

Virginia

State

University

Upward Bound Program &  
Educational Talent Search  
2019-2020 Combined Handbook



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The Upward Bound Program is federally funded by the U.S. Department of Education*

## FOREWARD

This handbook is designed to serve as a guide for implementing policies, procedures and instruction for the Academic and Summer Component of the Upward Bound program and the ***Summer Bridge Component*** of the Educational Talent Search, (ETS) Program at Virginia State University for staff, parents and students.

You are encouraged to read this document carefully and ask questions. Your cooperation and participation is greatly appreciated. We look forward to working with you!

*The Upward Bound & ETS Staff*

## IMPORTANT TELEPHONE NUMBERS

Upward Bound Office	804-524-5811
Educational Talent Search Office	804-524-5566
University Police	<b>804-524-5411 (emergency)</b> 804-524-5360 (non-emergency)
Residence Hall – <b>Seward Hall</b>	804-524 -5135
Residence Hall – <b>Eggleston Hall</b>	804-524-1188
Upward Bound Cell # (Mrs. Tyler)	804-898-9038

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### **Educational Talent Search Staff**

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**Tutor Mentors:** Glenn Crawley, Kalea Christmas, Jaedyn Franklin, Jessica Gatling, Essence Harris, Lameerah Rasheed, Destiny Simms, Steven Thomas,

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## INTRODUCTION

The **Upward Bound Program** is the pre-college phase of the Compensatory Education package designed to generate the skills and motivation necessary for success in education beyond high school. Upward Bound aims exclusively for young persons with inadequate secondary school preparation who have the academic potential to pursue a postsecondary education.

During the Upward Bound Summer experience, students spend five (5) or six (6) weeks as summer residents on the Virginia State University campus. During this period students are involved in academic classes, group activities, guidance, and individual counseling sessions, organized recreation, and a variety of cultural experiences.

During the academic year, students come to the campus two (2) Saturdays each month for tutorial and instructional assistance. Teachers from the public school systems, VSU faculty, college students (tutors employed by the program) and volunteers from the student body work with the participants.

Students are expected to attend both the Academic and Summer Components. Summer attendance is contingent upon 75 percent participation during the Academic Component and maintaining a minimum 2.0 GPA requirement. Students are also expected to remain in the program until they successfully graduate from high school and successfully enter college.

**The Educational Talent Search Program (ETS)** program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. The program publicizes the availability of financial aid and assist participant with the postsecondary application process. ETS also encourages persons who have not completed education programs at the secondary or postsecondary level to enter or reenter and complete postsecondary education. The goal of ETS is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education.

During the ETS Summer experience, students spend two or more weeks on the Virginia State University campus and/or other designated locations. During this period students are involved in academic classes, group activities, guidance, and individual counseling sessions, organized recreation, and a variety of cultural experiences.

During the academic year, students come to the campus one Saturday each month for tutorial and instructional assistance. Additionally, students attend after-school tutoring at the middle school, high school and other partner agencies in the city of Petersburg September – May.

### **SUMMER RESIDENTIAL COMPONENT OVERVIEW**

During the five (5) or six (6) week Summer Residential Component, students are exposed to a variety of educational, cultural and social experiences. The academic classes are small and the curriculum is designed to meet the needs and interests of the students enrolled in the program. Students are placed in various classes according to their needs for individualized instruction. The teachers are assisted by college students who serve as tutors. The academic course offerings during the summer are: *English, reading, mathematics, science, social studies, Spanish, and computer technology*. The academic classes are from 8:30 a.m. to 12:30 p.m., Monday through Friday. The guidance sessions are conducted with each grade level in the afternoon from 1:30 p.m. to 3:00 p.m., Monday through Thursday. During the evening hours, students are involved in supervised study, library activities and recreation. In addition to the academics, students are exposed to cultural activities as well as college tours.

### **ACADEMIC YEAR COMPONENT**

During the academic year, students receive additional instruction in the various academic courses taken in their respective schools. The Upward Bound Staff, and Teachers employed by the program assist students on campus two Saturdays each month. An organized guidance program is planned by the Upward Bound Counselor. Individualized counseling and group guidance sessions are conducted at target schools and in the Upward Bound office. The focus is to strengthen and enhance the student's academic skill level in order to make them more successful in high school and beyond.

## OBJECTIVES

The Upward Bound program seeks:

- To identify and select eligible participants by establishing contacts with schools, community agencies and community resource persons.
- To motivate students toward developing their potentialities to the extent they will gain positive self-concepts, higher levels of aspirations and new career goals.
- To provide varied learning experiences that will encourage students to develop good skills and habits in oral and written communications.
- To promote the development of proficiency in mathematics through an assessment of student strengths and weaknesses to provide an instructional program based on results.
- To identify and assist students with reading problems through groups and individual techniques, enabling them to improve their reading skills.
- To expose student to the broad areas of the biological, physical and earth sciences, to enable them to develop a greater degree of scientific literacy.
- To promote the development of improving social studies by providing the knowledge, skills and study habits necessary to acquire an understanding of historical information.
- To provide personal counseling and academic advisement to all students.
- To provide Guidance activities to introduce participants to a variety of career and post secondary options.
- To increase the motivational levels of participants and monitor their progress regularly toward improving basic skills.
- To assist participants in completing the necessary forms for standardized tests, college admissions and financial aid applications.
- To have students involved in organized recreational activities.
- To arrange cultural activities that will contribute to the personal growth of the participants.
- To evaluate the program's effectiveness in meeting the goals and objectives.
- To design an individualized prescription of services for each participant to assure each student is prepared to enter a postsecondary institution upon graduation from high school.
- To follow-up on all students through the first degree.



## EXPECTED OUTCOMES

### *The Upward Bound student will:*

- Have the knowledge necessary to make wise choices with reference to educational goals and the selection of a college according to the students' capabilities;
- Show evidence of growth and maturity concerning cultural and leisure time pursuits as measured by participation in such activities;
- Develop skills necessary to be an effective leader and an active member of organized group activities;
- Develop the skills necessary to perform well in academic courses as demonstrated by grade reports;
- Demonstrate through conversation, comprehension and academic grades, greater appreciation for and knowledge of the biological and physical world in which we live.

