



Pre-College Programs

Upward Bound * Upward Bound Math & Science * LIFT

Tutor Counselor Handbook

Summer 2017

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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 Belton Associate Director
Mr. Ryan Hill Counselor
Ms. Shauntaye Hardy Administrative Assistant

LIFT

Ms. Haymanot Yalewayker LIFT Program Coordinator
Dr. Ben Kinard..... Program Specialist

RESIDENTIAL LIFE

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

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. - 6:00 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.

Tutor Counselors are role models for the students of the Pre-College Programs. This responsibility does not end in the classroom. Tutor Counselors must set an example of appropriate conduct at all times. They have the responsibility of not just encouraging a high standard of conduct among the students but modeling the type of behavior that is fostered by these programs. As employees, Tutor Counselors are expected to uphold a level of professionalism that sets them apart from the student body.

Please use this handbook as a guide for tutoring and counseling students. It is necessary that Tutor Counselors clearly understand the code of conduct, job responsibilities, and expectations of the program that are outlined in the following pages.

Summer Program Calendar

June-July 2016

June 11	TCs move into the residence halls
June 12-16	Summer staff training
June 16, 6:30pm	Student Parent Summer Program Orientation; All summer staff must attend
June 18	Students move into the residence halls
June 19	First day of classes
June 30	Residence hall checkout for Independence Day holiday
July 4	HOLIDAY – Independence Day
July 7	Mid-summer grades due from instructors
July 11	Mid-summer reports distributed to students/parents
July 28	Last day of classes
July 28	Residence hall move-out for students
July 28	Residence hall move-out for TCs/Last day of employment
Week of July 31	College Tour
August 2	Final grades due

Tutor Counselor Responsibilities

Tutor counselors are responsible for the following duties:

- Supervise and live in residence hall with multi-ethnic student population.
- Establish and maintain a positive, productive and harmonious living environment for students.
- Serve as a liaison between professional program staff and students.
- Serve as a point of contact for students and parents.
- Be on duty during assigned meals.
- Complete night duties as assigned.
- Assist in chaperoning field trips.
- Lead recreational activities.
- Enforce student curfew and monitor class attendance.
- Assist instructors in planning and preparing daily teaching materials for the classroom.
- Conduct individual and small group tutoring sessions.
- Attend staff development activities, weekly staff meetings, and student assemblies.
- Maintain a positive working relationship in a team environment.
- Prepare and submit written evaluations of students and summer program as directed.
- Serve as a positive role model for students by displaying appropriate conduct and a high level of professionalism.
- Other duties as assigned.

Tutor Counselor General Schedule

7:00am	Ensure that students are awake and preparing for breakfast. Students do not have the option of skipping breakfast.
7:15am	TCs must accompany students to breakfast. A ratio of no larger than one TC to ten students should be kept at all times throughout the day (except in the classrooms where class size will vary).
8:00-11:50am	Academic classes are held in Van Munching Hall, Chemistry Bldg., Plant Sciences Bldg., Toll Physics Bldg., Biology-Psychology Bldg., Tawes Fine Arts Bldg., Art/Sociology Bldg. TCs must ensure that all students leave the residence halls each morning and are responsible for escorting them to each class. During class time, each TC is assigned to work with a lecturer or lead study groups.
11:50	TCs escort students to lunch.
12:50-4:10pm	Career Portfolio/Project class, Career Exploration presentations, Latin, and counseling groups are held in Van Munching Hall and Tawes Fine Arts Bldg. TCs may have class assignments during this time.
4:20-5:50pm	Living Learning Community meetings are held in the Van Munching Hall. Some TCs will be assigned to LLC.
5:50pm	TCs escort students to dinner.
6:45pm	TCs escort students to residence hall for mandatory study hall.
7:00-9:00pm	TCs monitor students throughout study hall to ensure that they are engaged in academic tasks. TCs provide individual tutoring or group review sessions. TCs escort students to McKeldin Library as needed.
9:00-10:30pm	Organize, monitor, and participate in the evening activities as assigned.
10:30-11:00pm	Conduct room checks and ensure lights-out at 11pm

What to Bring To Campus

Tutor Counselors should pack clothing that is appropriate for a college environment. Please remember that temperatures during the summer range from the low 80's to high 90's. The residence halls are air-conditioned. We recommend that you bring the following:

- Shorts and t-shirts (halter, backless and low cut tops, and short shorts are not allowed).
- Athletic shoes and swimwear. Shoes with high heels are not advisable.
- Umbrella or rain gear for rainy weather.
- Linens (sheets for a twin bed), towels, pillows and hangers.
- Toiletries, i.e. toothpaste, toothbrush, soap, shampoo, etc.
- Alarm clock.
- Business casual and professional dress attire: Thursdays are our "World of Work"-themed days for students and we ask that both students and staff wear business casual and/or professional dress to morning and afternoon classes.

