

Case Western Reserve University
Provost Scholars Program
Parent/Guardian and Scholar
Handbook 2019–2020

Revised 11.7.19

The Provost Scholars are in the Relentless Pursuit of Excellence



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Education is the most powerful weapon which you can use to change the world.

*— Nelson Mandela, The Late President of the Republic of South Africa,
Anti-apartheid revolutionary, politician, and philanthropist*

Provost Scholars Parent/Guardian and Scholar Handbook 2019–2020

Table of Contents

Welcome to the Provost Scholars Program.....	5
Provost Scholars Program Mission	6
Provost Scholars Program Founders	7
Provost Scholars Program Directors	8
Provost Scholars Program Team Members	9
Provost Scholars Program Beginnings.....	10
Program Components	11
Program Components Details.....	15
Provost Scholars Program Eligibility and Application Process	17
Selection Process and Application Timeline for the Each Academic Year	18
Five Essential Steps to Becoming a Provost Scholar	20
The Parents’ College at Case	21
Provost Scholars Program Mentors	22
Provost Scholars Program Contact Information	33
Appendixes	34
Appendix A: Preview of Provost Scholar Program Student Application Form	35
Appendix B: Provost Scholars Program Home Visit Application Forms	39
Provost Scholars Program Recruitment Letter.....	40
Parent/Guardian Letter of Agreement.....	42
Parent/Guardian Permission for Program Evaluation.....	43
Provost Scholars Code of Conduct.....	44
Provost Scholar Data Form	46
Parent/Guardian Acceptance Letter	48
Parent/Guardian Permission Form	50
Parent/Guardian Contact Information	51
Media Release and Clearance for Parent/Guardian and Provost Scholar.....	52
Waiver for All Field Trips and Other Academic Activities Participation Form.....	53
Provost Scholar Emergency Contact Information Form	54
Chaperone Agreement and Emergency Contact Information.....	55
Grand Field Trip Permission Slip	56

Critical Thinking and Writing Award Information and Examples	57
Essay Evaluation Criteria	66
Note-Taking Template	67
Intensive Summer Learning Institute Scholar Contract	70
Intensive Summer Learning Institute Participation and Agreement Form	71
Appendix C: Ohio Graduation Requirements	72
Appendix D: Provost Scholar Applicant Checklist	73
Provost Scholars Program Contact Information	74

Welcome to the Provost Scholars Program

Dear Parent/Guardian and Provost Scholar,

The Provost Scholars Program is a partnership between the East Cleveland City Schools (ECCS) and Case Western Reserve University (CWRU). It is designed to provide fantastic learning opportunities for the Provost Scholar. As we start this new academic year, we would like to take this time to share our joint mission and goals with you and your Provost Scholar.

The Provost Scholars Program aims to provide additional learning, career, and educational opportunities to middle and high school students in the East Cleveland City Schools. We achieve this mission by helping scholars explore educational pathways and career options through mentoring and relationship-building with CWRU faculty and team members. In addition, we work individually with each scholar to improve their proficiencies in writing, critical thinking, problem-solving, mathematics, and interpersonal communication.

For scholars to take full advantage of the resources available through the Provost Scholars Program, we ask that they fully engage and commit to the standards of the program. We define engagement as full participation in weekly meetings with mentors and tutors. Further, we require regular participation in the [Intensive University Seminars](#) and field trips. We recognize that the ultimate success of our program hinges on the participation, involvement, and engagement of the parent/guardian. We solicit your help to ensure that your scholar reaches his or her full academic, social, interpersonal, and civic development. To that end, the Provost Scholars Program requires that the parent/guardian participates in the [Parents' College at Case](#), which are monthly seminars designed to reinforce activities that occur within the Provost Scholars Program.

Outlined in our Letter of Agreement are specific steps that each parent/guardian and scholar can take to reach the program goals. Accordingly, the Provost Scholars Program will help each scholar meet the standards of the [East Cleveland City Schools Mission](#), as well as the mandates from the [Ohio Board of Education](#) for graduation. Becoming university- or technical institute-ready, or acquiring gainful employment with entry-level knowledge and skills are basic program outcomes.

This handbook contains a great deal of important information, including necessary forms for the parent/guardian as well as the Provost Scholar. *This document accounts for our program policies and practices as of October 15, 2019. Changes might be forthcoming and will be displayed on the [Provost Scholars Program](#) website, and be shared through a variety of media such as Facebook and Twitter. Letters will also be mailed to parents and guardians that highlight changes as they occur.*

If you have any questions, please contact the program director, Dr. Faye Gary, at fgary@case.edu or phone 216-368-5240; the associate director, Dr. Lee Thompson, at lat@case.edu or phone 216-368-6477; or the program coordinator, Kate Klonowski, at kak121@case.edu or phone 216-368-0709; or you may contact ECCS administrators and personnel by phone at 216-268-6576. We look forward to working with you during the coming year as we strive to support the Provost Scholars!

Sincerely,

Dr. Faye Gary, Provost Scholars Program Director

Dr. Lee Thompson, Provost Scholars Program Associate Director

Provost Scholars Program Mission

The Provost Scholars is an educational enrichment program dedicated to supporting East Cleveland middle and high school scholars by strengthening their academic and career outcomes. We aim to realize these goals by assisting scholars to:

- Expand creative and critical thinking, writing, mathematics, and problem-solving abilities.
- Strengthen study practices.
- Outline and support clear goals for academic progress and career planning.
- Improve interpersonal proficiencies.
- Explore educational and career pathways through mentoring, tutoring, and networking with CWRU faculty, team members, and stakeholders.

2016 Original Provost Scholars Graduates with Their Mentors



Top row: Brianna Moore, Faye Gary (Mentor); Ryiane Nathan, Patricia McDonald (Mentor); Mark Chupp (Mentor), Octavia Taylor. Bottom row: Scott Fine (Mentor), Jamar Allen; Anthony Price (Mentor), Jonathan Gordon; Dennis Harris (Mentor), Dominick Wallace.

Provost Scholars Program Founders

Dr. William A. “Bud” Baeslack III served as Provost and Executive Vice



President at [Case Western Reserve University](#) from 2008 to 2018, and was responsible for all facets of academic affairs, research and technology commercialization, and student affairs. He also held an appointment as Professor of Materials Science and Engineering.

Prior to joining CWRU, Provost Baeslack served as the Dean of the College of Engineering and Executive Dean of the Professional Colleges at [The Ohio State University](#). He is also internationally recognized for his research in the materials science and engineering field. He served four years at the [U.S. Air Force Materials Laboratory](#) as a materials engineer and technical area manager. Provost Baeslack received his PhD from [Rensselaer Polytechnic Institute](#) in Troy, NY.

Even though he is now a full-time faculty member in the [School of Engineering](#), Baeslack continues his enthusiastic support for the Provost Scholars Program as a mentor.