### *Upward Bound will provide the necessary experiences for students:*

- To be exposed to varied subjects and concerns;
- To be exposed to a large variety of ideas on many levels and pursue them in depth;
- To be encouraged to solve problems in diverse ways;
- To build skills in problem-solving and critical thinking;
- To be exposed to alternatives, the consequences of choice and to establish and evaluate priorities;
- To be exposed to new and challenging information about the environment and culture: aesthetic, economic, political, social aspects;
- To acquire mastery of basic skill;
- To process cognitively the emotional meaning of experience;
- To expand and clarify awareness of the social, physical and emotional environment;
- To learn to assert one's own needs and feelings non-defensively;
- To confront and interact with the value system of others;
- To learn to set realistic goals and accept setbacks as part of the learning process;
- To find a vocation that provides opportunity for actualization of students' personal value system

## CLASSROOM EXPECTATIONS STUDENTS' EXPECTATIONS OF THE TEACHER

### *The Teacher Will:*

- Be present and **on time** for every class period except in emergencies
- Bring necessary supplies to every class: grade book, lecture notebooks, if needed; textbooks, supplementary materials, if needed.
- Inform students of the course goals and objectives and the student's requirements for completion of the course.
- Assign homework necessary for understanding and completion of the course objectives.
- Listen attentively to student responses and questions.
- Answer legitimate questions about classroom procedures and course content.
- Be available for individual help or make referrals to the appropriate staff person.
- Write on the board the important terms and points covered in the course.
- Give fair exams that test only material covered within the course.

## TEACHER'S EXPECTATION OF THE STUDENT

### *The Student Will:*

- Be present and **on time** for every class period except in emergencies.
- Bring necessary supplies to every class: pen and pencils; notebook and/or loose leaf paper; textbook, calculator etc.
- Know what is required to complete the course
- Complete homework assignments before each class period
- Listen attentively in class. Avoid unnecessary talking.
- Ask questions when he or she does not understand. Ask for individual help, if needed.
- Take lecture notes, especially about materials written on the board.
- Keep and use all supplementary materials.
- Study for tests by reviewing textbooks and lecture notes as well as any other material specified by teachers.

# Section II

## Summer Residential Component



Seward Hall



Eggleston Hall

## SUMMER RESIDENTIAL COMPONENT

The Summer Residential & Bridge Program provides an unusual experience for all Upward Bound & Educational Talent Search students to live in a Residence Hall and have an opportunity to get a “taste” of college life. The Residence Hall is a laboratory of human relations and is also a classroom where various educational experiences are planned for the residents.

Group living is an important part of the students’ growth in the educational process. In the classroom they will learn to use the necessary skills that will help them in high school and college. In their living units, they will develop the skills needed for effective group living. A major part of the Summer Residential Program is living on campus in the residence halls and having a roommate. This experience is designed to expose the student to college life and residential living. Key topics that students should be exposed to in preparation for college and residential living:

- ✓ Keeping the room clean
- ✓ Having visitors **(Upward Bound & Talent Search ONLY!)**
- ✓ Telephone etiquette
- ✓ Safety
- ✓ Borrowing clothes, toiletries, etc.
- ✓ Communication
- ✓ Residence hall rules
- ✓ Upward Bound Rules
- ✓ Living with someone new
- ✓ Time management
- ✓ Personal responsibility
- ✓ Hygiene
- ✓ Problem solving/conflict resolution

Regulations in the Residence Halls provide general guidelines for effective living and learning environments. The Residence Hall is supervised by an adult assisted by college students who are employed by Upward Bound.

## SUMMER BRIDGE AND TRANSITION PROGRAM

The **VSU Upward Bound & Educational Talent Search Programs** proposed to implement a **Summer Bridge** program in the last grant competition based upon a recent study that examined building students' capacity to independently complete tasks required for **successful college matriculation and persistence**. *Castleman, B. L., Page, L. C. & Schooley, K. (2011)* Link to Study:

<http://onlinelibrary.wiley.com/doi/10.1002/pam.21743/abstract;jsessionid=7C560895178F77229F14743E2A53E90D.f04t03>

The learning goals for the **VSU Upward Bound & Educational Talent Search Summer Bridge Program** are to assist recent graduates 1) take a college course to earn transferable credits; 2) prepare for the rigors of college academe and 3) to participate in a College Survival course to learn and understand how to maneuver and be successful on a college campus.

Eligible Summer Bridge students are rising seniors (**Upward Bound only**) and high school seniors who have graduated from high school (**Upward Bound & ETS students**) who will enroll in the summer college courses at VSU. The courses offered are: Mathematics 120 and English 110. Both are transferable college courses.

## DINING HALL



All Upward Bound and Educational Talent Search program meals will be served in **Jones Dining Facility** during the summer program unless otherwise stated. Student I.D.'s must be presented to be served. Students are expected to maintain proper decorum and behavior in **all public areas on campus**. This includes horse playing, shouting, public displays of affection etc. Empty trays are to be taken to the proper place in the dining area. To leave trays, plates, utensils etc., on the table after eating is considered to be a selfish act, as well as unsanitary. Line cutting is strictly prohibited. Offenders are subject to disciplinary actions.

<b>JONES DINING HALL HOURS (SUMMER SESSION) *</b>	
Breakfast	7:30 a.m. – 8:30 a.m.
Lunch	11:30 a.m. – 1:00 p.m.
Dinner	4:30 p.m. – 6:00 p.m.
Week-end Brunch	11:30 a.m. – 12:30 p.m. (staff only)
Week-end Dinner	4:30 p.m. – 6:00 p.m. (staff only)

\* Subject to change

## REGULATIONS FOR UPWARD BOUND PARTICIPATION & SUMMER RESIDENTIAL COMPONENT/SUMMER BRIDGE

Students are expected to behave responsibly and to avoid conduct that is not considered worthy of an Upward Bounder/ETS participant. Students are expected to exhibit good manners at all times and in all areas of campus life – classrooms, residence halls, dining areas, library, study sessions, social events, cultural activities, trips, etc. Outlined below are specific guidelines for Upward Bound/ETS participants.

*Failure to adhere to these regulations may result in suspension from the program.*

1. Each student must share in the up keep of his or her room.
2. Every student is to sleep in his or her own bedroom, in his or her own bed.
3. All students are to be in their rooms and ready for bed by 11:30 p.m. (unless otherwise stated). We reserve the right to change.
4. Students should not borrow from one another; they should have all necessities with them to eliminate tension.
5. **Drugs, alcohol and cigarettes are prohibited.** The TRiO staff reserves the right to conduct a room check if a student is suspected of possessing or using drugs/alcohol. Violation of this rule will result in expulsion from the program.
6. Students are not to bring any guns, knives or weapons of any kind to the campus. Students are prohibited from possessing explosives and/or firearms of any kind at any time. This will result in immediate expulsion and possible charges according to State and Federal laws.
7. **Fighting whether physical or verbal, will not be tolerated. Students involved in fighting will be dismissed from the program.**
8. Students will be held responsible for any damage to the residence hall rooms, furniture, or any fixtures. Students must take proper care of campus belongings, property and equipment.
9. No tacks, pins, nails, etc., are to be used on walls or woodwork.
10. Excessive noise (radios, CD/DVD players, shouting, game equipment, etc.) is not allowed.
11. Obscene language is **strictly prohibited**.
12. Stealing, or attempting to steal, will not be tolerated. If a person is found guilty of stealing he or she will be required to pay restitution. Violation of this rule may result in immediate expulsion from the program and subject to penalty under the law.
13. **Members of the opposite sex are not permitted in one another's room at any time or on their floor! Additionally, ALL SEXUAL ACTS ARE NOT PERMITTED.** All persons involved or thought to be involved in sexual acts will be **dismissed immediately from the summer program.**
14. Students are not permitted to use or tamper with any firefighting equipment except to put out a fire. This will result in legal action.
15. Leaving the residence hall is strictly prohibited after hours and will result in suspension from the program.

