



Pre-College Programs

Upward Bound * Upward Bound Math & Science * LIFT

Teacher Handbook

Summer 2016

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Upward Bound & Upward Bound Math & Science Schedules

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Lesson Plan Template

Pre-College Programs Staff Listing

Dr. Georgette Hardy DeJesus Executive Director

UPWARD BOUND

(Bladensburg, Central, Northwestern, and Parkdale)

Dr. Janis
Arrindell.....Counselor
Mr. Jonas Beaubrun Counselor
Mrs. Adrienne Miles Business Services Specialist
Ms. Carla Partlow Research Coordinator

UPWARD BOUND

(High Point and Northwood)

Mrs. Nicassia Belton Associate Director
Ms. Moya Malcolm..... Advisor/Coordinator

UPWARD BOUND MATH-SCIENCE

(Bell Multicultural, Potomac, Fairmont Heights, and Watkins Mill)

Mrs. Nicassia BeltonAssociate Director
Mr. Ryan Hill Counselor
Ms. Shauntaye HardyAdministrative Assistant

LIFT

Ms. Haymanot Yalewayker LIFT Program Coordinator
Mr. Daniel Lofgren..... LIFT Program
Manager

RESIDENTIAL LIFE

Ms. LaToya Walters..... Resident
Director
Ms. Samrawit Yalewayker.....Nutrition
Monitor

The Upward Bound and Upward Bound Math-Science Program offices are located in Toll Physics Building, Rm 4111, on the main campus of the University of Maryland. The offices are open from 8:30 a.m. - 5:00 p.m. Monday through Friday. The main office number is (301) 405-6776 and our fax number is (301) 314-9155.

A NOTE FROM THE EXECUTIVE DIRECTOR

The expressed goal of Pre-College Programs at the University of Maryland is to help students gain the skills and develop the necessary motivation to gain access and persist in college and beyond. It is also an inherent goal, one that is more easily measured, to assist students in both cognitive and affective development in order to maximize potentials as human beings.

We want to provide the opportunity for our participants to learn to become productive, contributing citizens as well as leaders for their communities. It is crucial that our students develop the type of value systems that prioritize the good of humankind. This is especially important in a time that material gains are measured over most artistic or self-sacrificing behaviors or goals. Here at Pre-College Programs, we take a holistic approach to student development, crystallizing values while also developing self-efficacy and self-determination. We believe that the entire development of self is critical.

Of course, we must measure our success by the number of students who gain admission and operate successfully at the post secondary educational level. Still, what is most important to us is not simply a mark on a paper, but the more abstract actualization of dreams. We serve as catalysts for today's most amazing talents. May their dreams continue to become their realities.

Georgette Hardy DeJesus, Psy.D.
Executive Director of Pre-College Programs in UGST

STATEMENT OF EQUAL OPPORTUNITY

The University of Maryland is an equal opportunity institution with respect to both education and employment. The University does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its programs and activities as required by federal (Title VI, Title IX, Section 504) and state laws and regulations. Inquiries regarding compliance with Title VI of the Civil Rights Act of 1964, as amended, Title IX of the 1972 Educational amendments, Section 504 of the Rehabilitation Act of 1973, or related legal requirements should be directed to:

Director
Office of Human Relations
University of Maryland College Park, MD 20742
Telephone: 301-405-2838

Accommodations For Students With Disabilities

The President's Commission on Disability Issues advises the President on issues related to the improvement of the quality of life for students, staff, and faculty members who have disabilities. The main functions of this Commission are to enhance campus opportunities for people with disabilities, review existing campus services and programs, strengthen and augment services where appropriate, and identify and recommend removal of impediments to accessibility to campus buildings, facilities and programs.

The University has a legal obligation to provide appropriate accommodations for students with documented disabilities. Students with disabilities should inform instructors of their needs at the beginning of the course. Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact their counselor as soon as possible to make the necessary accommodations.

INTRODUCTION

In 1965, the Higher Education Act established TRIO programs to prepare low-income and first generation students for entry into and successful completion of postsecondary education. The University of Maryland Upward Bound Program (UB) and Upward Bound Math-Science Program (UBMS) assist students in the first phase of this process. Making use of similar resources and facilities, all three programs work cooperatively to broaden the student's learning experiences. Pre-College Programs offer instruction, counseling, cultural events and residential experience to emphasize the importance of education in their future endeavors.

Pre-College Programs seek to maximize each student's academic potential through personalized instruction and counseling. The success of our program depends upon the self-confidence and motivation of each individual. It is our commitment to provide an atmosphere that assists not only academic development, but also self-awareness and respect for others.