Dr. Myrna Loy Patton Corley, Superintendent of the [East Cleveland City](#)



[Schools](#) from 2004 to 2018, had filled numerous vital positions within the school district starting in 1981, ranging from special education teacher and work study coordinator, to principal, to superintendent. She served on the board of directors for the [Positive Education Program](#) (PEP), which was created in consultation with school districts in the Greater Cleveland Area to enhance the academic achievements of their most challenging students.

Dr. Corley is remembered for spearheading innovative initiatives within the district, including implementation of [STEM](#) labs and advanced placement courses. She increased technology, career, and technical offerings, with an emphasis on professional development for teachers. Dr. Corley is the recipient of numerous honors and awards for her contributions

to the academic and professional development of youth. In collaboration with Provost Baeslack, she helped conceptualize and implement the Provost Scholars Program.

Provost Scholars Program Directors

Dr. Faye Gary, EdD, RN, FAAN, is the current and founding director of the Provost



Scholars Program and the Medical Mutual of Ohio Kent W. Clapp Chair and Professor of Nursing at the [Frances Payne Bolton School of Nursing](#) at CWRU. Gary also holds a secondary appointment with the Department of Psychiatry at the School of Medicine. Her passion for excellence and assisting the next generation of Provost Scholars inspired her to build and expand the Provost Scholars program through the plans of two visionary leaders: Provost William Baeslack and Superintendent Dr. Myrna Loy

Corley. Her work with these leaders has resulted in the Provost Scholars Program serving over 95 scholars in the City of East Cleveland and impacting the future of middle and high school students over the past six years. Gary received her bachelor's degree in nursing and sociology from [Florida A & M University](#), her master's degree in child and adolescent psychiatric nursing and anthropology from [Saint Xavier College](#), and her doctorate degree in childhood behavioral disorders and anthropology from the [University of Florida](#).

Dr. Lee Thompson, PhD, is a professor in the [Psychological Sciences Department](#).



Through research, she has explored the development of cognitive skills, temperament, and language from infancy through childhood. Her current work focuses on how academic achievement in the areas of math and reading interact with social emotional learning in determining outcomes during emerging adulthood. She received her BA from CWRU and her MA and PhD from the [University of Colorado, Boulder](#). She joined the Provost Scholars Program as a mentor in 2014, has presented for the [Intensive](#)

[University Seminars](#), served on the steering committee, and secured outside grant funding for the program.

I initially decided to become a mentor in the Provost Scholars Program because I have always been deeply troubled by the invisible wall across Euclid Avenue on the border of the CWRU campus and East Cleveland. I thought that the program would help to make East Clevelanders feel welcome on our campus and thus begin the process of removing the wall.

However, as I began to mentor an amazing young woman, my motivation became personal. I am continually inspired by her desire to learn and expand her horizons. The time that I spend with my Provost Scholar every week is a time when I can escape my daily responsibilities and see with fresh eyes all the opportunities and possibilities our campus and world have to offer.

— Mentor Lee Thompson of Provost Scholar Maranda Priah

Provost Scholars Program Team Members

[Dr. Christopher Flint](#), chair of the [Department of English](#), is looking forward to supporting the Provost Scholars Program as editor-in-chief of our newsletter. His theoretical and critical interests include the history and theory of the novel, cultural criticism, narrative theory, the history of the family, gender and sexuality, print technology, and eighteenth-century British art. His most recent publication, [The Appearance of Print in Eighteenth-Century Fiction](#), relates innovations in print technology to typographical experimentation within eighteenth-century fiction.



[Kate Klonowski](#) is the coordinator of the Provost Scholars Program and a proud Cleveland area native. She is a Cultural Foundations of Education PhD candidate at [Kent State University](#), has a BA in English and Secondary Education from [The College of Wooster](#), and an MEd in Educational Technology from [Northern Arizona University](#). Klonowski is very excited to be working in this novel and innovative program.



[David Van Leer](#) is a volunteer who lends a hand wherever he is needed with the Provost Scholars Program. Since the fall of 2017, he has provided assistance with the Tuesday and Thursday afternoon sessions, overseeing the homework completion of the Provost Scholars, and assisting the students in completing complicated assignments. Additionally, he provides unique support to the [Parents' College at Case](#) and remains reliable, dedicated, and passionate in his commitment. He will also be a mentor starting this academic year.



[Yuwei Zhang](#) is a graduate assistant for the Provost Scholars Program and graduate student at [Jack, Joseph and Morton Mandel School of Applied Social Sciences](#). Among other things, Zhang is a member of Harvard [SEED for Social Innovation](#). She has been working with children for almost five years and is trying to explore all the possibilities intersecting social innovation, education, mental health, and art therapy. She is excited to work with all the talented teenagers with enriched opportunities for learning.



[Eva May Barrett](#) recently joined the Provost Scholars Program as a student assistant. Barrett will utilize her organizational and leadership knowledge and skills to enhance all aspects of the program. A graduate of the [Cleveland School of the Arts](#), she is currently working on her bachelor's degree in [history](#) at CWRU. One of her career goals is the help youth to better understand the power of their voices as tools to facilitate societal change in local and global communities.



Provost Scholars Program Beginnings

The Provost Scholars Program is a partnership between Case Western Reserve University (CWRU) and East Cleveland City Schools (ECCS). Provost William “Bud” Baeslack and ECCS District Superintendent, Dr. Myrna Loy Patton Corley, founded the program to improve the academic and professional outlook of East Cleveland middle and high school students. As the achievement gap between college/technical institute and high school-only graduates widens, the Provost Scholars Program aims to bridge that divide for students within the ECCS. Scholars from Heritage Middle School and Shaw High School are provided opportunities to expand their academic and professional prospects. The Provost Scholars meet each week at CWRU on Tuesdays and Thursdays from 2:30–5:00 p.m. on the first floor of Guilford House. Scholars are encouraged to explore academic paths to higher education by way of mentorship by CWRU faculty, intensive tutoring, and seminars.

Parents/guardians, teachers, mentors, principals, and community stakeholders work together toward establishing a collective and unified initiative to inspire civic and academic innovations from Greater Cleveland area youth. The intended outcome of these cooperative efforts is to facilitate an intrinsic desire within the Provost Scholars to pursue higher education, academic achievement, leadership in their schools and communities, and fulfilling careers.

The Goal of the Provost Scholars Program is to enkindle the knowledge, skills, and leadership attributes that are essential for succeeding as a scholar, a peer, and a productive citizen of the future. As illustrated by this model, the major focus begins and remains on the attitudes, beliefs, and daily practices of the individual Provost Scholars, which extends to their relationships with their parents, families, peers, teachers, and mentors. Community values are also transmitted to the Provost Scholars who, over time, will become valuable assets to society.¹



1. Williams, D. R., Priest, N., & Anderson, N. (2016). Understanding associations between race, socioeconomic status and health: Patterns and prospects. *Health Psychology, 35*(4), 407–411.

