



Center for Social Policy  
& Community Development  
TEMPLE UNIVERSITY®

# Workforce Education and Lifelong Learning

## 2016-17 Student Handbook

This handbook belongs to: \_\_\_\_\_

Funding for Workforce Education and Lifelong Learning Program comes from the Pennsylvania Department of Education, Office of Career, Technical and Adult Education, United Way of Southeastern Pennsylvania and Southern New Jersey, and the Philadelphia Prison Systems. The contents of this program are solely the responsibility of the authors and do not necessarily represent the official views of our funders.

# Workforce Education and Lifelong Learning

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**OF THE COMMONWEALTH SYSTEM OF HIGHER EDUCATION**  
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*“Not in his goals but in his transitions man is great CHANGE.”*

*- Ralph Waldo Emerson*

## Welcome Remarks

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*Dear WELL Students:*

*We are glad you chose Temple University's Workforce Education and Lifelong Learning (WELL) program, where learning equips you for your future earnings. Rooted in Russell Conwell's vision of providing working people an opportunity to reach a fuller life by succeeding in education, the staff of the WELL program is committed to assisting you with achieving your goals as workers, citizens, family members and individuals. Our commitment, as facilitators of learning, is to provide you with the tools needed to enhance academic skills, prepare you for the changing workforce and support you with your transition to post-secondary education. The program is purposed to provide you with the opportunity to build your knowledge, skills, and abilities to become a "lifelong learner".*

*Our adult education program presents a unique opportunity for you to experience education on a university campus dedicated to urban and community advancement. This is not school as usual, because you are exposed to higher-level expectations of learning and achieving. Your education will focus on relevant skills and concepts to prepare "**adults**" for lifelong learning. Participating in a new and different environment can be a frightening experience. It is perfectly normal to feel this way. However, we are here to allay your anxieties and to help you develop educationally and personally. Adult programming in Pennsylvania is focused on developing YOU as a person and preparing you to make good choices in your career path and employment.*

*Our aim is to build your self-awareness, provide academic exposure and to equip you with the skills required to obtain various goals in life. We take this responsibility seriously and we sincerely hope that you will also. Motivated, dedicated and self-managed adults with academics and a career as their purpose for education will exceed their expectations in this program. We look forward to working together with you to achieve the most successful and rewarding experience possible.*

*On behalf of the WELL Staff*

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## CSPCD and WELL Program History

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For four decades, the Temple University's Center for Social Policy and Community Development (CSPCD) has conducted free adult literacy and high school equivalency preparation classes for residents of Philadelphia 16 years of age and older. The School of Social Work has guided the Center for Social Policy and Community Development and obtained funding through Pennsylvania Department of Education, Office of Career, Technical and Adult Education. (OCTAE).

Originally, the Workforce Investment Act of 1998 mandated adult literacy as a partner to increase occupational skills attainment by participants in order to 1) improve the quality of the workforce and 2) reduce welfare dependency. President Barack Obama signed Workforce Innovation Opportunity Act (WIOA) into law on June 2, 2014. WIOA is designed to help jobseekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Adults are encouraged to enhance their literacy and obtain the knowledge and skills needed for employment, good citizenship and self-sufficiency. The structure of the programs and its curriculum enables learners to explore the external and internal skills necessary to be successful.

The curriculum consists of contextualized integrated classes in reading, writing, mathematics, social studies, and science. Curriculum uses the Career and College Readiness Standards to integrate instruction in career development, occupational awareness, college preparedness, personal effectiveness skills, critical thinking, and technology. The program has four-career strands: advanced manufacturing, computer sciences, healthcare and customer service. "Learning to Learn" (L2L) week equips learners with the skills needed to navigate through the challenges faced in education, workforce, transition to post-secondary education and lifelong learning. The L2L classes lay the groundwork for self-inventory to become self-managed, persistent and successful.

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***"I cannot teach anybody anything, I can only make them think."  
- Socrates, Greek Philosopher (469-399 BCE)***

# WELL Program Highlights

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## Program Schedule

There are four program cycles per year: Summer, Fall, Winter, and Spring. While cycles are 8 weeks in total duration, they are segmented into two 4 week sections. This allows for new students to enter in the mid-point of a cycle.