## **REGULATIONS FOR UPWARD BOUND PARTICIPATION & SUMMER RESIDENTIAL COMPONENT/SUMMER BRIDGE**

16. If parents are unable to pick up a student themselves, they should notify the TRiO staff as to who is coming for the student.
17. Parents/ Guardians or the designee must physically sign students in and out of the residence halls. **NO EXCEPTIONS**
18. Upward Bound, Bridge Students and Residential Staff persons must know at all times where each student is located. **NO EXCEPTIONS!**
19. Students should establish a buddy system – two or more students walking together at all times. After dark, all students should be in close proximity to the residence hall.
20. All parking lots are strictly off limits for socializing.
21. Upward Bounders are not allowed to visit the residence halls of other programs.
22. Please report all illnesses immediately to the Night Manager, or Tutor/Counselor, Tutor/Mentors.
23. All visitors to residence hall rooms must be approved by the Residence Hall Supervisor or Tutor/Counselor
24. The dress code is applicable to all classes. In the event of field trips or other cultural activities, you will be advised of the proper attire. The following is not permitted in class or on campus: **Short shorts, miniskirts, shirts displaying derogatory words or pictures, baggy pants, and pants, shorts or leggings with tears or holes, midriffs and upper bodies must be covered, and strapless tops. Sandals or shoes required at all times.**
25. Cell phones, Ipods, MP3 players, CD/DVD players are not permitted in class. Texting strictly prohibited in class.
26. Loud music will not be permitted in the residence hall.
27. **PUBLIC DISPLAYS OF AFFECTION, (PDA)** will not be permitted at any time. Students are required to be on their floor by 10:00 p.m. and off the halls in their room at 11:00 p.m.
28. Keys are to be kept in the possession of the person that they are assigned. A charge of \$75.00 must be paid to the: VSU Conference Services immediately to replace the lost key. Residential staff must be notified as soon as it is determined that the keys are lost.
29. Student one cards are \$25.00 if lost. Lost I.D.'s should be reported immediately to stop charges on the card or entry into the residence hall.
30. Personal issues should be discussed with the Upward Bound/ETS staff **before** it becomes a problem.
31. Students are not allowed to travel in automobiles on campus without approval from parents and Upward Bound/ETS staff.
32. Students must attend all classes unless there is a documented excuse. Missing class without a valid excuse may result in dismissal from the summer program.
33. Students who leave campus or designated area without authorization will be dismissed immediately.



### **Summer Bridge Students ONLY**

All Summer Bridge students will be registered and enrolled in one VSU college course i.e., English 110, Math 120 or another course approved by the TRiO Staff as well as a College Transition Course. These courses are extremely rigorous especially during the summer school session so students will have limited free time and should be encouraged to work on the weekend. Students with a grade of “D” or below will be withdrawn from the course by July 8, 2019 to avoid failing the course.

Students who live in Petersburg, Hopewell, Dinwiddie, Greensville, Sussex and/or Prince George who may be eligible to work with the P.O.W.E.R Program will have job placement on the campus of VSU in various offices. The purpose of the worksite is two-fold: 1) provide students with employment opportunities where college degrees may be needed and 2) afford students the opportunity to experience work similar to that of “work-study” at their respective institutions.

#### **Summer Class etiquette:**

1. Arrive to class on time! Class is from 8:30 am to 12:20 pm Monday through Thursday.
2. Students will be dropped from the course after (4) absences.
3. Students will a “D” or below by July 8<sup>th</sup> will be “withdrawn” from the course to avoid a failing grade.
4. The College Transition Course attendance and assignments are mandatory and will be calculated into the Math 120 and/or English 110 course.
5. On-line work week is mandatory; failure to submit daily assignments/posts etc., may result in removal from the class and/or count towards absences.
6. Final transcripts will be mailed directly to institution you request.

#### **Work site etiquette is as follows:**

1. Arrive a few minutes prior to work schedule to prepare for work day.
2. Dress appropriately! Same dress code as #24, page 16.
3. No cellphone use to include ear phones, ear pods etc.
4. No horse play during work hours.
5. Refrain from vulgar and/or profanity at all times.
6. If you are unable to work, communicate with your Site Supervisor immediately.
7. Please contact your Professor/Instructor if you are unable to attend class.
8. Professor/Instructor will have their syllabus, classroom rules/expectations.

### **ILLNESS OR ACCIDENT PROCEDURE**

Students should report all illnesses and accidents to the Upward Bound Residence Hall Supervisors, Tutors/Counselors, Program Counselor or Director immediately. Parents or guardians will then be notified. This will be discussed with the parents during the first meeting.

### **MEDICATIONS**

Any student on medication should report this to the Upward Bound and Residence Hall Supervisor. This is extremely important.

### **SIGNING-OUT**

Sign-out forms are provided for students to complete when leaving the residence hall and must be completed each time the student returns. Students are to leave the campus only with persons approved by their parents or guardians.

### **CURFEW**

Curfew for all students is 10:30 p.m. on the floor and 11:30 p.m. in the room. Curfew is subject to change. Any student who opens an entrance door after it has been locked for the night violates the safety and security of the entire hall and its residents. Any such person is subject to suspension.



### **REGULATIONS FOR JOHNSTON MEMORIAL LIBRARY**

Reserved books are to be used in the library until one hour before closing time. Properly checked out, they may be taken for overnight use. Periodicals and reserve books are due the following morning by 8:00 a.m. Check with the librarian for regulations regarding books checked out for the weekend. Materials on reserved that you wish to use may be reserved in advance.

Books in the loan collections are generally available for a period of two weeks. They may be procured from the book stacks and charged at the circulation desk in the respective areas upon presentation of the student's library card and ID card. Upward Bound students should not lend their ID or library card to other students because this creates a problem in the event a book is lost. The student will be charged for all books drawn on their cards so caution is required when checking out books.

Books borrowed for home use are usually limited to two weeks, with the privilege of renewal if they are not in demand. Overdue books are not renewable.