Program Components

The Provost Scholars Program is organic and dynamic. As we continue to evolve and respond to the needs of scholars, we have developed the following components to improve the quality and impact of the program.

Critical Thinking and Writing Awards: These awards recognize Provost Scholars who have consistently shown evidence of outstanding work in reading, critical thinking, and writing during the academic year. Monetary rewards are presented for exceptional work to Provost Scholars from each grade (8th through 12th). Additional information may be found in the next section, titled “Program Components Details.”

Collaborative Institutional Training Initiative for Research (CITI): The Provost Scholars are given the opportunity to participate in research projects with their mentors. In preparation for this experience, they are mentored through [CITI Training](#), a web-based program which must be completed before they can have active roles in research and writing for publication. The CITI focuses on topics such as animal use and care in research, human subject protection, and responsible conduct in research. The training emphasizes data security, privacy, confidentiality, and the professional use of data to inform the public and to improve the human condition. At the end of the training, the Provost Scholar receives a certificate of completion.

Cross-Collaboration and Communication: Collaboration with administrators and teachers occurs through scheduled visits at the schools where Provost Scholars Program team members observe the Provost Scholars in the school setting. Data gleaned from these visits are used to inform the program about how to best meet the needs of Provost Scholars. Structured data documented after the visits are stored in the Provost Scholars Program files.

CWRU Collaborations Across Programs: The Provost Scholars Program collaborates closely with two federal programs, [TRIO](#) and [Upward Bound](#), that are also on-site at Heritage Middle School and Shaw High School. They will also assist with other programming activities. The purpose of these collaborations is to provide extensive tutoring, mentoring, test-taking skills, and other selected services that are designed to address the academic, social, and career goals of the scholars.

My mentor and I would review homework, visit the museums, go to the bookstore, and discuss the many career options that are available to me. We would have lots of fun, too.

— Provost Scholar Carmen Phillips of Mentor Cicely Philpot

Program Components (Continued)

Electronic Portfolios (e-Portfolios): Digital space is provided for each Provost Scholar to store pertinent data, such as grades, attendance, honors and awards, citations, curricula plans, career goals, and other important documents. Mentors have access to his/her mentee's files, as do the parent/guardian, administrators, teachers, and the Provost Scholar. More information may be found in the next section, titled "Program Components Details."

Field Trips: In the fall and spring semesters, the Provost Scholars visit local museums, theaters, science centers, and neighborhood attractions to enrich their learning and knowledge of different cultures, histories, and subject areas. In addition to these local field trips, the Provost Scholars visit a larger tourist attraction and other academic institutions to celebrate their completion of the year. Some examples of past Grand Field Trip highlights include travel to the [Charles C. Wright Museum of African American History](#) in Detroit, Michigan; the [University of Pittsburgh](#) in Pennsylvania; and [Niagara Falls](#), New York, USA.

Home Visits: At the beginning of each year, the program team members make a home visit to establish full engagement of the parent/guardian, to explain the program in depth, and to determine if there are additional needs that would benefit from guidance or referral. The intent is to elicit parent/guardian support for their scholar and the program. In addition, perceived barriers that interfere with full participation in the program are considered. The objective is to collaboratively work towards resolving barriers and providing support for full participation in the Provost Scholars Program.

Individualized Tutoring: Each Thursday, the Provost Scholars engage in one-to-one and sometimes small group interactions with undergraduate and graduate students from CWRU who serve as their assigned tutors. The tutoring activities focus on completing homework, improving critical thinking, writing, and mathematics skills, and strengthening the knowledge and skills that are needed to attain favorable scores on the [ACT](#) and/or [SAT](#) college entrance examinations. Individual projects can also be the focus of the tutoring (see Appendix C: [Ohio Graduation Requirements](#)).

Intensive University Seminars: On Thursdays, scholars participate in [Intensive University Seminars](#) where they enjoy lectures/seminars with expert speakers from a variety of areas of expertise such as history, law, medicine, video gaming, robotics, engineering, music, and more. Also included in the seminar outline are *Words of the Week* with definitions and sentences that demonstrate the use of each word in context.

Dr. Chupp is a role model who helped me build relationships with my family and supporters. He helped me put my best foot forward and showed me that my dreams need to be based in reality so they can come true.

—Provost Scholar Octavia Taylor of Mentor Mark Chupp

Program Components (Continued)

Mentoring Relationship: Heritage Middle School and Shaw High School scholars are matched with CWRU faculty and team members. The mentors and Provost Scholars meet every Tuesday afternoon at CWRU to build academic and career plans, and to develop a set of goals that consist of scholarly, social, and cultural activities. These sessions are designed to establish pathways to college/university or technical/vocational institutions. The mentoring dyad is tailored to endure throughout the duration of the scholar's participation and through graduation.

Online and Offline Tutoring: This innovation assists the scholars with their homework in mathematics, science, writing, and critical thinking. A valuable outcome of this activity is preparation for the [ACT](#) and/or [SAT](#) college entrance examinations (see Appendix C: [Ohio Graduation Requirements](#)). These services are provided by CWRU students and team members and a retired school principal volunteer. The service is available at the two public schools or through electronic medium, including phone and email. One-on-one and small-group tutoring is also an important facet of the Thursday sessions, preceding the [Intensive University Seminars](#).

Photographers-In-Residence: The mentor teaches two Provost Scholars the skill sets related to photography and its uses in the creation of narratives about the Provost Scholars' experiences. These photo narratives are disseminated across numerous stakeholder groups and displayed "On the Big Screen" during the annual Spring Celebrations.

Potential Provost Scholar Essay: As part of the application form for the Provost Scholars Program, candidates are required to submit a 500–600-word essay. This purpose of this essay is to assist in the determination of whether the applicant is eligible for acceptance as a Provost Scholar. More information may be found in the next section, titled "Program Components Details." See Appendix A: Provost Scholars Program Application Form; see the online [Provost Scholars Program Student Application Form](#); or a paper-and-pencil application may be obtained from the administrative personnel at your school.

Provost Scholars Program Alumni Association: Any person who has graduated from the Provost Scholars Program is encouraged to join the Alumni Association. During the Spring Celebration of each year, new members are inducted into this voluntary organization during a brief ceremony. Mentors serve as the advisors to the association.

My mentor thinks that I am an excellent critical thinker and writer. I read to her and then discuss what I have read. She reviews my homework, buys me treats, and always tells me that she knows that I will become a successful professional and that she will always be there to help me.