### **Cycle 1: Summer - Ended**

### **Cycle 2: Fall (October – December)**

Part A: October 24<sup>th</sup> to November 19<sup>th</sup>

Part B: November 21<sup>st</sup> to December 17<sup>th</sup>

### **Cycle 3: Winter (January to March)**

Part A: January 23<sup>rd</sup> to February 18<sup>th</sup>

Part B: February 20<sup>th</sup> to March 18<sup>th</sup>

### **Cycle 4: Spring (April - June).**

Part A: April 17<sup>th</sup> to May 13<sup>th</sup>

Part B: May 15<sup>th</sup> to June 10<sup>th</sup>

## New Student Registration and Orientation Process

In order for a new student to be placed in a WELL class you must have completed all of the following steps and forms:

1. Complete an on-line interest application (<http://noncredit.temple.edu/well>)
2. Fill out the PDE Intake Form
3. Take TABE assessments
4. Develop an Individual Career Plan (ICP)
5. Provide copies of required documents (Note: See below for list of required documents.)
6. Attend Orientation (Note: See WELL Program Schedule for Orientation in Appendix A.)

In addition, your attendance, punctuality and behavior during the enrollment and orientation process are factors that are taken into consideration. The student can demonstrate their commitment to the program by arriving on the scheduled date, coming on time, and appropriately discussing their goals, and contributing to a positive classroom environment.

Furthermore, enrolled students must commit to attending special activities, such as the Learning to Learn program, as well as to commit to completing any required online or workbook assignments. (Note: See WELL Program Schedule for Learning to Learn in Appendix A.)

## Required Documents for Enrollment



### REQUIRED DOCUMENTS

- ▶ Proof of Philadelphia residency
  - Driver's license/PA ID, bills, lease, school records
- ▶ Proof of Social Security Number
  - Social security card, letter from social services agency, pay stub etc.
- ▶ Proof of school status
  - Under the age of 18 - Letter signed by you that you are not in school OR school records (report card, school ID), drop out letter etc.
  - High School Graduates - Copy of Diploma or Transcripts
- ▶ Proof of identification and birth date
  - PA ID/license, birth certificate
- ▶ Financial Status
  - Proof of Income may be requested for special programs

**Please Note:** Students, who are unable to provide personal identification, will not be able to complete the enrollment process. Please contact us when you are able to submit all required documentation. Temple University is committed to safeguarding the security and confidentiality of student information in compliance with applicable laws, policies and procedures.

## Student Acceptance

Students will be notified about their class roster, no later than one week before the start of a cycle. Acceptance letters will be distributed **only after** all orientation steps have been completed, and will be completed on the Friday following the first week of instruction in the 8 week cycle.

# REQUEST FOR PROOF OF PARTICIPATION

## **Acceptance into the WELL Program**

**Some students may require proof that they were accepted into an educational program, and that they are actively participating in the educational program.** If needed, tailored acceptance letters can be provided and signed by the WELL Program Coordinator to students or directly to organizations. To request a Proof of Participation, the WELL student must:

- Sign a Release of Information Form
- Provide information for the recipient of the letter --the name of the organization, the contact name, title, and contact information (mailing address, email address, phone number, and fax number).

**NOTE:** The **letter** will only confirm your acceptance into the program for a specified period of 8 weeks (one Cycle).

## **Confirmation of Ongoing Participation in the WELL Program**

The WELL program is not responsible for producing monthly attendance letters/forms. However, the WELL Program Coordinator will consider special forms or requests for verification of ongoing participation. Subsequent letters, confirming ongoing participation, are faxed to a specific contact person with an official organizational name, address, telephone and fax number. Distribution is completed by the fifth business day of each month.

**NOTE:** Anyone who is not regularly attending or who has been terminated will have a letter promptly sent to the contact person and/or organization.

## **Student Roster**

Once all requirements have been met, students are placed in different managed enrolled classes depending on their specific educational goals and needs. The WELL staff will place you in a class as soon as possible and try to accommodate your requested day(s) and time. Students will be notified about their class roster, no later than two weeks following an Orientation Session.