Reserve books are to be used in the library until one hour before closing time. Properly charged, they may be taken for overnight use. Periodicals and reserve books are due the following morning by 8:00 a.m. Check with the librarian for regulations regarding books checked out for the weekend.

<b>JOHNSTON MEMORIAL LIBRARY</b>	
Sunday	2:00 p.m. – 6:00 p.m.
Monday – Thursday	8:00 a.m. – 9:00 p.m.
Friday	8:00 a.m. – 5:00 p.m.
Saturday	9:00 a.m. – 1:00 p.m.

# Section III

## Upward Bound Academic Year Component

The **2019-2020 Academic Year Component** of the **Upward Bound Program** will begin **Saturday, September 14, 2019**. All Saturday sessions are conducted in the Hunter McDaniel Building, room 150. In order for your child to benefit from this program, he/she must attend regularly each Saturday. In the event it becomes necessary for your child to be absent, please notify the office either by email or call the office, stating the reason for the absence. Students who accumulate more than three (3) unexcused absences during the academic year will not be allowed to participate in the summer program. An **“Excused”** absence is defined as follows: **Academic or extracurricular school activities that will directly benefit or enhance your child’s grades and/or a school club, athletic or civic event.** Students involved in non-school athletics and other non-school related activities will not receive an excused absences. Students who have jobs are asked to arrange their work schedule so it will not interfere with the Saturday morning sessions.

According to Upward Bound regulations **645.42** *“an Upward Bound project may provide stipends for all participants who participate on a full-time basis 645.42 (i) for the academic year component, the stipend may not exceed \$40 per month.* Stipends will not be awarded if the student is not in attendance with the exception of attending a college tour, taking the PSAT, SAT or ACT.

In the event it becomes necessary to change our dates and/or location, you will be notified via email or mass text. If there is snow or ice during the winter, please refer to your students “planner” or turn to the local radio and television station for **cancellations of Virginia State University**. If VSU has cancelled classes, then the Upward Bound Program and Educational Talent Search Program will be closed.

### The 2019-2020 Upward Bound Program - SATURDAY SESSIONS

<b>September</b>	14	28
<b>October</b>	12	26
<b>November</b>	9	16

<b>December</b>	7	14
<b>January</b>	11	25
<b>February</b>	8	22

<b>March</b>	14	28
<b>April</b>	4	25
<b>May</b>	2	9

# Section IV

# Student Information



## **GUIDELINES FOR GOAL SETTING**

Once a person has identified where they are, who they are, and where they want to go, they have identified the meaning of success. The student needs to learn how to establish goals along the road to success. To set effective goals, it is important to observe the following guidelines. A goal must be:

- **Conceivable** – You must be able to conceptualize the goal so that it is understandable and then be able to identify clearly what the first step or two would be.
- **Believable** – In addition to being consistent with your personal value system, you must believe you can reach the goal. This goes back to the need to have a positive, affirmative feeling about oneself. Bear in mind that few people can believe a goal that they have never seen achieved by someone else. This has serious implications for goal setting in culturally deprived areas.
- **Achievable** – The goals you set must be accomplished with your given strengths and abilities. For example, if you were a rather obese 45 year old, it would be foolish for you to set the goal of running the four minute mile in the next six months; that simply would not be achievable.
- **Measurable** – Your goal must be stated so that it is measurable in time and quantity. For example, suppose your goal was to work on your term paper this week. You would specify your goal by saying: “I am going to write twenty pages by 3:00 p.m. on next Monday”. That way, the goal can be measured; and when Monday comes, you know whether or not you have achieved your goal.

## **HOW TO HAVE GOOD STUDY HABITS**

- Make your studying a part of your daily routine.
- Play your study, make a schedule and stick to it. Have a definite work place.
- Have all your materials (pencils, paper, notes, dictionary etc.,) ready before you situate yourself to begin studying.
- Study actively. Always try to develop an interest in what you are studying. Ask yourself questions. Recite. Apply your learned knowledge as soon as possible.
- Learn materials in the form you expect to use them.
- Evaluate your work and study habits. Try to increase your vocabulary; look up words you do not know. Always use your dictionary when you do not know the meaning of a word.

### WHEN STUDYING FOR TESTS

- Take pride in your work.
- Be serious and concerned, but do not worry to the point of anxiety.
- Always check your work and proofread you work.
- Always read and follow instructions.
- Before starting your test, always look over the entire test and answer those questions that you are sure of then try the more difficult ones.
- Occasionally, check the time so that you can know how much time remains.
- Always try to be neat.
- Always check over your work for accuracy.

### A NOTE TO SUCCESS

The Upward Bound/ETS Staff would like to wish each of you a rewarding academic and summer experience at Virginia State University. Study hard and take your education seriously and surely you will succeed in life.

***Best of Luck!***

# Section V

# Parent Information





### **SPECIAL NOTE TO PARENTS/GUARDIAN**

While at Virginia State University, your child shares an opportunity like many other young people all across the United States of America, Puerto Rico and Guam. Participants enrolled have unlimited potential for educational and cultural development, while enhancing their academic skills and preparing for college. Your child has the opportunity to be involved in a full-time program that attempts to assist young people in helping themselves.

Upward Bound has served young persons in this area since 1968, and fortunately, we have had enough time to profit from learning some major lessons. The most important thing we learned is that an effective program must be based upon sound and careful planning and that full commitment is necessary from everyone.

We cannot hope to be successful without assistance from you; therefore, will you help us to assist your child? These are some ways we believe you may help make your child's educational experience more successful.

- Notify the Director in writing if your child has a serious health problem, or if he or she has any restrictions or physical limitations.
- Remember, your child may be homesick if they say "the food is terrible", or complains excessively. Should this occur, please notify the Upward Bound staff.
- Your child needs very little extra spending money and does not need a new outfit every time we travel.
- Your child does not or will not need to come home except at the time planned, unless in an extreme emergency.
- Your child is expected to be cooperative and to conform to high moral standards of conduct.
- Aid your child in developing good problem solving skills; do not try to fix their problems yourself. This is not helping them to be good decision makers.
- Encourage and listen to your child if he or she complains. Please read the handbook and call the Director to clarify misunderstandings.
- Please limit phone calls during the day unless in the event of an emergency.
- Discourage your child from "texting" or calling you during the day.

## EDUCATIONAL INFORMATION FOR PARENTS

As a parent, you want the best for your child's future. Planning must begin the ninth (9<sup>th</sup>) grade or sooner. If you wait until the Junior or Senior year of high school, you've waited too long.

Regular family conferences are very important to keep everyone informed and to establish a sound communication medium. Conferences should be anticipated with a wholesome outlook by all members. Talk with teachers and the counselor at the school to get a clear interpretation of grades, coded comments, test scores and other observations.