—Provost Scholar Mariah Carson of Mentor Faye Gary

Program Components (Continued)

Provost Scholars Program Ambassadors: Provost Scholars who are seniors and who have demonstrated outstanding responsible behaviors and good grades may be recommended for ambassador status. When this status has been achieved, and dependent upon the written consent of the parent/guardian, the Provost Scholar receives a CWRU identification card, which allows scholars to walk without supervision across campus to their mentor's office, the library, or other designated areas.

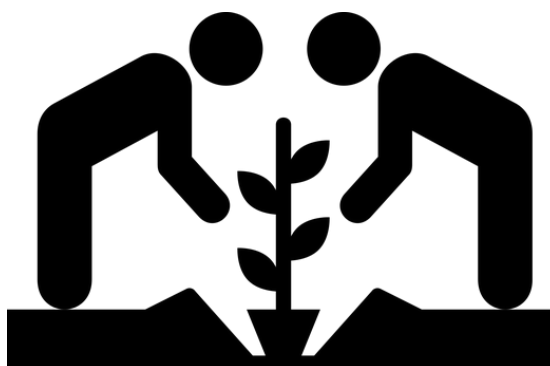
Safe Ride to Campus and Home for Mentees: The school district provides Provost Scholars with busing to and from the CWRU campus for the twice-weekly meetings. A program team member accompanies scholars on the bus ride to their homes to ensure their safety. Provost Scholars have assigned spaces on the school bus. If a scholar is unable to travel to or from the CWRU campus by bus, signed parental/guardian permission is required and must be submitted two days in advance. The phone number provided in the Provost Scholar Emergency Contact Information Form (see Appendix B) will be used to verify the scholar's inability to travel with the Provost Scholars Program. Failure to adhere to these travel standards will risk forfeiture of your scholar's place in the Provost Scholars Program.

Intensive Summer Learning Institute: The Provost Scholars have opportunities for advancement through a variety of programs including the [Youth Opportunities Unlimited Program](#) (College Now), the Social Justice Institute, the Intensive Summer Learning Institute, and other prospects. If the scholars have perfect attendance without tardiness, complete all of the assignments, and participate in every activity of the Intensive Summer Learning Institute, they are provided an honorarium of \$300.00.

The Talking Circle: Periodically, the Provost Scholars convene and participate in a type of support group called the talking circle. The purpose of these meetings is to facilitate a safe environment where problem-solving and support can occur under the supervision and guidance of CWRU faculty and team members who have expertise in group dynamics and the socio-cultural realities of the participants. For more information about the talking circle, see [The Provost Scholars Program Toolkit](#) (p. 109).

The Parents' College at Case: These monthly seminars are designed for parents and guardians of the Provost Scholars. The [Parents' College at Case](#) provides opportunities for the parent/guardian to learn additional methods of supporting their scholar's current academic and personal pursuits, as well as planning for a post-secondary education.

Volunteer Experience: Provost Scholars are expected to be involved in volunteer activities at their schools or in their community. These experiences help the Provost Scholar to widen and deepen networking systems, assume leadership roles, and learn to give back to the community as an important civic responsibility.



Program Components Details

Critical Thinking and Writing Awards: The purpose of this award is to recognize and reward Provost Scholars who have evidenced outstanding work in reading, critical thinking, and writing during the academic year. Each year, Provost Scholars write a 1000–1500-word essay based on a book that has been selected by the teachers at the two schools and gifted to the Provost Scholars during the December Winter Celebration. A month later, the Provost Scholars submit their documents to the Provost Scholars Program team members for evaluation through a blind review process (the person critiquing the document will not know the name of the writer); the evaluators are faculty at Heritage Middle School, Shaw High School, and CWRU. During the Spring Celebration of each academic year, first- and second-place awards of \$100.00 and \$50.00 may be presented to one scholar in each of the participating grades (8th through 12th) whose essays reflect exceptional critical thinking and writing skills. Each Provost Scholar must be in attendance with their parent/guardian to accept these awards.

The second phase of this project begins during the fall semester of each year. It consists of refining the submitted essays during the Tuesday one-to-one interactions with mentors. The revised essays are presented to the program team members, copyrighted, and published in a document that is shared with the parent/guardian, the provost, and the superintendent at the December Winter Celebration.

Personalized Electronic Portfolio (e-Portfolio): The personalized electronic portfolio (e-Portfolio) is a mechanism that has been created to provide a space for Provost Scholars to highlight their academic achievements, creative works, honors and awards, letters of commendation, and other outstanding documents. The mentor, parent/guardian, and teachers may post documents and statements of excellence in the e-Portfolio of a Provost Scholar. These data are encrypted and password-protected with access granted to the parent/guardian, mentor, teachers, and the Provost Scholar.

One of the major purposes of the e-Portfolio is to help the Provost Scholar and the parent/guardian to acknowledge and appreciate the collective efforts that create excellence. These documents could prove useful when the Provost Scholar is applying for admission to colleges, universities, technical/vocational training institutes, and for federal and private scholarships and fellowships. The e-Portfolios are organized in a professional manner guided by a template that is commonly used in high-ranking colleges and universities. At any given time, a Provost Scholar may download and print out a copy of their e-Portfolio.

My mentor and I take walks, review homework, and discuss future career options for me. My favorite activity is visiting the local museums and discussing the sculptures and paintings with my mentor.

— Provost Scholar Camille Gibson of Mentor Daniella Schlatzer

Program Components Details (Continued)

Potential Provost Scholar Essay: To be considered for the Provost Scholars Program, applicants are required to prepare a 500–600-word essay to be submitted as part of the application process.* If needed, administrators and personnel at Heritage Middle School and Shaw High School may be able to provide assistance with the online application process.

The essay should address the following:

1. How do you think the Provost Scholars Program could help you with your academic, career, and personal development?
2. List two career interests. What attracts you to these careers?
3. What courses are you currently enrolled in that might enhance these careers?
4. What volunteer activities are you involved in or planning to participate in this year? Include organization names, your responsibilities, and the hours of service.
5. List your extracurricular activities. Describe your leadership roles and responsibilities.
6. Describe four specific types of program activities that would assist you most in your pursuit of becoming a successful Provost Scholar.

* See Appendix A: Provost Scholars Program Application Form; online application at [Provost Scholars Program Student Application Form](#); or a paper-and-pencil application may be obtained from the administrative personnel at your school.



The Provost Scholars Program came to fruition at Heritage Middle School on January 31, 2013.
Pictured are the original Provost Scholars and their Mentors.

Provost Scholars Program Eligibility and Application Process

The following provides a detailed overview of the Provost Scholars Program application and selection process. Please carefully read the information below. The parent/guardian and the Provost Scholar have the opportunity to ask questions regarding the criteria and timeline during the home visit orientation, or by contacting program director, Dr. Faye Gary, at fgary@case.edu or phone 216-368-5240; the associate director, Dr. Lee Thompson, at lat@case.edu or phone 216-368-6477; or the program coordinator, Kate Klonowski, at kak121@case.edu or phone 216-368-0709.