If the roster does not meet the student's schedule, and if no class is available, we will suggest other educational options. Those options may include:

1. ACIST Class – scheduled on Fridays and Saturdays
2. Morning Classes
3. Afternoon Classes
4. Evening Classes
5. PDE Distance Learning



Below is the current class schedule for WELL classes held at Temple University's main campus:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:30 am to 1:00 pm	9:30 am to 1:00 pm	9:30 am to 1:00 pm		ACIST 9:00 am to 2:00 pm	ACIST 9:00 am to 2:00 pm
	1:00 pm to 4:00 pm	1:00 pm to 4:00 pm	1:00 pm to 4:00 pm		
	5:00 pm to 8:30 pm	5:00 pm to 8:30 pm	5:00 pm to 8:30 pm		

The Temple WELL program offers classes at other locations with partner organizations, which include: Congreso de Latinos Unidos, Salvation Army, and PA CareerLink Centers. There are additional requirements to enroll in these classes. The schedule for these classes are below:

Location	Monday	Tuesday	Thursday
Congreso de Latinos Unidos (North Philadelphia)		4:00 pm to 7:00 pm	4:00 pm to 7:00 pm
PA CareerLink (Suburban Station)	1:00 pm to 4:00 pm	1:00 pm to 4:00 pm	
Salvation Army (West Philadelphia)		5:00 pm to 8:00 pm	5:00 pm to 8:00 pm

We will also assist you with finding an external educational programming that may meet your needs.

### Continuing Student Placement

In order to remain in the WELL program, students who successfully meet academic advancement in a cycle may continue to another cycle. If a student does not make academic gains after 8 weeks of class, (per cycle), he/she will be placed in an alternative program or be placed on academic probation at WELL. **Note: It is important that students understand they must progress in order to keep their seats in classes.**

Alternative programs to help students gain academic proficiency include the ACIST class, Distance Learning Project or Independent Study. Efforts to assist students with their independent study will be provided.

Students continuing to the next cycle must complete an on-line registration process. Although continuing students will not be required to repeat the orientation, they must re-register at the beginning of each cycle.

## Alternative and Supplemental Program Options

This section will describe each of the alternative program options in the Temple WELL Program.

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### **Academic Center for Independent Study and Technology (ACIST)**

The Academic Center for Independent Study and Technology (ACIST) program is structured as an Open Entry Open Exit alternative. Learners interested in ACIST must meet the following criteria for participation.

1. The ACIST class is for adults who are not currently enrolled in an adult or family literacy education programs, but who can **commit to a minimum of five hours of participation a week**, in classes that are held on Friday or Saturday, from 9 a.m. to 2 p.m.
2. The ACIST class is a good alternative for students who have been accepted into the WELL program, who are waiting for a new cycle to start and who wish to begin the program quickly. These individuals demonstrate that they are willing to work on line.
3. The ACIST class is a good alternative for students who need additional time to demonstrate academic gains, which are required to remain in a managed enrolled class.
4. The ACIST class would be a good alternative for adults, with High School diplomas, who seek placement in post-secondary education and/or assistance with freshman classes. ACIST students must meet with the career counselor to develop a learning plan.

If an individual is enrolled in another program and would like to receive additional assistance from the Temple WELL program, he/she must coordinate his/her learning. We will work with the other organization to make sure you receive the appropriate lessons.

**NOTE:** If a student cannot attend the ACIST class for 5 hours a week, he/she will need to look for another alternative. Students who leave classes early will be dropped from the program.

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*“He, who has half the deed done, has made a beginning.”*

*- Horace*

## Distance Learning Project



### Adult Students Can Study Anytime, Anyplace Online or Workbook Classes to Meet Your Needs! Career Pathway Curriculum Track

The Temple WELL program will work with students and refer them to the PDE Distance Learning Project. The Distance Learning Project is most suitable for adults who ...

- Have basic computer literacy skills
- Have easy access to computers and internet
- Can structure their time to work independently and consistently
- Are reading at a 6<sup>th</sup> Grade minimum level
- Can attend regularly scheduled meetings with a WELL instructor to review progress.

The Distance Learning Project students focus on:

- **Transition to Work** – This track will help students learn academic skills in a general workplace context. Students will also learn workplace soft skills. Students may also prepare for the GED Tests® and/or the WorkKeys® Exam if it is part of their career pathway plan. *Available now – online and print-based.*
- **Workplace Expectations** – This track is for learners that are participating in face-to-face instruction, but could benefit from additional workplace soft skills instruction. Learners will complete a series of one-hour online lessons that include scenarios to practice applying the workplace soft skills. The 25 lessons include topics such as: Decision Making, Active Listening, and Workplace Attendance. *Available now – Online*
- **Fast Track GED Tests® Preparation** – This track is for students who need to pass one or two subtests and are at an adult secondary education functioning level. Students will build academic skills needed to pass the GED Tests®. *Available now – Online and print-based*
- **Transition to Post-Secondary Education/Training** – This track is for students who already have a high school diploma, Commonwealth Secondary School Diploma, or are at an Adult Secondary Education level. Learners will improve academic skills, learn about the application and financial aid process, and practice skills such as note-taking and research.
- **Industry-Specific Course** – The Distance Learning Project will work with the Division of Adult Education and the Career Pathways project to determine the focus of this course. *Available Spring*