Be involved in school activities. Go to parents' night and schedule conferences with your child's teachers at the end of each grading period. Be convinced that your child is taking the most difficult courses he or she can successfully handle so that career choices are open.

Compliments of Virginia View

## UPWARD BOUNDS' EXPECTATIONS OF THE PARENT

### *The Parent/Guardian Will:*

- See that the child is **on time** for every Saturday session except in the event of an emergency
- Ensure that the child brings necessary supplies to every session, i.e., student planner, textbooks, pens/pencils, flash drives if needed.
- Remind your child of the program goals and objectives and the requirements for the summer program.
- Attend all Parent/Student conferences when necessary
- Contact the Counselor when concerned about grades, behavioral problems in school
- Ensure that the student participates in the Academic and Residential Component
- Ensure that your child is practicing good study habits at home. The student should "re-read, re-write or review" homework each day.
- Remind your child that the program is designed to prepare students for post-secondary or college level work.

# COMMONWEALTH OF VIRGINIA GRADUATION REQUIREMENT

## News & Announcements

A webinar, entitled Standard Diploma Credit Accommodations for Students with Disabilities, has been added to the [list of resources](#) explaining alternatives for these students in meeting the requirements for a Standard Diploma, when the Modified Standard Diploma is no longer an option.

Recent General Assembly action results in major changes to the Board of Education's [Regulations Establishing Standards for Accrediting Public Schools in Virginia](#). See [Superintendent's Memo #168-12](#)

A Virginia high school diploma signifies that the bearer has met proficiency standards established by the Board of Education in reading, writing, mathematics, science and history.

The resources listed here explain Virginia's graduation requirements and the many options now available to students for earning a high school diploma. You also will find information on how students can get even more out of their high school experience by accepting the challenge of advanced courses.



## GRADUATION REQUIREMENTS

### STANDARD DIPLOMA: MINIMUM COURSE & CREDIT REQUIREMENTS

To graduate with a Standard Diploma, a student must earn at least 22 standard units of credit by passing required courses and electives, and earn at least six verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education.

Beginning with students entering ninth grade for the first time in 2013-2014, a student must also:

- Earn a board-approved career and technical education credential to graduate with a Standard Diploma; and
- Successfully complete one virtual course, which may be non-credit bearing.

The school counselor can advise on available courses to fulfill the requirements for a Standard Diploma.

#### Approved Courses:

- [Approved Courses – Effective for Students Who Entered Ninth Grade for the First Time in 2010-2011 and Beyond](#) (PDF)
- [Approved Courses – Effective for Students Who Entered Ninth Grade for the First Time in 2003-2004 through 2009-2010](#) (PDF)

<b>Standard Diploma Course Requirements (8 VAC 20-131-50.B)</b>			
<b>Discipline Area</b>	<b>Standard Credits: effective with first-time ninth graders in 2003- 2004 through 2010-2011</b>	<b>Standard Credits: effective with first-time ninth graders in 2011- 2012 and beyond</b>	<b>Verified Credits: effective for first- time ninth graders in 2003-2004 and beyond</b>
English	4	4	2
Mathematics <a href="#">[Note 1]</a>	3	3	1
Laboratory Science <a href="#">[Notes 2 &amp; 6]</a>	3	3	1
History & Social Sciences <a href="#">[Notes 3 &amp; 6]</a>	3	3	1
Health & Physical Education	2	2	

Fine Arts or Career & Technical Education	1		
Foreign Language, Fine Arts or Career & Technical Education <a href="#">[Note 7]</a>		2	
Economics and Personal Finance		1	
<a href="#">Electives</a> <a href="#">[Note 4]</a>	6	4	
Student Selected Test <a href="#">[ Note 5]</a>			1
Total	22	22	6

NOTE 1

- **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least two course selections from among: Algebra I, Geometry, Algebra II or other mathematics courses above the level of algebra and geometry. The Board may approve additional courses to satisfy this requirement.
- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I; Geometry; Algebra, Functions and Data Analysis; Algebra II or other mathematics courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement.

NOTE 2

- **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry or physics. The Board may approve additional courses to satisfy this requirement.
- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board shall approve courses to satisfy this requirement.

NOTE 3

- **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The Board may approve additional courses to satisfy this requirement.

- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The Board shall approve courses to satisfy this requirement.

NOTE 4

- Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

NOTE 5

- **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education or other areas as prescribed by the Board in 8 VAC 20-131-110.
- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.

NOTE 6

- Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential or license for (1) the student selected verified credit and (2) either a science or history and social science verified credit when the certification, license or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

NOTE 7

- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Pursuant to Section 22.1-253.13:4, *Code of Virginia*, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

## Electives

- **Sequential Electives** – Effective with the graduating class of 2003, students who wish to receive a Standard or Modified Standard Diploma must successfully complete two sequential electives. On February 5, 2002, the Board of Education approved [Guidelines for Sequential Electives for the Standard and Modified Standard Diploma](#) (PDF).
- Sequential electives may be in any discipline as long as the courses are not specifically required for graduation.
- Courses used to satisfy the one unit of credit in a fine arts or career and technical education course may be used to partially satisfy this requirement.
- For career and technical education electives, check with the Office of Career and Technical Education at (804) 225-2051.
- An exploratory course followed by an introductory course may not be used to satisfy the requirement.
- An introductory course followed by another level of the same course of study may be used.

- Sequential electives do not have to be taken in consecutive years.
- **Fine Arts and Career and Technical Education** – The Standard, Advanced Studies, and Modified Standard Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education. The Standards of Accreditation do not require that courses used to satisfy the requirement of Fine Arts or Career and Technical Education be approved by the Board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy this requirement.

GRADUATION REQUIREMENTS

**ADVANCED STUDIES DIPLOMA: MINIMUM COURSE & CREDIT REQUIREMENTS**

To graduate with an Advanced Studies Diploma, a student must earn at least 24 or 26 standard units of credit, depending on when he or she entered ninth grade, and at least nine verified units of credit:

- Students who entered ninth grade for the first time during and after 2011-2012 must earn at least 26 standard units of credit.
- Students who entered ninth grade before 2011-2012 must earn at least 24 standard units of credit.

Beginning with students entering ninth grade for the first time in 2013-2014, a student must successfully complete one virtual course, which may be non-credit bearing, to graduate with an Advanced Studies Diploma.

Please note: Your school counselor can tell you which courses are offered by your school to fulfill the requirements for an Advanced Studies Diploma.