As a Teacher, you play a critical role in carrying out our commitment to our students' academic excellence and we are eager to work with you in assisting our students in achieving their full potential in preparation for college. Please use this handbook as a guide to a successful and valuable summer experience. Please be sure to keep it with you throughout the summer program and refer to it often. It is necessary that Teachers clearly understand the code of conduct, job responsibilities, and expectations of the program that are outlined in the following pages. We look forward to a rewarding and exciting summer. Together we can make this our best one yet

PURPOSE AND SCOPE OF PRE-COLLEGE PROGRAMS

Pre-College Programs is comprised of two Upward Bound, Upward Bound Math-Science, and the LIFT Programs. Nearly 100% of our students attend college (96%), many receiving prestigious awards, and acknowledgments, such as honor societies memberships, and Gates Millennium and Posse scholarships. Our students come from a wide variety of backgrounds; many are first generation immigrants,, and most will be the first in their families to attend college.

UPWARD BOUND (UB)

Our Upward Bound Programs provides academic and career counseling to students toward the goals of admission to and graduation from four-year post-secondary institutions. The Upward Bound Program supplements its participants' secondary school experiences by creating opportunities for students to enhance their academic and social skills, while developing confidence derived from achievement and a supportive community.

Our Upward Bound Programs consists of two components:

The **six-week summer session**, which provides students opportunities to live in University of Maryland residence halls and attend academic classes in the areas of mathematics, science, composition, reading, foreign languages and study skills.

The **academic year sessions**, which provides students further academic instruction, tutoring and counseling as a follow-up to summer activities. Additional services such as college tours, and assistance with college selections and admissions is also available.

UPWARD BOUND MATH AND SCIENCE (UBMS)

The Upward Bound Math-Science Program provides academic and career counseling to students who are interested in careers in mathematics and the sciences. Like our Upward Bound programs, UBMS also prepares students for admission to and graduation from four-year, post-secondary institutions, while supplementing its participants' secondary school experiences.

The Upward Bound Math-Science Program also consists of a **six-week summer session** and follow up academic year sessions.

LIFT

Provides services similar to those of Upward Bound and Upward Bound Math and Science, whoever its goal is to serve students who do not meet the requirements of Pre-College Programs' Federal Grants. With college admissions becoming more and more competitive, LIFT provides students and their families services designed to provide academic advantages for college bound students. Our programs are available both during the summer and throughout the academic year.

The LIFT Program consists of three components:

1. The SAT Preparation Courses, which provide students with strategies necessary for success on the SAT. The course is offered four times during the academic year and coincides with the official administration of the SAT.
2. The LIFT Tutoring program provides low cost, high quality tutoring sessions with qualified tutors enrolled here at University of Maryland. Students' study with tutors one-on-one, working to raise grades through improved understanding of the challenging topics being taught in their classrooms.
3. The LIFT Summer Academy provides students a flexible, affordable, and enriching experience that prepares them to excel in high school, college, and beyond. The Summer Academy is a 6-week program made up of three institutes that can be taken individually or combined to fit a student's needs. The institutes immerse students in the college experience through academic sessions and the opportunity to live on the University of Maryland campus, where they will be able to enhance their academic, social, and leadership skills.

SUMMER PROGRAM CALENDAR

June-July 2016

June 14-17	Summer staff training; Teacher Training June 15 & 17
June 17, 6:30pm	Student Parent Summer Program Orientation; All summer staff must attend
June 19	Students move into the residence halls
June 20	First day of classes; Pre-Assessments administered to students June 20 & 21
July 1	Residence hall checkout for Independence Day holiday
July 4	HOLIDAY – Independence Day; Students check in 7:00-9:00pm
July 8	Mid-summer grades due from instructors
July 11	Mid-summer reports distributed to students/parents
July 29	Last day of classes
July 29	Residence hall move-out for students
July 30	Residence hall move-out for TCs/Last day of employment
Week of Aug 1	College Tour
August 3	Final grades due; Teachers should insure that updated syllabus, lesson plans for the six weeks, pre-assessments, post-assessments and grade books have been submitted.

ACADEMICS

Classes

Well-qualified Teachers from local colleges, universities and public school systems provide students college preparatory instruction in areas of reading, mathematics, English, science, and foreign languages. UBMS students take technical writing, integrated science, integrated mathematics, computer programming, and Latin courses. Students are provided individualized schedules designed to meet their specific academic needs. In addition, they attend seminars participate in computer laboratory projects, internships, and counseling sessions. Sample schedules for each program are provided in the appendix of this handbook.