If you are interested in this opportunity, please speak with **Karen Alston, WELL Instructor**.  
Consult the flyer in your application folder

## Temple Tutor Corps



*“WELL engages volunteers and Temple University students as tutors to assist learners with pursuing their academic success.”*

**WELL students who meet one or more of the following criteria are eligible for tutoring:**

- ❖ Completed the first four weeks of classes OR
- ❖ Have diagnosed or undiagnosed learning challenges OR
- ❖ Are at the High Adult Secondary Education (HASE) level working on specific subjects to complete the GED OR
- ❖ Have a high school diploma, entered college and need assistance in College Freshman classes

**Trained to follow specific guidelines, tutors provide services and are expected to ...**

- ❖ Create a positive and non-threatening tutoring environment
- ❖ Encourage adults to be self-directed learners
- ❖ Engage adults in their own learning
- ❖ Build on adults’ experiences and prior knowledge
- ❖ Make learning relevant and meaningful
- ❖ Seize teachable moments

### Tutor Availability

Location	Mondays	Tuesdays	Wednesdays	Thursday
Scheduled Availability	1:00 pm to 4:00 pm	1:00 pm to 4:00 pm	1:00 pm to 4:00 pm	
Limited Availability	4:30 pm to 8:00 pm	4:30 pm to 8:00 pm	4:30 pm to 8:00 pm	4:30 pm to 8:00 pm

### Tutor Assignment and Appointments

If you would like a tutor or need more information please notify your instructor or email Kelly Sines, Tutor Coordinator, at [kelly.sines@temple.edu](mailto:kelly.sines@temple.edu) or [well@temple.edu](mailto:well@temple.edu). She will arrange a tutor to meet with you. **Note:** WELL students must register for one-on-one or group tutoring, and keep their appointments. If an appointment needs to be cancelled, please contact Kelly Sines, Tutor Coordinator.

## Returning Citizens – Collaboration with Philadelphia Prison System



Temple University Center for Social Policy and Community Development is excited to provide a continuum of service to help meet the educational goals of returning citizens. Through a special arrangement with the Philadelphia Prison System, Temple CSPCD can provide returning citizens with much needed resources, in pursuit of the High School Equivalency Secondary Diploma (GED) while incarcerated and post-release.

When an inmate or returning citizen meets an academic benchmark, Temple CSPCD can look at GED Ready scores (Likely to Pass) and provide access to GED test vouchers that eliminate the cost related to testing. The Temple WELL program is there to help a returning citizen complete the four GED test modules. Financial assistance is available for returning citizens to take each test 3 times (First attempt and two retakes).

We encourage returning citizens to follow the guidance of the adult literacy provider and review GED Ready exams, to help determine success and areas where further educational assistance is needed.

### **Basic Requirements:**

- TABE Level D – 9.0 or above Reading and Math
- GED Ready Scores (Likely to Pass) across four test (150 or above preferred)
- Been involved with the Philadelphia Prison System within the past four years  
(Note: PPS will approve the use of the GED test vouchers on an individual basis.)

### **For more information contact:**

Nakia Daniels, PPS GED Test Administrator, (215) 204-2819 or [nakia.daniels@temple.edu](mailto:nakia.daniels@temple.edu)  
Shirley Moy, CSPCD Director, (215) 204-2560 or [smoy@temple.edu](mailto:smoy@temple.edu)

## Learning to Learn (L2L)

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WELL's unique signature is "Learning to Learn." Learning to Learn is an intensive preparation for students entering and staying in the program. Learning to Learn is designed to prepare students through basic and workforce skills to be successful in their individual pursuits, employment, family, academics and their lifelong endeavors.