**Approved Courses:**

- [Approved Courses – Effective for Students Who Entered Ninth Grade for the First Time in 2010-2011 and Beyond](#) (PDF)
- [Approved Courses – Effective for Students Who Entered Ninth Grade for the First Time in 2003-2004 through 2009-2010](#) (PDF)

<b>Advanced Studies Diploma Course Requirements (8 VAC 20-131-50.C)</b>			
<b>Discipline Area</b>	<b>Standard Credits: effective with first-time ninth graders in 2003-2004 through 2010-2011</b>	<b>Standard Credits: effective with first-time ninth graders in 2011-2012 and beyond</b>	<b>Verified Credits - effective with ninth graders in 2000-2001 and beyond</b>
English	4	4	2
Mathematics <a href="#">[Note 1]</a>	4	4	2

Laboratory Science <a href="#">[Note 2]</a>	4	4	2
History & Social Sciences <a href="#">[Note 3]</a>	4	4	2
Foreign Languages <a href="#">[Note 4]</a>	3	3	
Health & Physical Education	2	2	
Fine Arts or Career & Technical Education	1	1	
Economics and Personal Finance		1	
<a href="#">Electives</a>	2	3	
Student Selected Test <a href="#">[ Note 5]</a>			1
Total	24	26	9

NOTE 1

- **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least three different course selections from among: Algebra I, Geometry, Algebra II or other mathematics courses above the level of Algebra II. The Board may approve additional courses to satisfy this requirement.
- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II or other mathematics courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement.

NOTE 2

- **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board may approve additional courses to satisfy this requirement.
- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the



sequence of science courses required for the International Baccalaureate Diploma. The Board shall approve courses to satisfy this requirement.

#### NOTE 3

- **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The Board may approve additional courses to satisfy this requirement.
- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The Board shall approve courses to satisfy this requirement.

#### NOTE 4

- Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

#### NOTE 5

- **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education or other areas as prescribed by the Board in 8 VAC 20-131-110.
- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.

## Electives

- **Fine Arts and Career and Technical Education** – The Standard, Advanced Studies, and Modified Standard Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education. The Standards of Accreditation do not require that courses used to satisfy the requirement of Fine Arts or Career and Technical Education be approved by the Board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy this requirement.
- **Foreign Language**—The Advanced Studies Diploma contains a requirement for either three years of one foreign language or two years of two languages. In March 1998, the Board of Education approved the provision of three years of instruction in American Sign Language (ASL) for foreign language credit toward an Advanced Studies Diploma; other foreign languages will satisfy this requirement as well. Details of this action are available in: [Superintendent's Memo](#), Interpretive, #1, June 12, 1998.

## PREPARING FOR COLLEGE

Planning for college may be a four or five year process beginning in the 8<sup>th</sup> grade and must include students and parents. For parents, the college application process can be very intimidating; however the following information should offer assistance and valuable advice for college planning.

It is important to know that colleges look at the entire academic record of a student from 9<sup>th</sup> to 12<sup>th</sup> grade. In order to be successful, you must be prepared academically and financially.

Why should my child attend college?

- College not only gives you the opportunity to learn in the classroom but provides an environment that encourages learning outside of the classroom.
- College also fosters independence. You will have to learn how to manage your time, money, schedule your classes, and even decide where you will live
- Whether you live on or off the campus, you will meet students and teacher from all over the country and world. Many of these people will expose you to different and interesting cultures that you may find valuable and exciting.
- Some employers may use college degrees as a criterion when looking at potential employees. They recognize that higher levels of education may indicate higher ability. Having a college degree may give you a much needed edge in the job market.

**Source: State Council for Higher Education for Virginia – Academically Prepared for College.**



## NCAA FRESHMAN-ELIGIBILITY STANDARDS QUICK REFERENCE SHEET

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### KNOW THE RULES:

#### Core Courses

- **NCAA Division I** requires 16 core courses as of August 1, 2008. This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.
- **NCAA Division II** requires 14 core courses. See the breakdown of core-course requirements below. Please note, Division II will require 16 core courses beginning August 1, 2013.

#### Test Scores

- Division I has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown on page two of this sheet.
- Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading and science.
- **All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.**

#### Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is [www.eligibilitycenter.org](http://www.eligibilitycenter.org).
- Division I grade-point-average requirements are listed on page two of this sheet.
- The Division II grade-point-average requirement is a minimum of 2.000.

#### **DIVISION I 16 Core-Course Rule**

##### 16 Core Courses:

- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy).

#### **DIVISION II 14 Core-Course Rule**

##### 14 Core Courses:

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 2 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 3 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy).

**PLEASE NOTE:** Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

# Section VI

# Staff Information



### **GUIDELINES AND POLICIES**

- All staff members are required to attend a training session prior to the beginning of each component.
- The working hours for full-time staff during the summer are 7:45 a.m. to 5:00 p.m. This schedule will allow time for preparation for classes, tutoring, and conferences with students. The hours during the academic year are 8:00 a.m. to 5:00 p.m. for Upward Bound staff Monday thru Friday and 8:00 a.m. to 1:00 p.m. two Saturday's each month.
- All staff members are expected to be professional in dealing with each other as well as with students
- The staff is expected to assist with the study sessions during the Summer Residential Component. There may be times during the Academic Year when a request may be made by the Upward Bound staff to assist a student who is experiencing academic difficulty beyond the 12:30 p.m. hour.
- There may be activities planned that require staff persons to provide additional time to the program.
- Staff members are expected to chaperon various activities as requested. (Field trips, social gatherings, etc.)
- Staff persons are to adhere to the policy of not permitting anyone to enter the classroom without the permission of the Upward Bound staff i.e., children, family, friends, guests etc.
- Residence hall staff persons should be certain that the building is covered at all times and Upward Bound participants are supervised i.e., meals, study hours, recreation, leisure time etc. The hours of supervision should be staggered.

The working hours for part-time faculty during the Summer are 8:00 a.m. to 1:00 p.m. Monday through Thursday. The hours during the academic year are 8:00 a.m. to 1:00 p.m., two (2) Saturday's each month.

### **INSTRUCTIONAL MATERIALS**

Limited funds are available for instructional materials. Teachers may request materials for the classroom and orders should be submitted six (6) weeks prior to the opening of each session (Summer Residential and Academic Components)

Several reference books are available in the Upward Bound Office. Teachers are encouraged to use these books to supplement classroom instructions. All materials should be checked-out properly with the Director.

Materials to be typed or copied for classroom instruction should be submitted to the office no less than (2) days prior to the time they are needed.

### **EDUCATIONAL FIELD TRIPS**

Students may be involved in a variety of cultural field trips during the course of the program. Staff may be asked to chaperone these trips at various times.

### **MEETINGS**

Staff meetings are conducted weekly during the summer and twice during the academic year. Staff members are expected to attend these meetings and arrive on time.

Staff members are encouraged to attend seminars and other organized activities involving Upward Bound participants. Each teacher should become acquainted with the abilities, interest and maturation level of each of his or her students in order to plan for the optimum development of the student.