Eligibility Criteria

To be eligible to submit an application to the Provost Scholars Program, a student must meet the following criteria:

- Be enrolled at Heritage Middle School or Shaw High School and be a rising 8th through 10th grade student.
- Have the capacity to self-regulate and control behaviors.
- Have a record of excellent school attendance and punctuality.
- Have a 2.5 minimum overall grade point average.
- Be a volunteer in a school/community program or have specific plans for becoming involved in these activities.
- Complete documents providing parent/guardian approval during the home visit each year with Provost Scholars Program team members. These documents include signed consent forms, which are placed on file as documentation of approval for participation in all program activities, including photographs and audio recordings. Copies of the documents are provided to the parent/guardian, the school district, and the Provost Scholars Program at CWRU (see Appendix B: Provost Scholars Program Home Visit Application Forms).

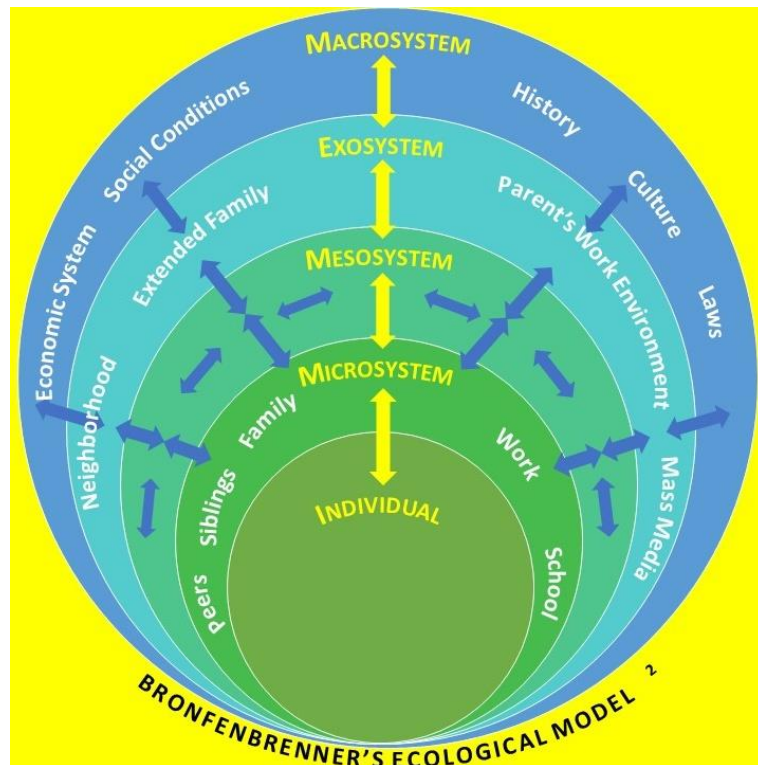
When I assign students from the School of Social Work to collaborate with the Provost Scholars Program, I know that they will have a well-designed and guided experience.

*— Scott Wilkes, Provost Scholars Program Mentor, Advocate, and Consultant,
Director of Field Education at the Mandel School of Applied Social Sciences*

Selection Process and Application Timeline for the Each Academic Year

Applications for acceptance close on April 1st of each year for admittance into the program for the following academic year:

Program information is made available to all students at their schools in the form of poster displays and information packets which include the program brochure, the calendar for activities for the year, and letters from the school administration, and the Provost Scholars Program director, Dr. Faye Gary. Copies of all forms that are needed for the [application](#) process are available online and at the administrative offices at Shaw High School and Heritage Middle School. Program fact sheets are distributed at in-school meetings with small groups of students who express an interest in the program during the school year.



The in-school meetings involve the program director, the program coordinator, the school principal, parents/guardians, counselors, and others as determined by the superintendent of the school. Initially, parents/guardians, teachers, school personnel, and administrators nominate potential Provost Scholars for the program. The Provost Scholars Program team members follow up with the applicant and his/her parent/guardian by phone to review the opportunities and responsibilities that are inherent in the program and determine if there is interest and commitment. Next, the program team members meet with potential Provost Scholars at their school to review program components, the application process, and to assure that the mechanics are available for the completion of the application.

2. Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.

Selection Process and Application Timeline for the Each Academic Year (Continued)

The Application Deadline is April 1st of Each Academic Year.

Note: All application reviews occur at the ECCS and are coordinated by the superintendent's personnel. The applications are reviewed by administrators, teachers, Provost Scholars Program team members, and a parent/guardian representative. The superintendent and the Provost Scholars Program team have final approval for appointment to the program.

A completed application consists of:

1. Two administrator/teacher recommendations'
2. Responses to all questions and items on the application forms.'
3. A completed 500–600-word essay,
4. Completed Verification of Student Service form.
 - All of the application forms may easily be found by going to <https://case.edu/provostscholars/> and clicking on [Apply to the Provost Scholars Program](#) near the bottom of the page.
 - See Appendix A: Provost Scholars Program Application Form for a preview of the application forms.
 - A paper-and-pencil application may be obtained from the administrative personnel at your school.


No later than May 1st of each year:

1. Letters of acceptance are mailed to the new Provost Scholars and their parent/guardian.
2. The results of the selection process are shared by electronic communications to the principal at the scholar's school.

During the months of June, July, and August of each year:

1. Members of the Provost Scholars Program team meet face-to-face with all cohorts of Provost Scholars by scheduling home visits with each Provost Scholar and the parent/guardian.
 - All program-related forms must be signed during this visit (see Appendix B: Provost Scholars Program Home Visit Application Forms).
 - The parent/guardian receives one set of signed forms that have been placed in an envelope for safe-keeping. The Provost Scholars Program team member transports the second set of signed forms to the Provost Scholars Program office at CWRU where they are placed in a secure file.
2. The new Provost Scholars cohort will be featured online at the CWRU website at www.case.edu/provostscholars/.

Five Essential Steps to Becoming a Provost Scholar

- 
- 1) Criteria for selection:
 - Rising 8th through 10th grade students at the middle or high school.
 - Motivated and self-disciplined.
 - Excellent school attendance and punctuality.
 - 2.5 grade point average (GPA) minimum.
 - 2) Application completed, which includes:
 - 500–600-word essay.
 - Find application online,* or a paper-and-pencil application may be obtained from the administrative personnel at your school.
 - 3) Two online recommendations from your school administrators or teachers:
 - Find teacher/administrator recommendation forms online.*
 - 4) Documentation of school and/or community service and volunteer work:
 - Forms for documentation of these activities are available at the administrative offices at your school or online.*
 - 5) Home visit from one of the Provost Scholars Program team members:
 - All forms signed by parent/guardian.
 - Parent/guardian commitment to participate.
 - Provost Scholar commitment to participate.