### What Students Are Saying About Learning to Learn (L2L):

*"It helped me to understand the responsibility and work we have to do in order to succeed in this program"*

*"There was a lot I learned from Learning to Learn, such as that I have a tactile learning style and how to ask open-ended and closed-ended questions"*

*"Learning to Learn taught me how to respect other people and work in groups"*

*"We learned about different point of views, and how to respect them."*

*"Coming from a different country, I feel that Learning to Learn has helped me a lot to understand American culture, and also to improve my English speaking skills."*

*"At first you don't think that Learning to Learn does anything. But after a few weeks in the class, some of the things that we learned that week come back up. Then you really see that Learning to Learn did prepare you for learning"*

*"I really enjoyed The Dream Giver. So much of what happened to Ordinary has happened to me, and the story gives me hope that I could accomplish my goal of obtaining my GED"*

### Learning to Learn Topics

#### Decision Making

- ✓ Career Exploration
- ✓ Critical Thinking
- ✓ Communication
- ✓ Financial Literacy
- ✓ Study Skills
- ✓ Goal Setting

#### Communication Skills

- ✓ Time Management
- ✓ Dealing with Change
- ✓ Personal Effectiveness
- ✓ Multiple Intelligence
- ✓ Emotional Intelligence
- ✓ Stress Management

## Learning to Learn Schedule

Learning to Learn is offered three times a year, and WELL students are expected to attend each time. WELL students can choose one of the three schedule options. The Learning to Learn is conducted over two half-days during the week or on a Saturday. Below is the Learning to Learn schedule for the remaining program year:

### **Learning 2 Learn (January 2017)**

Option #1: January 17<sup>th</sup> and 18<sup>th</sup> from 9:30 AM to 1:30 PM

Option #2: January 18<sup>th</sup> and 19<sup>th</sup> from 5:00 PM to 8:00 PM

Option #3: January 21<sup>st</sup> from 9:30 AM to 2:00 PM

### **Learning 2 Learn (April 2017)**

Option #1: April 11<sup>th</sup> and 12<sup>th</sup> from 9:30 AM to 1:30 PM

Option #2: April 12<sup>th</sup> and 13<sup>th</sup> from 5:00 PM to 8:00 PM

Option #3: April 15<sup>th</sup> from 9:30 AM to 2:00 PM

## **REMEMBER...**

**BE Present**

**BE Punctual**

**BE Prepared for Each Class**

**BE a Positive Person**

**BE Patient**

**BE Flexible**

**BE Honest**

**BE Understanding**

**BE a Good Listener**

**BELIEVE in Yourself**



# Temple WELL Policies: Student Code of Conduct

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## General Classroom Behavior

WELL classes are conducted in compliance with “best practices” for teaching adults. These practices include engagement, interaction and self-reflection.

- All students are expected to make positive contributions to classroom discussions and take an active role in the learning process.
- It’s your responsibility and privilege, as a student to ask questions when you don’t understand something the instructor is saying.
- Show respect to others at all times: Do not speak while your instructor is speaking. Do not interrupt your classmates when they are speaking.
- Students are encouraged to serve as peer tutors.
- All students are encouraged to work out differences among themselves in a calm and thoughtful manner. When that is not possible, WELL staff member should be informed immediately for conflict resolution. Instructors and the WELL Program Coordinator will engage in conflict management. If the problem persists, all individuals may be in jeopardy of termination.
- Do not leave valuables unattended in classrooms, offices, or restrooms. We will not accept responsibility for the loss, damage or theft of personal belongings.

## Class Assignments

- The WELL program maintain student portfolios, which will be kept at the program. Portfolios include student assignments and other documentation of work. Dialogue between the learner and instructor should be documented in the portfolio. Learners’ progress will also be maintained in this manner. If a learner feels their portfolio is incomplete, the student needs first to review their completed independent assignments before approaching the instructor.
- WELL students are expected to complete all class assignments. It is the student’s responsibility to make up all missed class assignments. Arrangements should be made directly with the instructor(s).
- If extra help with assignments is needed, a request should be made to the instructor and/or the case manager. Tutor assistance is earned. Learners must attend the program for at least four weeks of a cycle before being eligible for a one to one tutor.

## Academic Honesty

According to the University Student Code of Conduct, students must not commit, attempt to commit, aid, encourage, facilitate, or solicit the commission of academic dishonesty and impropriety including plagiarism, academic cheating, and selling lecture notes or other information provided by an instructor without the instructor’s authorization. Violations may result in failing the assignment and/or failing the course, and/or other sanctions as enumerated in the University Code of Conduct, which can be accessed at <http://studentconduct.temple.edu/policies>



## Accommodations for Students

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 protect students with a disability from discrimination. Students have the right to expect that disability-related information will be treated confidentially, and shared only on a need-to-know basis with Temple staff. They should expect to be treated in a respectful and fair manner in interactions with other members of the university community. Students should expect appropriate accommodations in a timely manner, if requests are made in advance. Students have the right to appeal decisions regarding accommodations and auxiliary aids, if they believe the services are not appropriate.