Each staff member is required to submit a bi-weekly progress report and an evaluation of the program at the close of the summer session.

## INSTRUCTIONAL REQUIREMENTS

Each Upward Bound instructor must submit a course outline prior to each component. The course outline should include the following:

- Rationale: Why should the student take this course?
- Student Outcome: What do you expect the student to achieve?
- Topics: What are you going to teach?
- Assignment: What is the student supposed to do to complete the course?
- Assessment Procedure: How many and what kinds of tests? Projects? Papers?
- Grading Policy: How will assessments (tests, projects, papers etc) be graded?
- Lists of instructional materials: What materials are required i.e., textbooks, novels etc?
- Standards of Learning (SOL's): How does the assignment relate the Virginia SOL's.

Each instructor employed by Upward Bound should document all of their efforts with the students. Academic work should be placed in the students' academic folder. Information relating to career exploration should be placed in the career folders. This should be a continuing process for the summer and winter sessions. *The guidelines require documentation for all your efforts.* Consistent planning and reevaluation of the student's progress are extremely important.

## STUDY SESSIONS

The purpose of the study session is to help students understand the importance of setting aside time each day to study and complete class assignments on a regular basis. It is essential for each instructor to help students develop proper study habits for each subject area.

Each staff person should provide a check-in sheet for students to sign as they enter study sessions each day. Each student is to check out with the instructor as he or she leaves the study session each night.

Staff persons should circulate among the students so as to be certain there is a degree of quiet during study sessions. Each staff person should monitor the students to be certain they remain in the areas designated for study.

Staff persons are expected to arrive on time and submit the roster to the Office after each study session. In order to have a smooth operation, it is essential for each instructor to adhere to the policies outlined. If a student is absent from a study session, the Residence Hall Supervisor should be notified at once.

Each instructor should provide daily assignments to students. All assignments should be recorded on the students' homework log and completed in study sessions each night.

## **CLASS SCHEDULES, ATTENDANCE AND TARDINESS**

### ***Summer Residential Component***

Classes are scheduled according to the individual schedule of the participant and must be approved by the Director. In order for students to acquire the necessary skills to succeed in high school as well as in college, it is necessary that students attend all classes. Excessive absences from class will necessitate disciplinary action. If for any reason a student is not attending class, the instructor is to report the absence immediately to the Upward Bound staff.

All students will have a class schedule and instructors are expected to report tardiness and determine whether a tardy is excused or unexcused. If a conflict exists and a student has a problem arriving to class on time, the student is to discuss the same with the instructor and adjustments may be made.

Students who continue to present problems with class attendance and tardiness will be dismissed from the Summer program. It is extremely important that everyone be accounted for in every class (morning and afternoon sessions).

### ***Academic Component***

The Academic Component is conducted September through May, two Saturdays each month, totaling seventeen (17) Saturdays. Students are required to maintain a 75% participation rate during the Academic Component. Excused absences are for academic activities only i.e., SAT, ACT, PSAT, Club competitions, local, state and regional conferences etc.

### ***Public Relations***

It is important that we promote a positive attitude of Upward Bound in the community. Staff persons can be very helpful in this area. Any area involving public communications and decision-making regarding students in the program must be cleared with the Director thus leading to a smoother operation and effective organization.



# Section VII

# Tutor/Counselor Information



## THE TUTOR/COUNSELOR

The Tutor/Counselor has been defined in the context of a story to mean “one who is entrusted with the moral supervision of a child – responsible for the entire motivational maturation”.

According to Bloom in his article *Learning for Mastery* “most students would master a given subject if they had good tutors”. He also stated that “good tutors must be skillful in detecting the points of difficulty in the student’s learning and should help dependence on him and tutoring should be available to students as they need it”.

## DUTIES OF THE TUTOR/COUNSELOR

The Upward Bound Program is an academic and a personal support program designed to encourage and motivate high school students to pursue post-secondary education. This program works to develop in students those skills, habits and attitudes essential for success in education programs beyond the high school level and upward mobility in standards and quality of life.

In order to provide comprehensive services to participants, the Tutor Counselor’s responsibilities will include, but not limited to the following:

### I. *Duties and Responsibilities*

#### A. Instructional Support

- Assist teachers in the classroom when necessary
- Assist students in the following areas:
  - a). Affective development – More positive feelings about self, school and motivation toward post-secondary education.
  - b). Cognitive development – Increase in critical thinking and overall basic academic skills.
- Supervise afternoon and/or evening study hall activities and provide tutoring as required.
- Prepare written reports on students’ progress as requested.
- Report attendance, tardiness, or other problems in class to designated staff members.
- Aid students in developing good time management skills.
- Discuss individual student problems with appropriate staff members as needed.

B. Tutoring will:

- Help improve the study habits of the students.
- Help improve the grades of the students.
- Give students specific suggestions for test taking.
- Reinforce skills in all content areas provided in this program.
- Provide remedial help when needed.
- Provide stimulating learning sessions for each student.
- Aid in encouraging each student to work to his or her capacity.
- Enhance expressions and ideas.
- Develop techniques for higher retention and comprehension.
- Help students develop a positive self concept.
- Reinforce learning that occurs in the classroom

C. Role Model

- Conform to all rules and regulations
- Demonstrate and promote good study habits
- Exhibit good manners and collegial attitudes
- Conduct yourselves as ladies and gentlemen
- Dress appropriately, neatly and modestly
- Display an interest in education, self-improvement, growth, high moral character.
- Refrain from co-ed visitation during all work hours

D. Residence Hall

- Supervise all Residence Hall activities in the evening
- Plan and implement programs and activities
- Provide supervision and oversight for all meal functions, recreation and social activities
- Provide mediation/conflict resolution
- Maintain all necessary documentation
- Aid in the check-in/check-out process
- Enforce all Program, Residence Hall and University rules

E. Miscellaneous

- Attend and participate in all staff meetings as requested.
- Explain and enforce all program rules and regulations.
- Attend and participate in other program areas as required (recreational, trips, evening programs and afternoon activities)
- Be available to the program and its students 24 hours a day according to program schedules.
- Abide by all program staff regulations
- Keep written records as requested.

II. *Qualifications*

A. Minimum

- Undergraduate student (one year experience)
- Excellent interpersonal skills
- Evidence of success in course work in the area you will be tutoring (grades, references etc)
- Evidence of successful overall academic performance, usually defined as having at least a 2.5 overall grade point average.
- Experiences and/or interest in working with disadvantaged youth.