NOTE: Any clothing, posters, or other items that endorse drugs, racism, sexism, or violence either verbally or pictorially will not be permitted. The University of Maryland Pre-College Programs is not responsible for any lost or stolen items. Please leave all valuables at home.

OPTIONAL ITEMS

- * sports equipment (bicycles and roller blades are not allowed)
- * radio/iPod/MP3 player (used with headphones only)
- * small lamp
- * personal items, e.g., pictures, posters
- * cleaning products/disinfectants for living quarters/bathroom

Each Tutor Counselor is assigned his/her own room that is furnished with a twin bed, desk, chair, five-drawer bureau and closet.

Laundry facilities are available in the basement of the residence halls. There is a charge of \$1.00 per wash and \$1.00 per dry. The machines take only quarters, and you must bring your own detergent. Due to time constraints, students are encouraged to take their laundry home each week.

The University of Maryland and Pre-College Programs are not responsible for any lost or stolen items. Please leave all valuables or "non-replaceables" at home.

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.

Academic Responsibilities

Upward Bound students take classes in the areas of Language and reading, mathematics, science, and foreign languages. The courses are designed to parallel their upcoming high school courses. Upward Bound Math-Science students have classes in research and writing skills, integrated science, integrated math, and Latin. All classes are taught by qualified teachers. Tutor Counselors are assigned to specific instructors according to interests and abilities.

Tutor Counselors are expected to perform the following academic duties:

- Lead small group activities
- Duplicate materials and obtain supplies
- Meet with lecturers to discuss problems, suggest ideas, and plan lessons
- Provide tutoring to students outside classroom
- Escort students from class to the Pre-College Programs' Office as needed
- Offer any assistance relevant to the academic development of the students

Study Hall

In addition to classroom support and monitoring, Tutor Counselors are responsible for monitoring study hall to ensure that students devote this entire time to academic tasks. During this time, Tutor Counselors may organize one-on-one tutoring and small group review sessions. The use of radios and telephones is not permitted. Students who need to utilize library resources must be escorted to the library by a TC.

Tutor Logs

Each week, each Tutor Counselor is required to submit a record of their tutoring contacts to the Advisor/Coordinator (see Appendix). This log should include the date and time of each tutoring session and must be signed by the TC and the student.

15 Tutor Strategies to Promote Academic Success

1. Ask the student to always bring a textbook, classroom notes, personal notes, and their class syllabus. Ask what part of the homework or assignment is ready or has been attempted.
2. If this is the first session, negotiate mutual expectations. Let the student decide what he or she would like to accomplish.
3. Demonstrate enthusiasm, but be realistic and tactful. What portion of the work can you expect the student to know or attempt? And what portion may be challenging? Stay open for any surprises. In the first few minutes of your first session, build trust and the student's hope for future success.
4. Design or help the student construct appropriate questions, tables, graphs, concept maps, mind-maps, or steps to solve a problem in order for the student to show you what he or she already knows about the topic/subject.
5. If you are asking simple leading questions, give the student enough time to construct answers. It's also helpful to accept silence. It often allows a student time to think through an idea or concept.
6. Make sure to graduate from concrete examples to abstract concepts. The pace of which you move from the concrete to more abstract ideas will vary depending on the student's preparation, learning style, and processing abilities.
7. If the student seems lost when you are explaining an idea, try drawing a diagram or another visual example to help with the thinking process, or allow them to draw out what they already understand of the concept.
8. Work with enthusiasm and confidence. Be playful. Alternate difficult and easy questions.
9. Remember to allow the student to talk out what they know/think aloud. During this time it would be best to listen in order to plan your next strategy/approach.
10. If the student does not know how to start a problem or assignment, brainstorm the information given in the problem. Regularly ask questions about the idea and methods for problem solving. If the student cannot answer conceptual questions, help him or her to find resources that can help them when they are completing work on their own.
11. In tutoring sessions, think of your knowledge as supporting the student's learning. Use what you know about the topic to design activities that will bridge gaps between the assignment and student's knowledge.
12. Provide students positive feedback. Resist the urge to judge or preach, or shame students for what they don't know.
13. If the student does not participate in the session, do not discourage the student from working with you. First, try to explain one or two problems to him or her. Then ask yourself, "how best can I help this student figure out how to solve the problem?" Remember that doing the work for students, when they may be capable of figuring it out themselves with a few tips from you, will either demoralize them or turn them into bystanders during the tutoring session. It will also allow some students to rely on you to complete their work for them. These outcomes do not benefit the student in the long run and ensure that they will not be prepared for the rigors of college-level work.
14. After explaining one or two problems, ask the student to plan the rest of your tutoring session. Ask them to think about what they think they would like to focus on next. A helpful strategy would be to ask the student to do a similar problem with your help, then have them complete another one with no help before asking them to determine what should be done next. It's important to remember that your goal is to identify the student's understanding of the work and where that understanding halts.
15. If a student's assignment is too large to complete in one tutoring session, do what you can help him or her to develop a realistic plan for the current tutoring session and for completing the remainder of the task on his or her own.