Students are responsible to provide appropriate documentation of disability in a timely manner. They must inform their instructors of the need for accommodations and offer an accommodation letter to support the request. Students are responsible for following procedures to obtain the appropriate accommodations.

## Attendance

Students are encouraged to continue to attend the program until they have reached their personal goals. This may mean attending classes for several cycles. Continuing students must adhere to the same rules each cycle of attendance except the orientation process.

- We strongly urge and encourage students to come to class daily and on time. Your attendance and participation are directly related to your success in attaining your goals.
- Each class includes a 15 minute break. All personal business should be conducted during breaks and after class. Students are expected to return after break on time. Students who do not return after break may be terminated from the program.
- You are allowed to accrue **two absences per 8 weeks**. Please inform your instructor(s) or case manager about any anticipated absence(s) prior to the class by email at [well@temple.edu](mailto:well@temple.edu), or by telephone at (215) 204-2560. Be sure to state your name clearly, indicate the name of your instructor(s), and the date of the absence when you email or call.
- If you coordinator provide make up work with the instructor(s) for the classes missed, your absence will be excused.
- If an extended absence is anticipated, your instructor may opt to allow you to continue working independently for a specified period of time in an effort to maintain the educational and personal goals set by you. The process will be thoroughly documented and you must complete 95% of the assignments to remain in the independent learner status.
- If you fail to regularly attend classes without properly notifying your instructor and/or the WELL Program Coordinator, you will be terminated from the program.
- On a case-by-case basis, the WELL staff will determine corrective action for special cases. Please provide instructor any documentation of illness or incident.

## SAMPLE MEMORANDUM

This is a sample memorandum format to complete when requesting information from the administration staff or if you are reporting reasons for absences or requesting STOPOUT time. The memorandum will be kept in your file. Be specific about your request, date this correspondence, and make sure your name is clearly written.

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### MEMORANDUM

To: < Instructor's Name >  
From: < Student's Name >  
Date: < Date >  
Re: < Subject Matter >

< Explain the reason for the memorandum. Write one or two sentences about the issue, e.g. reason for lateness, absence, need for forms, etc. >

< Include your current contact information, and about the best way to contact you. Provide phone number or email address, as an example.>

< If you need a letter of enrollment or attendance, you must include information about the name and organization and to whom the letter should be sent, such as:

Contact name  
Contact position  
Organization  
Address  
Phone number  
Fax number

## Punctuality

To create a positive learning experience, students must come on time for all program activities. This means seated and ready to begin for all orientation sessions, classes, workshops, and special events.

- Anyone more than 15 minutes late will not be admitted to class.
- You may coordinate staggered start times, with documentation of need, presented to your instructor(s).
- Consistent lateness will be reported to the WELL Program Director and may result in a disciplinary conference. Note: Every two occurrences of lateness counts as one absence and four occurrences of lateness equals two absences which is grounds for termination.

## Excused Lateness and Absences

- Medical issues, court dates, emergency situations and other valid written excuses will be accepted in cases of absence and extreme lateness. If you need to be absent or late, you should give advanced, **written** notice (memo) or call the WELL office at (215) 204-2560 and leave a detailed message for your instructor(s).
- Documentation of absence (i.e. doctor's note, emergency ward discharge form, etc.) must be given to your instructor(s) when returning to class. Write a memo to be given to your instructor and the timekeeper.
- Emergencies and illnesses will be reviewed on a case-by-case basis to determine whether they are excused or unexcused.

## Bereavement Leave (Death in the Family)

- In case of absence due to death in the family, a student should contact the WELL office at (215) 204-2560. WELL students are allowed three days of leave for bereavement of immediate family members.

## Emergency Cancellations

- The emergency class cancellation code for Temple University's Main Campus daytime programs is **101**. Closings are also reported on Temple University's main website ([www.temple.edu](http://www.temple.edu)), Fox TV channels and TV Channel Six. In case the telephone message has not been updated: **Listen to the radio**. All other closings will be on the class schedule. In the event of inclement weather, Temple University closings are reported on the following radio stations: **WRTI 90.1 FM or KYW 1060 AM, as well as TV stations Fox 29 and ABC 6.**

## Computer Lab Hours

Students are welcome to use the WELL Computer Lab in Mitten Hall, during any of the scheduled Open Hours. The WELL Computer Lab is open on the following days of the week and times. Students are encouraged to use the computer lab to complete assignments.