All of the application forms can easily be found by going to <https://case.edu/provostscholars/> and clicking on [Apply to the Provost Scholars Program](#) near the bottom of the page.

Serving as a mentor provides me with the opportunity to tutor, encourage, and support the aspirations and dreams of youths in the Provost Scholars Program.

— Valerie Haywood, Senior Biology Instructor

The Parents' College at Case

The [Parents' College at Case](#) is a monthly seminar for parents and guardians of youth in the program. These seminars are held from 10:30 a.m. to 12:00 p.m. on the fourth Saturday of each month, beginning in September and ending in May. The parent/guardian learns additional methods to support their Provost Scholars' academic achievements and their pursuits to obtain a quality education from a college, university, vocational/technical school that will lead them to a fulfilling career. A wide variety of professionals from engineering, law, medicine, nursing, psychology, and numerous other disciplines volunteer to participate in the



The Guilford House, CWRU

seminars over the course of the year. Each session is held on-campus in Guilford House, located at 11112 Bellflower Road.

Each Provost Scholar's parent/guardian is required to attend these seminars to increase their engagement in the program and keep abreast of opportunities, tools, and resources to help their scholars succeed within the classroom, their families, and in the community.

The Parents' College at Case is just one of many ways that parents/guardians can become involved in the program. Parents/guardians and family members are also invited to join the weekly tutoring and university seminars held in Guilford House on Thursday afternoons from 2:30 to 5:00 p.m. They are also welcome to travel with the Provost Scholars to the annual Grand Field Trip. In addition, parents/guardians are invited to attend the Annual Fall Program Kick-Off and to participate in the annual Winter and Spring Celebrations.

The Parents' College at Case 2019–2020 Dates

September 28, 2019
October 26, 2019
January 25, 2020
February 22, 2020
March 28, 2020
April 25, 2020
May 23, 2020



For more information about these opportunities and other upcoming events, you may contact the program director, Dr. Faye Gary, at fgary@case.edu or phone 216-368-5240; the associate director, Dr. Lee Thompson, at lat@case.edu or phone 216-368-6477; or the program coordinator, Kate Klonowski, at kak121@case.edu or phone 216-368-0709; or you may contact ECCS administrators and personnel by phone at 216-268-6576.

Provost Scholars Program Mentors

William “Bud” Baeslack, III, PhD, provost and executive vice president at CWRU



from 2009 to 2018, is currently a full-time faculty member in the [School of Engineering](#). As a co-founder of the Provost Scholars Program, his dedication to the program continues as he serves as a mentor. Prior to coming to CWRU, Baeslack served four years at the [U.S. Air Force Materials Laboratory](#) as a materials engineer and technical area manager. He also held the position of dean of the College of Engineering and executive dean of the Professional Colleges at [The Ohio State University](#). Dr. Baeslack is internationally recognized for his research in the materials science and engineering field.

George Blake, a postdoctoral scholar in the [Baker-Nord Center for the Humanities](#), holds



a PhD and a master's degree from the Department of Music at the [University of California, Santa Barbara](#). His research focus is on the hidden musical histories of Black Cleveland, examining how performers throughout the region negotiate the invisible borders of urban space. His current teaching in urban ethnomusicology challenges students to use the tools of the digital humanities, such as [ArcGIS](#), to explore alternative musical archives and imagine place in new ways. In the past, Dr. Blake has taught university

courses on improvisation; jazz; Black film; music of the African diaspora; gender and sexuality; hip hop; world music, and popular music. His work also includes research on blackface minstrelsy and he recently received funding for his ongoing project on [Robert Lockwood, Jr.](#)

Mark G. Chupp, PhD, MSW, is an assistant professor at the [Jack, Joseph and Morton](#)



[Mandel School of Applied Social Sciences](#). He serves as chair of the concentration in [Community Practice and Social Change](#), and he is the director of the [International Education Program](#) at the Mandel School. He teaches community development and directs the [East Cleveland Partnership](#), a multi-institutional initiative to support the revitalization of East Cleveland. Dr. Chupp is also an international consultant and trainer, and has worked in Northern Ireland, Egypt, Columbia, Nicaragua, Costa Rica, and El Salvador.

He has published numerous theory and practice manuscripts and book chapters. Dr. Chupp received his PhD from CWRU.

My mentor is very strict about homework, study habits, and my grades. He wants to help me get into an outstanding college or university.

— Provost Scholar Jonathan Clay of Mentor Paul Bakakí

Provost Scholars Program Mentors

Sofija Conic, PhD, was born in Belgrade, Serbia, and moved to the United States when she was nine years old. After graduating from [Cleveland Heights High School](#), Dr. Conic returned to her home in Serbia to continue her academic studies. After graduating from the [University of Belgrade School of Medicine](#) where she received her MD degree, she returned to the United States to continue her medical education. She is currently engaged in research at [University Hospitals](#), Cleveland. Dr. Conic serves as a tutor in addition to being a mentor in the Provost Scholars Program. An avid reader of history books, she also enjoys biking around Cleveland with family and friends.



Michelle Cseh is the assistant director of [Academic Resources](#), [Student Success Initiative](#). She meets with international students to work on English as a second language skills. She also assists students with other academic skills, such as time management and study strategies. She earned a BA in psychology and Spanish from [The Ohio State University](#) and a master's degree in foreign and second language education with a teaching certification. Later, her TESOL endorsement was completed while teaching. She began working at CWRU in 2017 after twenty years of teaching English as a second language and Spanish at the K–12 and college levels. Cseh is a native of the Cleveland area where she has lived and worked most of her life.



Joseph Custer, JD, MLIS, director of the [Judge Ben C. Green Law Library](#), teaches advanced legal research and electronic discovery. His scholarship has primarily been in the areas of legal research, administration, and issues pertaining to historical social justice. Custer joined CWRU in 2015 after serving five years as director of the Vince C. Immel Law Library and as a faculty member at the [University of Saint Louis School of Law](#). He began his career in higher education as a tenured member of the faculty at the [University of Kansas School of Law](#), where he worked for 15 years. Before academia, Custer was the director of information services/attorney at Gage & Tucker in Kansas City, MO. He is a member of the Supreme Court of the United States and State of Missouri bars. In addition to his JD, Custer holds a master's in library and informational science and a master's in business administration.



My career goal is to become the first Black female judge to serve on the U.S. Supreme Court.