Teacher Responsibilities

Teacher responsibilities include the following:

1. Conducting a pre-test and post-test in basic subject areas at the beginning and conclusion of the summer program.
2. Holding office hours for individual meetings with students who may need additional assistance.
3. Attending at least three Summer “Brown Bag” meetings with program staff in order to receive important program updates, share insights, and areas of concern regarding students achievement, teaching responsibilities, and program responsibilities.
4. Providing a syllabus in approved format (see sample syllabus in Appendix) on the first day of class to include office hours, class assignments, test dates, grading method and scale, email address, tutor counselor’s email address.
5. Submitting lesson plans in approved format (see sample lesson plans in Appendix), student grades reports and grade books to Associate Director by calendar deadlines.
6. Coordinating work with Tutor/Counselor to provide optimum instruction for all the students.
7. Completing and submitting evaluations of the program and the students by calendar deadlines.
8. Maintaining class attendance records of students with student signatures.

Syllabi and Lesson Plans

Teachers are required to submit their syllabus, first week's lesson plans and pre-assessment during the week of training. Syllabi and lesson plans should be developed using the templates provide (see Appendix) as guides ensuring to include at least the highlighted items. Should you require assistance developing your syllabus or lesson plans please contact the Associate Director. Various resources in print and on campus are available to Teachers who would like support enhancing the development of their syllabi and lesson plans

Student Assessment

There will be pre-tests and post-tests for each subject area. Data from these tests is used to study student progress throughout the program, to plan instruction, and to select remedial and enrichment activities. Pre-tests, mid-session tests, and post-tests developed by the Teacher will also be administered. Teachers may obtain access to the results of student tests from fields other than their own; permission to do so, however, must be granted by the Associate Director.

Use the following grading scale when submitting student evaluations:

- A = excellent mastery of the subject and out standing scholarship
- B = good mastery of the subject and good scholarship
- C = acceptable mastery of the subject and the usual achievement expected
- D = borderline understanding of the subject and marginal performance
- F = failure to understand the subject and unsatisfactory performance

Submit student evaluations to the Associate Director on or before the dates indicated on the calendar on page 9.

Student Attendance and Classroom Behavior

All students are expected to attend all classes unless excused by a staff member. Attendance must be taken in class everyday in every workshop. Teachers are expected to keep accurate attendance records (see Sign-In Sheet in Appendix) and submit a daily attendance report to the Associate Director. Daily attendance reports should list students who were absent or tardy (including the number of minutes late). Students are expected to attend every class session prepared with supplies and completed homework assignments. As well, they should be attentive and engaged in all classroom activities. Teachers should contact the counselors of students who are not prepared for class, or who

are disengaged, or disruptive. Contacting program staff regarding behavior issue is critical to the success of our students and our program. Teachers should submit Incident Reports (see information on Incident Reports in page 12) for students displaying any behavior in conflict with the Student Code of Conduct.

Student Assignments

During the Summer Program students have study hall from 7:00 p.m. to 9:00 p.m. Monday through Thursday. Teachers should assign a moderate amount of work to be completed during that time. Homework should reinforce the objectives of the lessons and assist in assessing the individual progress of each student. Students have library privileges at McKeldin Library for outside readings or research reports Teachers assign. Homework assignments should be completed on a computer when possible.

Student illness

If a student should become ill during class, a Tutor/Counselor or staff member must accompany that student to the Health Center or to the residence hall. Students may not go to the Health Center or back to the resident hall alone. If a Tutor/Counselor is not available at the time, the student should report to Toll Physics Bldg Rm 4111.

Incident Reports

Incident reports are generally used to document three types of situations:

- 1) violations of the Code of Conduct
- 2) medical issues/emergencies
- 3) behavioral/psychological concerns

Teachers are responsible for documenting these types of situations using an Incident Report Form.

The Incident Report Form is available online at

https://umdsurvey.umd.edu/jfe/form/SV_0AMQK08hHtTyf0p

The Student Responsibility Board will review incident reports received and provide feedback on the outcome to the Teacher.

Student Responsibility Board

The purpose of the SRB is to deal with infractions committed by students. SRB serves as a fact-finding body to hear the information regarding student infractions and recommend appropriate action to the Director of Pre-College Programs. The SRB is composed of a student representative from each grade level and a student at-large representative. TCs oversee the process of SRB elections, which typically occur during the first week of the summer program.