B. Preferred

- Experience living in residence halls.
- Prior tutoring experience
- Experience as a camp counselor

### WHAT IS EXPECTED OF A TUTOR/COUNSELOR

1. **Neatness does Count** – If you are neat and clean, the students will feel that you care about them. If you look unkempt they will receive the message that they are not important enough for you to present your best self. Be particularly concerned about body odor.
2. **Be Professional** – Always be courteous to the students, parents and other staff members even if you totally disagree with their point of view. Make sure that you listen to the students. Professionalism requires that you respect the right of others to express themselves. Always act in a calm and reserved manner. In the Residence Hall, you may interact with the students but remember that you control the atmosphere in the residence halls.
3. **Maintain Confidentiality** – Do not reveal personal information about the students to other students, friends, classmates etc. They may trust you enough to confide in you. Do not gossip about any student. If you need to discuss a student please do so with the Residential Supervisor or other Upward Bound staff in private.
4. **Be Knowledgeable** – Make certain that you constantly expand upon or refresh your knowledge by reviewing the subject matter. It is extremely important not to embellish information, facts etc. If you don't know something ask!
5. **Develop your Personality** – Students do not respond well to people who are selfish, egotistic, abrasive, offensive or arrogant. Concentrate on being warm, genuine, friendly, and respectful and show them that you care.
6. **Lead by Example** – There is hardly anything worse for morale than a leader who practices the "Do as I say, not as I do" philosophy. If you are in a leadership position, then you know that you have a responsibility to your students. They look to you for guidance and strength; that's part of what being a leader is and why you were hired as a Tutor/Counselor. A big part of your responsibility is to lead them with your own actions. John C. Maxwell stated "nothing speaks like results if you want to build the kind of credibility that connects with people, then deliver results before you deliver a message. Get out and do what you advise others to do. Communicate from experience."

## THE TUTOR/COUNSELOR

### THE TUTOR/COUNSELOR IS AN INDIVIDUAL WHO:

- Provides one on one or small group instructions, counseling and guidance to students in areas related to school achievement, both cognitive and affective.
- Has a high scholastic average in the area in which he or she will tutor.
- Possesses exceptional competency in study skills and instructional techniques.
- Can become a big brother/sister, a friend, instructor and role model.

A Tutor is a special person who likes to do well in all aspects of life. He probably likes people and wants to be liked, too. He is patient and enjoys games, follows directions well and generally gets along with family, friends, teachers and authority figures. Tutors are special and know how to make others feel special.

The goal for the successful tutor is to strive at all times to possess and exhibit the following:

**Caring:** Only if you care, can you make others feel special so they care enough about themselves to want to work hard to achieve success.

**Sharing:** Sharing is giving of oneself. Because you care, you are willing to give of your time, energy and expertise that others might succeed.

**Challenging:** Tutoring itself is a personal challenge to the tutor and the student must be challenged to change many habits and attributes to achieve success.

**Teaching:** The teaching aspect of tutoring is important but cannot be done until the first three (3) goals are recognized. You must care enough to share and challenge students to do more than ingest information. Challenge the student to call upon all resources of feeling, thinking, interaction and social development to properly process information and apply it to life.

Finally, for the successful tutor there is satisfaction and enjoyment. This is the self-centered aspect of tutoring that should be realized by all tutors once the other goals have been achieved. Tutors deserve and should experience great enjoyment and personal satisfaction from the success of the student. To see the progress, change of attitude, self-discipline of the student is a joy for the tutor.

#### ***The student will:***

- Be better prepared to handle increased work loads.
- Avoid pitfalls of wasting time.
- Accomplish more using strategies that get it right the first time.
- Be more confident in knowing critical skills needed to succeed.
- Be motivated toward self-improvement

## TIPS FOR THE TUTOR

These tips should aid you in understanding your roles and responsibilities in tutoring and give you some specific procedures in working with the students in effective ways to improve their study habits, attitudes and skills.

1. For each student assigned to you, keep a record of the following information:
  - Student's name, address, phone number
  - Names of parents and emergency contacts
  - Class schedule
  - Problem areas
2. Discuss with students (preferably each week) how things are going in his or her classes. Try to determine relationships with teachers, special concerns in particular subjects, study habits. Specific questions are much better than general ones. For example, the following questions might be helpful (but not all at once)
  - What is your assignment for English tonight (or some other subject)? When is it due?
  - What don't you understand?
  - Where do you plan to work? When do you plan to start?
  - How much time do you spend study each night?
  - Do you work on your easiest or most difficult subjects first? Why?
  - Do you maintain a planner or homework log?
  - Do you have a regular study schedule?
  - How do you prepare for tests?
  - Do you know how to use the library facilities?

## TUTORING COMMITMENT

Tutoring demands a definite commitment. Do not start unless you can be faithful throughout the program. Few things will dampen a student's faith in his or her tutor more quickly than having one who fails to appear at a scheduled session or who is unreliable. Make sure to do the follow:

- Follow through on all of your promises. Do not make promises you can not keep!
- Make your student feel that he or she can have success.
- Be reasonable in what you expect to accomplish in a part-time status.
- Be sensitive to the existence of emotional or psychological problems which may be affecting the performance of the person being tutored.
- Avoid assuming the role and responsibility of the Teacher and/or Parent. Your job is to help the parent and teacher, not replace them. Your responsibility is Peer Tutoring.

- Resist the temptation to criticize the University and/or Upward Bound Staff as a means of identifying or befriending the student. If there are questions regarding the program, instruction, its policies or procedures, the Tutor should contact the Residential Supervisor or the Upward Bound Staff.
- Always be on time. This adds to the effectiveness of Tutoring. If you are late, the student may begin to doubt the sincerity of your concern for tutoring him or her and justify lateness on his or her part.

### **SUGGESTIONS FOR GROUP DISCUSSION**

Harmonizer	Agrees with other members, builds position of others in the group, tries to get members to reach agreement.
Energizer	Prods the group to action, helps the group cover the materials or agenda, is idea-man for the group.
Clarifier	Restates what someone else has said, asks for meaning, summarizes frequently.
Questioner	Acts as a critic for the group, disagrees, suggests new possibilities for consideration.
Listener	Shows by facial expression and manner that he is part of the discussion, though not participating verbally.
Gate-Keeper	Asks for opinion and information from other members, tries to get everyone involved in the discussion, acts interested in what other members are saying.
Opinion Giver	Shares own personal opinions and experiences with members.
Information	Offers facts and knowledge to the group for consideration.
Aggressor	Builds own personal opinions and ideas or position at the expense of the others in the group, makes fun of other members, disagrees constantly.
Dominator	Monopolizes the discussion, insists that group goes along with his opinions and ideas.
Negativist	Withdraws from the discussion by doodling, daydreaming, sleeping, clowning, showing disinterest.
Observer	Watches group progress taking place, may take notes on these processes during discussion, gives short evaluation at the end of the discussion.