### WELL Computer Lab – Open Hours

Mitten Hall, Room 200	Monday	Wednesday	Saturday
WELL Students	9:00 am to 4:00 pm	9:00 am to 1:00 pm	10:00 am to 2:00 pm
KEYSPOT Users (All Welcome)	1:00 pm to 7:00 pm	9:00 am to 12:00 Noon	10:00 am to 1:00 pm (1st Saturday of every month)

## Internet Help

The Temple WELL program offers the following digital literacy tips:

### Keyboarding Skills

- **TIPP10** - TIPP10 is a free 10-finger touch typing tutor. You can use TIPP10 directly in your browser or you can download the software version for Windows, Mac OS and Linux. TIPP10 is easy to use and features a clear user interface. Beginners and even children will find their way around right away so they can start practicing without a hitch. <http://www.tipp10.com/en/>
- **FreeTypingGame.Net** - FreeTypingGame.Net is a website that designs and maintains typing games, typing lessons and tests. Their Typing Tutor is a good way to learn to type. Using their site doesn't require downloads, installations or registration. <http://www.freetypinggame.net/>

### Mouse Skills

- **Mousercise** – The Palm Beach County Library System created this resource to help beginning computer users become familiar with using a mouse. <http://www.pbclibrary.org/mousing/>
  - Mousing Around – This tutorial helps students learn to use a mouse to interact with a computer.
  - Mousercise – This tutorial provides additional practice on students' use of the mouse.
  - Practice games – A collection of Internet games that help practice mouse skills.
- **Mouse Program** – Simple mouse practice program. <http://www.mouseprogram.com/>

### TI-30XS Calculator Skills

- **Atomic Learning** – Atomic Learning is a free, collaborative forum where educators can share favorite activities using TI technology. They provide video tutorials from educators and students on how to use the calculator. <http://www.atomiclearning.com/ti30xs>

### GED 2014 Resources

- **GED Testing Service Reference Materials** – The GED Testing Service has created an eight-week program to help adult educators become better acquainted with the 2014 GED® test. You can access additional information at <http://www.gedtestingservice.com/educators/2014-guide>.
- **GED Testing Service Item Sampler** – The Item Samplers provide access to example test items that address some of the assessment targets on the new 2014 GED® test. They also demonstrate the look and feel of the 2014 GED® test on computer. <http://www.gedtestingservice.com/educators/item-sampler-download>
- **What is Webb's Depth of Knowledge Model?** – Webinar notes that provides information on Webb's DOK knowledge, sample questions and strategies to implement the model. <http://www.gedtestingservice.com/uploads/files/01a5080ec229f44607e92ecbf01cc26f.pdf>

## Use of Electronic Devices

Cell phones should be put away, and put on vibrate. If you must answer, please excuse yourself from the class, and find a quiet space away from the classroom to take your call. Similarly, texting is not allowed in the classroom.

There is a pay phone on the ground floor of Mitten and Ritter Halls. You may not use office phones, except for emergencies. NOTE: Permission to use office phones will be given by the front office staff only.

## Supply List

A list of supplies is included below. Included is a list of websites for internet savvy learners.

### RECOMMENDED SUPPLY LIST

We recommend that you have at least the basic materials to enhance your learning. Use wisdom!!! Most items can be purchased at the \$1.00 store or we may supply some items for purchase

1. **TI-30XS Calculator** - Only calculator used for the GED (\$8.99 - 15.99)
2. Webster Dictionary/Thesaurus
3. Composition Book or notebook for Homework Assignments
4. Theme Books or 3 Ring Binder with 4 sections
5. Stapler / Ruler
6. Math Kits (optional)
7. Erasers
8. Pens / Pencils
9. Highlighters/ White out

*“Learning without thought is labor lost. Thought without learning is perilous.  
Study without reflection is a waste of time; reflection without study is dangerous.  
- Confucius*

## Dress Code

Students are required to dress appropriately and respectfully. The program invites professional presenters and conducts field trips to area events and organization. Learners are expected to dress in casual attire appropriate for school and work.

- Business casual clothing is appropriate. Students in the WELL program may wear clothing that is less formal but the overall look should be respectful.
  - **Women:** Business casual is a shirt with a collar and/or a sweater, sweater set, dress pants or khakis and nice shoes. Some other options that are appropriate include a moderate length dress or skirt.
  - **Men:** Business casual ranges from “just shy of a tie” with pants, collared shirt, khakis, sweater, and dress shoes.
- Please refrain from scanty or disrespectful clothes.
  - **Women:** Scanty and disrespectful clothing includes halter-tops, tops with bellies out, excessively short skirts or shorts. Clothes that are excessively tight and show too much skin are also unacceptable. No vulgar language may be on the clothes. “Cracks Kills” if we can see your underwear on buttocks you are inappropriately dressed and a longer Tee shirt will be supplied until the end of class.
  - **Men:** No du-rags, bandanas or skull caps can be worn in class or during class time. Tee shirts with inappropriate language or slogans cannot be worn to class. No hats of any kind will be worn in the building. Pants must be around the waist and it is inappropriate for your underwear to be visible.