Student Code of Conduct

As participants in Pre-College Programs, students must behave in a responsible manner. Students selected to participate in these programs have a high standard of positive behavior to uphold. The following are general standards of conduct set by the University of Maryland, the Upward Bound, and the Upward Bound Math-Science Programs:

- Alcoholic beverages are not permitted on campus at any time. Anyone using or possessing these substances or any paraphernalia will be dismissed from the program.
- Smoking is not permitted at any time.
- Possession of weapons, fireworks, or illegal drugs is not permitted. If such items are found, the matter will be reported to the Prince George's County Police and the student will be dismissed from the program.
- Anyone caught defacing University of Maryland property or the property of another student will be dismissed from the program and charged for the damages.
- Profanity, racist, sexist, or otherwise vulgar words will not be tolerated.
- Fighting among students or with members outside of the program will result in immediate dismissal.
- Visitors are not permitted unless approved by staff and parents.
- Students are expected to have a high degree of academic integrity. Anyone found cheating or plagiarizing materials will be dismissed from the program.
- Students may never skip a class, mandatory activity, study hall, or counseling session.
- Romantic public displays of affection will not be tolerated.

- Electronic devices such as iPod/MP3 players, cell phones, etc. are not permitted to be used inside buildings or during field trips or activities.
- There will be no gum chewing in public.
- Males must remove their hats while inside buildings.
- Curfew violations are grounds for dismissal.
- Any other behavior, which is not outlined specifically above, yet compromises the integrity and high standard of excellence of Pre-College Programs will not be tolerated.

INSTRUCTIONAL AND CLASSROOM GUIDELINES

Tutor/Counselors

A Tutor/Counselor will be assigned to each class and should be viewed as a valuable resource. College students are selected as Tutor/Counselors because of their academic accomplishments as well as their ability to work with students. They are not to function as substitute teachers, but as teachers' aides. Teachers should utilize Tutor/Counselors in the following ways:

- Individual or group tutoring
- Leading small group activities
- Duplicating materials and obtaining supplies
- Picking up or returning materials
- Escorting students
- Providing assistance relevant to the academic development of the students

Instructional Materials

Each Teacher should submit a request sheet for supplies along with their syllabus and first week's lesson plans at least 48 hours prior to their first day of class. Teachers will then receive their set of supplies with a form listing all items in the set. This form must be signed by the Teacher and returned to the Administrative Assistant on the last day of training. If additional supplies or equipment are

needed, the Teacher should submit a written request to the Administrative Assistant at least 1 week prior to the need for the items.

Work Requests

Work Request forms can be obtained from the Main Office Rm 4110. Materials to be photocopied should be submitted at the main office along with a Work Request Form. Allow at least 48 hours for processing. The completed papers will be placed in the Teacher's mailbox upon completion.

Room Assignments and Reservations

Computer lab, science labs and general-purpose classrooms have been assigned based on content area (see Upward Bound & Upward Bound Math & Science Schedules in Appendix). All general-purpose classrooms and technology equipped and include a computer station for instructor use, projector and screen. Teachers must have their University ID activated in order to access computers in the classroom.

If additional space or computer lab time is needed for a special project or in-class assignment, the Teacher must submit an email request to the Associate Director at least 48 hrs in advance of the specified date.

PROGRAM INFORMATION

Field Trips & Activities

Teachers may plan field trips relevant to course objectives. In order to obtain approval, submit a written request detailing the purpose of the trip, destination, time, date, students attending, and necessary special materials or equipment at least one week in advance of the proposed trip. All field trips must be approved by the Associate Director.

Other cultural and educational activities are planned for weekday evenings. They are scheduled in advance and supervised by the Residential Director and Tutor/Counselors. All Teachers are welcome to attend. See the included schedule of activities for event dates.

Library

Students are granted library privileges for the McKeldin Library. Students use their university ID cards to check out materials from the library. The summer hours for McKeldin are 8:00 a.m. - 10:00 p.m. Monday through Thursday, 8:00 a.m. - 6:00 p.m. on Friday, 10:00 a.m. - 6:00 p.m. on Saturday, and 2:00 p.m. - 10:00 p.m. on Sunday. Students are responsible for any overdue fines or lost books. Students must return all books and materials and clear any fines before they can receive their stipends at the end of the summer program.

Computer Labs

Students will have access to the Pre-College Program Computer Lab and Library computers for class projects.

Labs contains both IBM and Macintosh computers and laser printers. TC's may escort students to one of these labs during study hours.

Study Hall

Evening study hall from 7:00p.m. - 9:00 p.m. is a **mandatory part of each student's daily schedule**. This activity is an essential ingredient for academic excellence and growth.

Students in the residence halls will also have access to the library and computer labs. Study hall is strictly enforced and no one is excused from it. Students must use this time for academic projects only. Listening to radios, making and accepting telephone calls, or other leisure activities will not be permitted during this time.

Counseling

Students participate in weekly counseling sessions led by the staff counselors. The purpose of the counseling program is to help foster a positive attitude toward classroom attendance, study habits, and test-taking. It is also designed to assist students in acquiring a positive self-image, improving decision-making skills, and dealing with obstacles to academic success. The overall goal of the counseling sessions is to assist students in making the transition between middle, secondary, and postsecondary education through group activities and individual meetings with the staff counselors. All discussion topics are designed to reflect the contemporary needs and concerns of high school students such as college and career choices, drugs and alcohol, and interpersonal relationships.

