credit or audited. If courses are audited, then modified assignments tied to both course content and specific career and/or life goals must be included and outlined on the individual program of study. The course of study (8 classes) will be individually determined with consideration for individual student goals.
2. Three supervised work-based learning experiences (WBLEs) that are related to each individual student's career goals.
3. A student portfolio of accomplishments is required for completion of the BPCC Bridge program. The portfolio will include examples of assignments or projects from courses taken for credit; modified course assignments or projects for audited classes; examples of skills obtained through internships, earned Industry Based Credentials (IBCs). The portfolio may also include examples of leadership or service-learning activities on campus or in the community, extracurricular involvement, or any other example related to the student's goals and program completion.

Core BPCC Bridge Classes

Class	Class Title	Credit Hours
CTEC 100	Computer Concepts	3
FYSE 100	First Year Student Experience	3
SPCH 115	Interpersonal Communication	3
HMAN 203	Film and Culture	3
BADM 102	Customer Service Skills	3

Sample BPCC Bridge Curriculum

Year 1 – Fall	Year 1 – Spring	Year 2 – Fall	Year 2 - Spring
FYSE 100 – First Year Student Experience (3)	CTEC 100 – Computer Concepts (3)	Career Pathway Elective (3)	Career Pathway Elective (3)
SPCH 115 – Interpersonal Communication (3)	BADM 102 – Customer Service Skills (3)	HMAN 203 – Film and Culture (3)	Career Pathway Elective (3)
6 credit hours	6 credit hours	6 credit hours	6 credit hours

All courses listed are existing courses in the Bossier Parish Community College catalog and open to all students.

The minimum number of credit hours a BPCC Bridge student must take is six (6) credit hours per semester. Additionally, the student will be required to engage in at least one (1) WBLE per academic year. Based upon number of credit hours and the WBLE requirements, it should take a student two (2) years to successfully complete the BPCC Bridge.

The BPCC Bridge Completion

The anticipated outcomes for students participating in the BPCC Bridge program:

1. Gainful employment – Students who complete the BPCC Bridge will be better prepared for gainful employment through the obtainment of job readiness skills, knowledge of work etiquette, and other skills specific to their chosen career and life goals.
2. Development of Positive Social Skills – Through a student's participation in a fully inclusive college experience, the BPCC Bridge student will gain interpersonal skills that will benefit them both vocationally and socially. This will be measured qualitatively using pre- and post-program interviews.
3. Stronger sense of self-worth and greater self-esteem – The very act of completing the coursework needed to receive the BPCC Bridge certificate will provide students with a greater sense of self-worth and self-esteem. BPCC Bridge students will have supports including mentors, advisors, BPCC Bridge staff, and other resources. However, a goal of participating in this program is that the students will become increasingly more independent. This independence should expand beyond the college setting and into other aspects of the student's life. This will be measured qualitatively using pre- and post-program interviews.

Appendix A

BPCC Bridge – Learning Contract

Student Information	
Date:	
Name:	
Address	
Phone Number	
Email:	

Instructor Information	
Course:	
Semester:	
Instructor:	
Office Phone:	
Email:	
Office Hours:	

Learning Goals
1.
2.
3.
4.
5.

Signatures:

Student: _____ Date: _____

Instructor:_____ Date: _____

BPCC Bridge Staff:_____ Date: _____

Appendix B

BPCC Bridge – Tracking Rubric

Category	Much Less than Expected (-2)	Less than Expected (-1)	Expected (0)	Greater than Expected (1)	Much Greater than Expected (2)	
Goal #1 – Attendance	Attendance is 70% or less	Attendance is greater than 70% but less than 90%	90% attendance	No more than 1 class	100% - Perfect Attendance	
Goal #2 – Class Participation	Less than 60%	Greater than 60% but less than 80%	Met goal of 80% class participation	Instructor rated performance is higher than the average for this course	Instructor rates participation as outstanding or much higher than average	
Goal #3 – Assignments (Completion)	Less than 60% completion rate	Greater than 60% but less than 85% completion rate	Greater than 85% but less than 90% completion rate	Greater than 90% but less than 95% completion rate	Greater than 95% completion rate	
Goal #4 – Assignments (Performance)	All or most assignments rated as below expectations as stated in modified syllabus	Some assignments rated as below expectations as stated in modified syllabus	All assignments rated as meeting expectations as stated in modified syllabus	All assignments rated as meeting expectations as stated in modified syllabus with some assignments exceeding expectations	All assignments rated as exceeding expectations as stated in modified syllabus	

Appendix C

BPCC Bridge – Work Evaluation Form

Student Name: _____ Date: _____

Work Location: _____

Position/Job Held: _____

Rating Scale:

     5: Outstanding (Must provide evidence for this rating); 4: Exceeds Expectations; 3: Meets Expectations; 2: Below Expectations; 1: Consistently Below Expectations (Must provide evidence for this rating); N/A: Too early to evaluate or Not Applicable

Performance Area	Rating	Comments
Attendance		
Dependability		
Quality of Work		
Ability to Work Independently		
Ability to Stay on Task		
Listening Skills		
Communication Skills		
Adaptability/Flexibility		
Overall Appearance (Grooming/Dress)		
Eagerness to Learn New Job-Related Skills		
Asks Questions/Seeks Guidance as Necessary		
Open to Constructive Feedback		
Use of Equipment/Materials		
Cooperation w/ Other Employees		
Complies with Safety Regulations		
Displays a Positive Attitude		
Total Score		
Average Score (Do NOT Include N/A)		
Overall Performance Rating		

Appendix D

BPCC Bridge Core Courses Descriptions

CTEC 100: **Computer Concepts**
An introduction to computer and online concepts. Students will use a variety of applications including, but not limited to, word processing, spreadsheets, databases, presentation software, and email. [3 credit hours – 3 lecture hours per week – 0 lab hours per week]

FYSE 100: First Year Student Experience
This course is designed to help students utilize college resources to achieve success in academic coursework while exploring personal preferences in relation to career interest and life choices. [3 credit hours – 3 lecture hours per week]

SPCH 115: Interpersonal Communication
The study of the communication process in one-to-one relationships with emphasis on conflict management, listening, nonverbal communication, gender, and culture. The Louisiana Statewide Common Course Catalog name and number for this course is CCOM2213: Interpersonal Communication. [3 credit hours – 3 lecture hours per week – 0 lab hours per week]

HMAN 203: Film and Culture
An introductory course in understanding the appreciation of film aesthetically, as an art form, and culturally, as a reflection of social values. Knowledge of film and of literature will be enhanced by the readings which accompany the presentation of each film. [3 credit hours – 3 lecture hours per week – 0 lab hours per week]

BADM 102: Customer Service Skills
An introduction to customer service including analysis of personal and group service skills; components of good customer service; focus on customer retention and matching customer needs with business features; dealing effectively with dissatisfied customers through listening and communication skills. [3 credit hours – 3 lecture hours per week]