## Prohibited Behaviors

If a matter is believed to violate the University Code of Student Conduct, it will be reported, usually to Campus Police and Temple CSPCD administrators. Violations will be reviewed on a case-by-case basis, and may result in discipline and or termination. Discipline may range from suspension to exclusion within a cycle.

- Temple University is a **smoke-free school**. Smoking is prohibited in all offices, classrooms, bathrooms, and public areas of University buildings. Smoking is only allowed outside of buildings, **50 feet away from entrances**.
- **Drug and alcohol use are prohibited in the program**. Temple University prohibits the possession, use, or distribution of drugs or alcohol on University property.
- Violations include **theft or vandalism of property** of Temple University staff or fellow classmates
- **Possession of a knife, gun or other weapon** on campus is strictly prohibited.
- **Disruptive behavior** in class and during program activities will result in a warning, consultation with instructor and coordinator, and possible termination from the program.
- **Disrespecting authority** (coordinator, instructor, tutor, etc.) **and other students** may result in immediate termination from program.
- **Vulgar language and behavior will not be tolerated**. Each instructor may exert a penalty related to inappropriate language in the classroom. (e.g. apologies to classmates, etc.) Penalty for excessive language during program activities will be determined by the program improvement team and/or WELL Program Coordinator.

- **Sexual harassment, threats to or injury of a staff or another student will be cause for immediate termination.**
- Students **may not** bring children (under 18), infants, or toddlers to class. **EXCEPTION:** Each instructor has the options to allow special visitors in the classroom. Children are not permitted in the computer lab.

## Sexual Harassment

Temple University is committed to providing a learning and working environment that emphasizes the dignity and worth of every member of its community, free from discriminatory conduct. Sexual harassment in any form or context is contrary to this commitment and will not be tolerated. Sexual harassment subverts the mission and the work of the university, and can threaten the career, educational experience, and well-being of students, faculty, and staff.

Sexual harassment includes any unwelcome conduct of a sexual nature, including sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual or gender-based nature. Sexual assault includes any intentional, unconsented touching, disrobing, or threat or intent of accomplishing a sexual act without consent.

Other conduct and behaviors are also considered violations, such as repeated, unwanted communications through email, texting, or using social media; or acting with the intent to harass a person.

Defined by the law of the Commonwealth of Pennsylvania, stalking is also prohibited, and means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others; or suffer severe emotional distress.

To be in violation of the Code, the course of conduct must be intended to cause severe emotional distress or the fear of bodily injury or death. It does not matter whether there was intent to actually carry out the threat to physically harm the individual.

### ***Definition for Consent and Assent:***

*Consent in sexual activity is defined in Pennsylvania in accordance with its plain and common meaning. Consent means words or actions that show a knowing and voluntary agreement to engage in mutually agreed sexual activity. Consent must be ongoing through sexual activity and can be revoked at any time.*

*Assent (an affirmative statement or action) shall not constitute consent if it is given by a person who is unable to make a reasonable judgment concerning the nature or harmfulness of the activity because of their intoxication, unconsciousness, youth, mental deficiency or incapacity, or if the assent is the product of threat or coercion. Consent to prior sexual activities does not constitute consent to future acts.*

## Support Services

WELL provides referral services for learners in need of supportive services. You may request to speak to a case manager for counseling services.

- The Center for Social Policy and Community Development has several programs that may assist with specific issues. Learners are encouraged to communicate with the case manager and Social Work interns. Write specific classroom needs in a memo to your instructor. If you are not satisfied with your results, feel free to contact the WELL Program Coordinator. The program is dedicated to helping learners achieve their goals. If we cannot provide the service, we will direct you to someone who can help.
- Learners in need of employment and career exploration must attend at **least four** weeks of classes or workshops to be considered for individual assistance. Workshops are conducted at our affiliate CareerLink offices or in other programs affiliated with WELL. Motivated and dedicated learners who pursue the additional skills for workforce development earn supports needed to meet their personal goals.