Counselors incorporate movies, group projects and guest speakers into the sessions. In addition, counselors administer a battery of tests to help the students make career choices, and build self-esteem. Each student will receive at least three hours of counseling weekly and is encouraged to individually meet with counselors to address personal and/or social concerns.

Living-Learning Communities

The Living Learning Community (LLC) is an educational experience designed to take student learning beyond the classroom walls. Faculty Fellows meet with students three to four times per week to facilitate innovative workshops and present outside speakers (Subject Matter Experts) related to the discipline. The PCP Faculty Fellow will ensure that students present a final project that demonstrates understanding of the LLC and personal accountability.

THEMES THIS YEAR:

- The Business of Global Macroeconomics
- Global Actors & Development through Corporations & Social Responsibility
- Science in a Global Context

Fun & Fitness

The students will work with Master Personal Trainer, Edward Saunders to build their total body strength, heart health, balance and physical conditioning. A healthy lifestyle will aid in the enhancement of their self-esteem, body image and mental focus.

ADMINISTRATIVE INFORMATION

Pay Checks

Teachers are paid on Fridays on a biweekly basis **pending the receipt of all relevant payroll documents**. Checks may be picked up at Toll Physics Bldg, Room 4111, and must be signed for before being released.

Teachers are encouraged to sign up for direct deposit. Please visit <http://www.precollege.umd.edu/forms-precollege.html> to access the direct deposit enrollment

form. This form should be submitted to the Pre-College Programs' Administrative Assistant as soon as possible after hire.

Health Center

All Pre-College Programs' employees may use the University of Maryland Health Center to receive outpatient care, overnight hospitalizations, or follow-up medical services. The hours are 8:00am - 5:00pm pm Monday, Tuesdays, Thursdays, and Fridays; Wednesday operating hours are 11:00am - 5:00pm. The Health Center is closed on Saturdays and Sundays during the summer. The Health Center offers a Dental Care Clinic, a Women's Clinic, a General Care clinic and a pharmacy. There are charges for almost all services provided at the Health Center. Financial responsibility will vary depending on the type of insurance and service provided. The Health Center does allow the option to *pay for service* directly without using health insurance. If you would like to speak to a medical provider, the number of the Health Center is 301-314-8180.

Mailboxes

Each Teacher is issued a mailbox in the Pre-College Programs' Main Office (Toll Physics Bldg 4111). Teachers should check their mailbox daily.

Teacher Attendance

Teachers are expected to attend each scheduled class during the summer session. If you are unable to attend any of your scheduled classes due to sudden emergencies, you must discuss it with the Associate as far in advance as possible. In addition, you must contact your assigned Tutor/Counselor by 7:00 a.m. to make arrangements to facilitate/administer assignments. You must contact the office by 8:00 a.m. or call the Associate Director. A substitute lesson plan should include your class lists, schedule, instructions and any necessary materials for the lesson. Excessive tardiness or absence may result in pay reductions.

Parking

If you require a parking permit, please see Ms. Adrienne Miles in Toll Physics Bldg, Rm 4111.

Dining Hall

Teachers are welcome to purchase meals and join students for breakfast, lunch and dinner in the South Campus dining hall. Breakfast (\$9.50) is served from 7:00 a.m.- 7:50 a.m., lunch (\$12.50) from 12:00 a.m. - 12:50 p.m. and dinner (\$14.20) from 6:50pm.

PRE-COLLEGE PROGRAMS ADMINISTRATIVE STAFF
Toll Physics Building Room 4111
301-405-6776 (ph), 301-314-9155 (fax), precollege.umd.edu

OFFICE HOURS: 8:30a.m. - 5:00p.m.

<u>STAFF MEMBER</u>	<u>TITLE</u>	<u>EMAIL</u>
Dr. Georgette Hardy DeJesus	Executive Director	301-405-6776 dejesus@umd.edu
Ms. Nicassia Belton	Associate Director – Upward Bound/Upward Bound Math & Science	301-405-0965 nbelton@umd.edu
Ms. Adrienne Miles	Business Associate	301-405-6805 amiles37@umd.edu
Ms. Carla Partlow	Research Coordinator	301-405-1773 cpartlow@umd.edu
Ms. Haymanot Yalewaker	LIFT Program Coordinator	301-405-0895 haymi01@umd.edu
Mr. Daniel Lofgren	LIFT Program Manager	301-405-0895 dlofgrenlift@gmail.com
Dr. Janis Arrindell	Academic Coordinator and Counselor	301-405-6783 jarrindell@umd.edu
Ms. Moya Malcolm	Advisor/Coordinator (Counselor Upward Bound)	301-405-0952 mmalcolm@umd.edu
Mr. Ryan Hill	Counselor – Upward Bound Math & Science	301-405-6779 rhill@umd.edu
Ms. Jonas Beaubrun	Counselor – Upward Bound	301-405-6784 jbeaubru@umd.edu
Ms. Shauntaye Hardy	Administrative Assistant II	301-405-1224 Shardy12@umd.edu