Residential Responsibilities

It is important to remember that Tutor Counselors are in charge of high school students who still need guidance and supervision. It is the main responsibility of the Tutor Counselors to provide this structured atmosphere throughout the program. The following is an overview of the supervision that needs to be provided in the residence halls and dining facility.

RESIDENCE HALLS

Both students and Tutor Counselors will be housed in Dorchester Hall located on Campus Drive opposite the Stamp Student Union. Tutor Counselors are required to reside in residence halls Sunday through Friday during the times as specified by the Resident Director.

DINING HALL

Both students and Tutor Counselors will be provided with meal cards upon residence hall check-in that allow entry to South Campus Dining Hall. Breakfast is from 7:15 a.m. to 7:50 a.m., lunch from 12:00 p.m. to 12:40 p.m. and dinner from 6:00 p.m. to 6:45 p.m. All TCs are required to attend all meals and assist in supervising students. This supervision includes the following: ensuring students arrive and depart on time, conduct themselves properly under the Code of Conduct, follow the rules and regulations of the dining hall, select appropriate food selections as required by the nutritional program, and appropriately represent Pre-College Programs.

DUTIES

The basic duties consist of relaying information, problem solving, handling roommate conflicts, organizing activities, enforcing rules and regulations and assisting with other duties and tasks as assigned by the Resident Directors. Pre-College Programs' TCs are also responsible for peer counseling and tutoring.

RESIDENTIAL STAFF MEETINGS

A weekly staff meeting with the Resident Director (RD) will be held with the time and day to be specified by the RD. Additional staff meetings will be held as circumstances permit and/or the RD find necessary.

Basic Helping Skills

Tutor Counselors are oftentimes the first people students may seek if they are facing a personal concern. Conflicts among students can occur at any given time and Tutor Counselors need to be able to respond. It is important that Tutor Counselors are flexible to the students' needs and maintain an approachable demeanor. The staff counselors are available and accessible to students and Tutor Counselors. If a student conveys troubling information or displays unusual behavior, alert the staff counselors.

COUNSELING TECHNIQUES

The following techniques are designed to facilitate effective communication between counselors and students.

Basic Counseling Skills for Establishing Rapport

- **Reflection:** Reflecting back to a student the feelings he or she has expressed.
- **Paraphrase:** Summarizing the content of what the student has said.
- **Basic Empathy Response:** A combination of a reflection and a paraphrase, usually in the form of "you feel (*reflection*) because of (*paraphrase*)."
- **Focusing:** Helping a student define a problem or narrow down the scope of the problem.
- **Challenge:** A statement that directly focuses the student's attention on some aspect of his or her behavior that, if changed, would lead to more effective functioning (think of ways that students stray from goals).
- **Interpretation:** Assigning a cause for a student's behavior, thoughts, or feelings.

Essential tools for Developing Effective Communication

There are three key elements that cultivate improved communication: genuineness, positive regard, and empathy.

1. **Genuineness:** This means being honest and open about one's own feelings, needs, and ideas. A genuine person is aware of his/her feelings, accepts them, and can express them when appropriate. This authenticity can facilitate others in being more open and honest.
2. **Positive Regard:** This involves accepting, respecting, and supporting others in a non-judgmental or non-paternalistic way. Having positive regard for others does not necessarily mean "liking" everyone. You can accept and respect someone's feelings while disapproving of that person's behavior.
3. **Empathy:** This refers to the ability to see, hear, and understand another person from his/her own viewpoint. You can identify with and understand someone's feelings without losing touch with your own. Empathy is like putting yourself in another person's shoes and becoming aware of how those shoes feel to him or her while still knowing that the shoes aren't yours.