— Provost Scholar Chantal Brown, Mentor Ruqaiyah Yearby

Provost Scholars Program Mentors

Marguerite “Peg” DiMarco, PhD, RN, CPNP, FAAN, is an associate professor at the



[Frances Payne Bolton School of Nursing](#) where she received her PhD. She has been a pediatric nurse for 40 years, taught nursing for 35 years, and has practiced as a pediatric nurse practitioner for the last 19 years. Her research interests involve health and dental care of poor children. She has international and national presentations, publications, and funded research projects in this area. She received funding from the National Institutes of Health for her dissertation, [Access/Utilization of Dental Care by Homeless Children](#). Dr.

DiMarco’s latest interdisciplinary project received a Kellogg grant exceeding \$1 million to provide oral healthcare and education to mothers and children receiving assistance from the [Special Supplemental Nutrition Program for Women, Infants, and Children](#) (WIC) in Northeast Ohio.

Gilbert Doho, PhD, is an associate professor of [French and Francophone Studies](#) in the



Department of Modern Languages and Literatures. Dr. Doho obtained his PhD from the [Université de Sorbonne Nouvelle, Paris III](#). His areas of specialization include twentieth century French drama, francophone studies, and African performing arts and cinema. Current research projects examine the subversive methods that have been used to enslave Africans and the way media has been used to embed acceptance of slavery into the psyche of nations throughout history. Dr. Doho is internationally known for his scholarly writings and his acumen in French and Cameroun (West Africa) languages and cultures.

Gary Edmunds, BS, is a research assistant at the [Department of Bioethics](#) at the CWRU



School of Medicine and an affiliated staff member of the [Office of Faculty Development and Diversity](#). Edmunds has worked at CWRU since 2002 and we are appreciative of his services to the Provost Scholars Program. For several years, he has been a mentor in the Provost Scholars Program. Edmunds seldom misses a mentoring session, and is committed to assisting youth with improving their academic performance. He is an excellent tutor who has helped mentees to develop to a fuller capacity and to excel in both

academic and work environments.

The Provost Scholars Program has helped me to become a man. My dream is to become the world’s best drummer.

— Provost Scholar Dominick Wallace, Mentor Dennis Harris

Provost Scholars Program Mentors

James Eller, EdD, is the associate director for Academic Resources in the Department of



[Educational Services for Students](#). He provides leadership and guidance for academic support programs, including [Supplemental Instruction](#), [Peer Tutoring](#), [Study Group +1](#), and other related academic programs. He also oversees assessment activities and assists students with developing strategies for improving time management, note-taking, examination preparation, and other essential learning skills. Dr. Eller is from Northeast Ohio and is in his third career.

He has served as an educator and career counselor in the United States Navy, and later as a middle school and high school social studies teacher.

Norah Feeny, PhD, a professor in the [Department of Psychological Sciences](#), focuses



on the development and evaluation of cognitive behavioral treatments for anxiety and mood disorders, with ongoing research evaluating treatments for [post-traumatic stress disorder](#) (PTSD), understanding who will benefit from such treatments, which treatments people prefer, and finding ways to recognize pediatric post-traumatic stress disorder. She has conducted treatment trials in the areas of depression and bipolar disorder in youth. Her research has involved her in varied clinical settings:

sexual assault programs, substance abuse programs, and outpatient treatment programs for anxiety and depression.

Scott Fine, MBA, is an assistant professor in the [Banking and Finance Department](#) at



the Weatherhead School of Management. He teaches courses in financial strategy, corporate finance, financial decision-making, mergers and acquisitions, valuation, and private equity and value creation. Before joining the Weatherhead School, he was a professional strategic consultant, investment banker, public company chief finance officer, and private equity business owner. He is active in his community, and devotes his time to

programs with missions that address sustainability and viability. Fine has a bachelor's degree from [Cornell University](#), NY, and a master of business administration degree from [Stanford University](#), CA. He is one of the original Provost Scholars Program mentors.

For several years, I have served as a mentor and a lecturer for the University Seminars. I have been proud to support the program through sharing new ideas and opportunities.

— Mentor Marilyn Sanders Mobley, Vice President for Inclusion, Diversity, and Equal Opportunity and Professor of English

Provost Scholars Program Mentors

Adrienne Fletcher, assistant professor and assistant dean of diversity and inclusion at the [Jack, Joseph and Morton Mandel School of Applied Social Sciences](#), holds a PhD from [Loyola University Chicago](#) and a master's degree in social sciences administration from CWRU. Her research focus has been on the influence of implicit attitude on decision-making within the child welfare system and the phenomena of disproportionality. As a social work professional, she has experience in child welfare, foster care, psychotherapy, Indian child welfare, court appointed special advocates, and veterans. She is a dedicated teacher and advisor who also provides consultation/services to agencies regarding issues of cultural humility.



Faye Gary, EdD, RN, FAAN, is the Medical Mutual of Ohio Kent W. Clapp Chair and Professor of Nursing at the [Francis Payne Bolton School of Nursing](#). She has consulted with numerous world communities, including the Republic of South Africa, China, and Ecuador, and chaired and served as a member on numerous [National Institutes of Health](#) committees, including advisory and scientific review groups. Gary works with federal agencies to shape policy regarding behavioral health and well-being. She is the author of many journal articles and book chapters. She is the recipient of numerous awards. Dr. Gary received her doctorate from the [University of Florida](#), Gainesville. Dr. Gary proudly wears two hats with the Provost Scholars Program as founding and current program director and mentor.



Jonathan Gordon, JD, BA, works as a professor of law and the associate director of the LLM Lawyering Skills Program at the CWRU [School of Law](#). Prior to this, he worked in private practice in Cleveland and as a trial attorney with the [United States Equal Employment Opportunity Commission](#). Professor Gordon is a founding member of the [Stephanie Tubbs Jones Summer Legal Academy](#) for local high school students and is an inaugural mentor in the Provost Scholars Program. Professor Gordon is the recipient of numerous national and international awards. He received his law degree from [Columbia University School of Law](#), NY.



My Mentor is really there for me and cares about me. He's still helping me, even though the program is over. I can talk to him about anything.

*— Provost Scholar Jamar Allen, Sophomore Allegheny University, PA,
of Mentor Scott Fine*

Provost Scholars Program Mentors

Idris Hanidu, MS, BS, is a research assistant at [Cleveland Clinic Neurological Institute](#) and an anatomy teaching assistant at the CWRU [School of Medicine](#). He has tutored high school students in chemistry, biology, and anatomy in addition to coaching high school baseball and football. Outside of academia, he enjoys teaching boxing lessons, going to batting cages, and reading social and cultural history. Regarding his enthusiasm to become a mentor with the Provost Scholars Program, he expresses it best himself, “As someone who initially struggled academically in high school and college, I owe it to those who come after me to not make the same mistakes I committed. As a mentor, I can expound on the experiences I have gained throughout my academic journey and hopefully show that certain setbacks do not define where one will be in the future.”