PRE-COLLEGE PROGRAMS
UPWARD BOUND/UPWARD BOUND-MATH & SCIENCE

STUDENT ATTENDANCE SIGN-IN SHEET

Teacher: _____ Class: _____

Period: _____ Date: _____

	NAME		NAME
1		16	
2		17	
3		18	
4		19	
5		20	
6		21	
7		22	
8		23	
9		24	
10		25	
11		26	
12		27	
13		28	
14		29	
15		30	

Upward Bound (UB) - Summer 2016 A/B Day
Morning Schedule Monday- Thursday 8:00 a.m. – 11:50 a.m.

Teacher	Ebone McFarland	Paul Cote	Dr. Chujor	Deborah Gaskins	Gordon Gainer	Crystal Harney	George Wake	Dr. Hardy	Koura Gibson
Room	VMH 1202	VMH 1206	BPS 1228	CHM 0128/ CHM1106	VMH 1303	TWS 0221	ASY 2309		VMH 1307
TC: Morning(8-12noon) StudyHall/ Night (7-11)	Kendall Foster	Richard Ukonu + Jasmatie Samaroo	Olamide + Katherine Romero	Kaisha Tibbs + Danait Estifanos	Jada Ledbetter	Jada & Yukna + Jayla Watkins	Yukna Chhean		Isabella Louis
A 8:00-9:50	Eng 10	Eng 12	Adv Biology	Chemistry	Adv Physics	Algebra II	Pre-Calculus		French 2/3
A 10:00-11:50	Eng 10	Adv Lang & Comp	Biology	Chemistry	Physics	Algebra II	Adv Calculus		TBA
Room	VMH 1202	VMH 1206		PLS1172/ CHM1106				ASY 3217	VMH 1307
B 8:00-9:50	Eng 11	Adv Lang & Comp		Adv Chemistry	Integrated Sci		Pre-Calculus		Spanish 1/2
B 10:00-11:50	Eng 11	Eng 12		Chemistry	Statistics		Pre-Calculus	Psychology	Spanish 3/4

Upward Bound Math Science (UBMS)- Summer 2016 A/B Day
Morning Schedule Monday- Thursday 8:00 a.m. – 11:50 a.m.

Teacher	Ashley Dunn	Dana Wake	Folasade Sofela	Dr. Chujor
Room	CHM 0122 (can schedule PHYS 4120 lab)	VMH 1311	CHM 0127	
TC: Morning(8-12noon) StudyHall/Night (7-11)	Rhys Hall	Ibrahim Coker + Patricia Galan	Brittany Ogbonna + Monica Veney	Olamide Olatunji + Katherine Romero
A 8:00-9:50	Technical Writing	Computer Sci – Intro (UB)	Integrated Math	
A 10:00-11:50	Technical Writing	Computer Sci – Coding Appl (UB)	Integrated Math	
Room		PHYS 4120	ASY 3207	PLS 1146/CHM 1105 (Lab-no chairs)
B 8:00-9:50		Computer Aided Design and Applications and research seminar	Geometry (UB)	Lab Sciences and research seminar
B 10:00-11:50		Computer Aided Design and Applications and research seminar	Geometry (UB)	Lab Sciences and research seminar

UB & UBMS Afternoon Schedule Monday- Thursday 12:00 noon – 5:50 p.m.