Suggested Procedures For Handling Student Conflicts

Conflict is never easy, but it can be healthy. Pre-College Programs' students can learn valuable skills by resolving their own conflicts, which TCs can mediate.

1. **Set your ground rules.** Make sure it is understood that one party will speak at a time, no interrupting will be allowed, and both parties should listen carefully to each other.
2. **Listen to both parties.** Focus on listening to each party's thoughts and feelings equally.
3. **Do not take sides.** Do not be persuaded to express opinions, because one or both sides may not have presented all of their thoughts and feelings. Be as objective as possible.
4. **Define the problem.** After both sides are heard, help define the problem. The problem that one, or both sides, presented may not be what is really bothering them; you should help them understand the "real" problem.
5. **Keep the parties talking to one another.** Often the conflicting parties tend to talk to the Tutor Counselor and not to each other. Keep the conversation away from you and toward the conflicting parties.
6. **Maintain control of the situation.** Do not allow one of the parties to take control of the situation.
7. **Spell out alternatives.** After both parties express themselves and their feelings, spell out the possible solutions to the conflict. Let both parties discuss the pros and cons of each possible solution.
8. **Let the parties resolve their own conflict.** Stress that you will get involved only if there is a problem solving the conflict, and that you will give a solution only as a last resort.
9. **Recognize your limitations.** If the parties cannot agree to a resolution, then impose one. The parties may get more serious about resolving their differences if your suggestion is less appealing than their solutions. If necessary, consult with the Resident Director or staff counselors about the situation.

In Case of Emergency

All emergency situations should be reported to the Living Learning Coordinator. In the case of an urgent medical emergency, call 911 first. Then, report the emergency to the Resident Director. All emergency situations should be documented using an Incident Report.

Administrative Responsibilities and Resources

WORK HOURS/ATTENDANCE POLICY

Tutor Counselors are on call from Sunday to Friday evening. Tutor Counselors are expected to be present on campus during work hours at all times for daily duties, evening activities, and in the case of an emergency.

OPENING & CLOSING DUTIES

Tutor Counselors will receive direction from the RD regarding opening and closing duties.

CHECK-IN/CHECK-OUT PROCEDURES

Tutor Counselors will provide coverage during the residence hall check-in/check-out process. Specific check-in/check-out duties will be outlined by the RD.

MEAL TIMES

Tutor Counselors are required to attend all meals to assist with the supervision and managing of students.

- Breakfast: 7:15 a.m. to 7:50 a.m.
- Lunch: 12:00 noon to 12:40 p.m.
- Dinner: 6:00 p.m. to 6:45 p.m.

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

Tutor Counselors are responsible for documenting these types of situations and submitting an Incident Report Form. The Incident Report Form is available online at

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

STUDENT ATTENDANCE MONITORING

Tutor Counselors are responsible for monitoring student attendance during meal times, Living Learning Community meetings, Study Hall, and evening activities. If a student is unaccounted for, the TC should immediately try to locate him/her to ensure their safety. Please check with other TCs to see if another team member is aware of that student's location. If a TC is unable to locate the student, the TC should notify the RD or program office during regular work hours (8:30am – 5:00pm).

OFF-CAMPUS PERMISSION

Students are not allowed to leave campus without receiving approval for off-campus leave. Parents who would like to request for their child to leave campus for an appointment or another activity must request off-campus leave through the student's Pre-College Programs' counselor at least 24 hours in advance. Students who are granted off-campus leave will be given a signed Off-Campus Permission Slip that verifies this arrangement. A copy of this Slip will be given to the RD and counselor, and a copy will be filed in the Main Office.

RESIDENCE HALL VISITATION

Students are prohibited from entertaining visitors while in campus housing or engaged in program activities. Parents are not allowed to visit students without prior approval from the Counselor or RD. Tutor Counselors are also prohibited from entertaining visitors while on duty.

STUDENT RESPONSIBILITY BOARD

Tutor Counselors have the opportunity to serve as advisors to the Student Responsibility Board (SRB). 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.

General Administrative Procedures

PAY CHECKS

Tutor Counselors are paid on Fridays on a biweekly basis **pending the receipt of all relevant payroll documents**. TCs 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 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 Tutor Counselor is issued a mailbox in the Pre-College Programs' Main Office (Toll Physics Bldg 4111). TCs should check their mailbox daily.

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
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Ms. Lataya Walters

Resident Director

lwalters1210@yahoo.com

Ms. Raquel McDaniel

Resident Director

rmcdanie@umd.edu

Upward Bound (UB) - Summer 2017 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 2017 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 least 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					

NOTES