Teacher	Nicassia Belton	Briana Hudson	Barbara Honsou	Ryan Hill	Moya Malcolm	Jonas Beaubrum	Janis Arrindell
Room	VMH 1311 (40)	VMH 1202	VMH 1206	Tawes 0201	Tawes 0205	Tawes 1106	Tawes 1107
TC: Afternoon(1-6pm) StudyHall/Night (7-10)	Kaisha Tibbs + Dani Sauib + Bilquees Stover	Maranata Keflezghi	Mikayla Butz Presenters				
12:00-12:40	LUNCH						
12:50-1:50	Career 11 Portfolio/Project	Latin Lab	Senior Self-exploration Hour	Counseling 10	Counseling 10	Counseling 10	Counseling 10
2:00-3:00	Career 12 Portfolio/Project	Latin Lab	Career exploration presentations	Counseling 11	Counseling 11	Counseling 11	Counseling 11
3:10-4:10	Career 10 Portfolio/Project	Latin Lab	Career exploration presentations	Counseling 12 (VMH 1303)		Counseling 12 (VMH 1307)	
4:20-5:50	LLC1-Dr. Bahreini (The Business of Global Macroeconomics): VMH 1202 (Barbara Honsou , Kendall Foster, Bilquees Stover, Maranata Keflezghi); LLC2-Dr. Nedd (Global Actors & Development through Corporations & Social Responsibility): VMH 1206 (Isabella Louis, Ryhs Hall, Mikayla Butz, Brittany Ogbonna); LLC3-Ms. Jones (Science in a Global Context): VMH 1303 (Katherine Romero, Jasmatie Samaroo & Olamide Olatunji, Danait Estifanos); LLC4- Ms. Janel Brown (Intercultural Communication and Understanding): VMH 1307 (Patricia Galan, Monica Veney, Jaliya Watkins); LLCs have access to a computer lab (VMH1311) once they reserve at lease 48hrs prior.						

UB & UBMS Evening Schedule Monday- Thursday 6:00 p.m. – 11:00 p.m.

6:00-6:45	DINNER
7:00-9:00	STUDY HALL
9:10-10:30	Extended Study Hall/ Clubs/ LLC team projects
10:30-11:00	CURFEW (PREPARATION FOR LIGHTS OUT)

UB & UBMS Friday Schedule 8:00 a.m. – 4:30 p.m.

Mon-Thurs	Crystal Harney	Kamien Faison	David Hadley	Ashley Dunn	George Wake + Folasade Sofela	Ebone McFarland + Paul Cote
Room	VMH 1202	VMH 1206	VMH 1303	VMH 1307	ASY 2309	VMH 1311
	Yukna Chean Maranata Keflezghi	Patricia Galan Mikayla Butz	Jada Ledbetter Monica Veney	Rhys Hall Bilquees Stover	Brittany Ogbonna + Danait Estifanos + Jayla Watkins	Kendall Foster + Katherine Romero + Jasmatie Samaroo
8:00-9:50	Math SAT Prep (10: algebra I &II/11)	Reading & Lang SAT Prep (10: algebra I &II /11)	Math SAT Prep (11: geometry and above/12)	Reading & Lang SAT Prep (11: geometry and above/12)	Math Lab	Writing Lab
10:00-11:50	Math SAT Prep (10: algebra I &II /11)	Reading & Lang SAT Prep (10: algebra I &II /11)	Math SAT Prep (11: geometry and above/12)	Reading & Lang SAT Prep (11: geometry and above/12)	Math Lab	Writing Lab
12:00-12:40	LUNCH					
12:50-3:50	LLCs					
4:00-4:30	GENERAL ASSEMBLY					

Course Title: Syllabus Template

[Interesting quote, motivating information].

[Summer/Year]

[Class location]

[Class Meeting time(s)]

Teacher: [Name] [Office, e-mail, phone]

Office Hours: [scheduled + by appointment? Virtual Office Hours?]

Grading: [A, B, C, D, F]

I. Rationale:

Why does this course exist? How does it fit in with the rest of the program's curriculum?

II. Course Aims and Outcomes:

Aims

What general outcomes is the course designed to achieve? How will it contribute to student academically/ professionally?

Specific Learning Outcomes:

By the end of this course, students will:

List as specifically as possible the learning outcomes the course is intended to produce. It is helpful here to think about the kinds of evidence you will need to assess the students' learning as your outcomes should drive your assessment and grading schema. Kinds of evidence can be manifest in what students say, do, think and/or feel. What they say (as on an exam, paper, project, homework, etc., or in class discussion) is a reflection of their thinking. Feelings are often neglected in specifying course or class outcomes, yet the research on the role of affect (emotions and feelings) in learning has been well documented and has been shown to have a significant influence and integration with cognitive learning. For example, if you were teaching a course on ecology it would be difficult to do without addressing human values, which have an affective aspect to them. If certain psychomotor skills are intended to be developed, the evidence will be in doing (as in a lab course where actions like titration, completing successful assays, collecting meaningful data and analyzing it are regular expectations) they should be articulated as clearly as possible. A well stated outcome has two components: substance (content/subject matter like osmosis or absorption) and form: what action must the student perform with regards to the substance (compare and contrast, evaluate, analyze, apply, etc.)

III. Format and Procedures:

How is the course structured and how will classes be carried out? What behavioral expectations does the instructor have for the students in class? This is where specifications for attendance, participation, respect for others, student Code of Conduct etc. should be spelled out to act as a behavioral guide. If the course has multiple formats (like lecture &

lab and discussion, group learning projects and/or presentations) these should be explained clearly

IV. My Assumptions

This is a section where the Teacher can communicate his or her personal assumptions and/or biases regarding the course content to set it off from other similar courses and other instructors. Does the instructor have a unique operational definition for some of the core course concepts? What principles and/or beliefs about either the content or how to effectively learn the content held by the Teacher would it be helpful for the students to know up front?

V. Course Requirements: Whatever tasks and assignments you include in your course should be aligned with the specified learning outcomes (final learning state, skills, knowledge, attitudes and values the students leave the course with) you have defined and specified earlier.

1. Class attendance and participation policy:
2. Course readings:
 - (a) Required text:
 - (b) Background readings, course packet available in the university bookstore? Use of course Blackboard web site? Download and bring handouts to class?
3. Assignments required to achieve a passing grade in the course.

V. Grading Procedures: Grades will be based on:

- (A) (%)
- (B) (%)
- (C) (%)
- (D) (%)
- (F) (%)

Keep in mind, as you decide the weighting for the different assignments and tasks you give students it will have a major impact on their effort distribution. For example, if you have many homework assignments and/or quizzes, but not any one of them will count significantly toward the final grade, students may invest less time and commitment to doing them. If a certain percentage of the students' grades are based on class participation, what criteria will be used to make that assessment: quantity or quality? If quality, what determines quality?

VI. Academic Integrity

Each student in this course is expected to abide by the Pre-College Program's Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work. [*Optional: For this course, collaboration is allowed in the following instances: list instances.*]

You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never

involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and Pre-College disciplinary action.

During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

VII. Accommodations for students with disabilities

In compliance with the University of Maryland policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first week of classes, except for unusual circumstances, so arrangements can be made.

VIII. Inclusivity Statement

We understand that our students represent a rich variety of backgrounds and perspectives. The Pre-College program is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value each other's opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Cornell community

IX. Tentative Course Schedule (*May change to accommodate guest presenters & student needs*). **You should include information for every class meeting.**

Topics Assignment	Learning Objectives	Readings to be discussed	
Date: Day 1 Topics/Major Concepts covered	Indicate the learning objectives being covered/addressed	[Text] Chapter #, additional readings from course packet, handouts	Journal entry/electronic submission/project work
Date: Day 2 Topics/Major Concepts covered			

X. Additional Resource Readings on College Teaching

Bateman, W.L. (1990). *Open to Question: The Art of Teaching and Learning by Inquiry*. San Francisco: Jossey Bass, Publishers. [LB 1738 .M3]

Bowser, B.P. (1993). *Confronting Diversity Issues on Campus*. Newbury Park, CA: Sage Publications. [LC1099.3 B69]

“Syllabus Template.” *Center for Teaching Excellence*. Cornell University, n.d. Web. 15 June 2015.

TEACHING LESSON PLAN TEMPLATE

Lesson title _____ Date _____

Course/Subject/grade level _____ Session duration _____

Section A: Lesson preparation

- Rationale – Why is it important for students to learn the content of the lesson.
- Description of learners – What factors must be considered in order to accommodate diversity of learners? Readiness, Interests, Learner Profile (Styles, Intelligence, Environment, Gender, Culture, etc)?
- Objectives/learner outcomes – What knowledge, skills, and dispositions are students expected to demonstrate as a result of the lesson? Specifically describe what type of data related to stated objectives and learner outcomes that you plan to collect and how you plan to collect it during the course of the lesson. You will need to reference this data as you complete Section E below.
- Standards addressed – What academic standards or national content standards (such as NCTE, NCTM, Middle States, Common Core) are specifically addressed in the lesson?
- Prior Knowledge Required?
- Materials/resources/technology – What materials/resources/technology are needed to support instructional procedures?

Section B: Introduction to lesson

- Purpose – How will you state the purpose of the lesson?
- Prior learning – How will you make connections to prior learning?
- Motivation – How will you motivate students to engage in the learning activities you have planned?

Section C: Content/procedures/sequence

Content Outline	Instructional procedures/sequence of activities

Section D: Closure

- Summary of lesson – How will you bring the lesson to a close?
- Assignment – What independent/group work will be assigned?

Section E: Assessment

- Student learning – How will you evaluate student outcomes? Cite planned data collection described above as well as other methods.
- Lesson implementation – Was the lesson successful? Use the data that you collected to substantiate your conclusions in this section as well as additional comments and observations.
- Self-assessment and reflection – How will you evaluate your performance? Cite planned data collection described above as well as additional comments and reflections.

NOTES