Dennis “Coach” Harris, BS, is the [National Youth Sports Program Project](#) (NYSP) administrator and state coordinator at CWRU. He assumed leadership of the NYSP program in 1996. After his appointment, Coach Harris introduced an academic component to the program, including mathematics, chemistry, and biology. In addition, he incorporated the PRICE (Prevention, Research, Intervention, Compassion, and Education) model to help ensure the success and growth of the program and to improve outcomes. He is one of the inaugural mentors in the Provost Scholars Program. Harris earned his undergraduate degree in history from [The Ohio State University](#), Columbus.



David Katz, PhD, professor, [Department of Neurosciences](#), School of Medicine, seeks to understand mechanisms of neural circuit dysfunction in autism spectrum disorders (ASDs) and to develop new therapeutic approaches. He uses behavioral, electrophysiological, biochemical, imaging, and morphometric techniques in genetic mouse models of ASDs to define how perturbations in synaptic signaling alter normal behavior. A portion of his research program is dedicated to preclinical evaluation of novel therapeutics for Rett syndrome and other ASDs. Dr. Katz is director of the [Autism Spectrum Research Consortium](#), which fosters human trials of potential new pharmacotherapies for ASDs.



I read to my mentor every Tuesday and he has helped me to improved my reading and my critical thinking. I have been working with my mentor for more than 3 years and we have an enduring relationship.

— Provost Scholar Jamir Claytor of Mentor Gary Edmunds

Provost Scholars Program Mentors

Janée Kelly, assistant director for Retention and Graduate Outreach, [Office of Multicultural Affairs](#), creates community-building programming such as Mentoring Mixers to help students network with other students, faculty, and staff. Janée also takes on the retention and academic success of under-represented minority students. She works with the [Emerging Scholars](#), [Collegiate Connections](#), and [Posse](#) programs in creating support systems for incoming undergraduate students all the way through graduation. She has also worked with the [Tamir Rice Foundation](#). Janée earned a bachelor's degree in psychology from Miami University, and a master's degree in education from [Kent State University](#). In her free time, Janée is often listening to music, traveling somewhere new, or some combination of the two.



Lisa Kollins, [Social Justice Institute](#), joined the team as institute administrator in 2015. She received a master's degree in Judaic studies from Siegal College, served as a graduate teaching assistant in the comparative religion department at [Miami University of Ohio](#), and graduated with dual degrees in theatre and religious anthropology from [Washington University in St. Louis](#). Most recently, she was a consultant and employment associate at [Youth Opportunities Unlimited](#), a non-profit that supports pathways from poverty for Cleveland teens through employment and educational programs. Lisa is a program specialist at [Camp Sunrise](#), the only camp in Ohio serving youth touched by HIV/AIDS, and has also volunteered with [Refugee Response](#), [Rainey Institute](#), [Eye Care International](#), IPM, the [Homeless Stand Down](#), and [Limmud UK](#). She directs [The Superhero Project](#), an initiative that uses creative thinking and the arts to bring joy to children who are facing serious illnesses.



Andrew (AJ) Kluth is a writer, saxophonist, and improviser who focuses on research of American musical experimentalisms (avant-garde/experimentalism, jazz studies, critical improvisation studies), music of the African diaspora, continental aesthetics, and contemporary theories of interpretation (philosophical hermeneutics). His publications appear in the *Journal of Jazz Studies* (forthcoming); the *International Journal of New Media, Technology, and the Arts*; *DownBeat Magazine*; and *Ethnomusicology Review* (Sounding Board). He authored [Chris Potter on Standards](#), a book comprising of a collection of transcribed solos by the famed saxophonist. Kluth is an accomplished saxophonist and multi-instrumentalist who has released two albums with [OA2 Records](#) and worked across musical genres in the Chicago, New York, and Los Angeles markets and has contributed to jazz education as a teaching artist for the Herbie Hancock Institute of Jazz "[Jazz in the Classroom](#)" outreach program.



Provost Scholars Program Mentors

Patricia McDonald, PhD, RN, is an assistant professor in the [Francis Payne Bolton School of Nursing](#). Her primary research interests include the prevention and treatment of diabetes and chronic illness, and health promotion. She was the principal investigator for the *Teaching Acceptance to Chronically Ill Older Adults*, and the *Beauty for Ashes* projects. Dr. McDonald earned her bachelor's and master's degrees in psychiatric and mental health nursing from [The Ohio State University](#), and her doctorate from CWRU. She completed a post-doctoral fellowship at [Henry Ford Health Systems](#) in Detroit, MI. Dr. McDonald is one of the original mentors in the Provost Scholars Program.



David B. Miller, PhD, MPH, MSW, is an associate professor at the [Jack, Joseph and Morton Mandel School of Applied Social Sciences](#). Dr. Miller received his PhD and master's degree in public health from the [University of Pittsburgh](#) and his master's degree of social work from the [University of South Carolina](#). His current research focus is on the health status of African American males. He is currently the chair of the [Health Specialization Program](#) and lead instructor for the research sequence. Among the courses that he teaches are social policy and analysis, social welfare theory, health policy, and research methods and statistics in the master's and doctoral programs.



Adrianna Milton is a PhD candidate who devotes her time to studying neuroscience—specifically, spinal cord injuries using rodent models—at the [School of Medicine](#). After receiving her bachelor's degree in psychology at [Florida State University](#) she attended the [University of Texas Medical Branch in Galveston](#) as a post-baccalaureate research education program scholar. She has had the pleasure of mentoring undergraduate research interns from CWRU and [Fisk University](#), TN, in addition to students from East Cleveland, Berea Midpark, and Hawken. She was featured in the [2019 Who's Who in Black Cleveland](#). Milton is a member of the [Society for Neuroscience](#) and the [Ellipsis Institute for Women of Color in the Academy](#). In her spare time, she loves being active outdoors and performing in various festivals around the city with the [Cleveland Museum of Art](#). She is a certified pole fitness instructor who also loves to cook, read, and do home DIY projects and crafts.



My mentor helped me to explore many career options as we discussed my professional interests, and my knowledge and skills, and how I could benefit from all of my strengths. I will study marketing at the University of Cincinnati, Ohio.
— Provost Scholar TaQuesha Williams of Mentor Patricia McDonald

Provost Scholars Program Mentors

Karyn Newton is the executive aide to the vice president and faculty diversity coordinator in the [Office for Inclusion, Diversity, and Equal Opportunity](#) and is the manager for development operations at CWRU. She served as an executive aide at [Case School of Engineering](#), and was the direct mail coordinator for the [Office of Annual Giving](#). She also served as secretary IV at the CASE [School of Law](#). She has a professional working proficiency in French and Latin, limited working proficiency in Arabic and German, and was the recipient of the Fuller Prize in Beginning Greek Translation at CWRU.



Julian Rogers serves as the executive director of [Local Government and Community Relations](#). Prior to this, he served as the director of Community Partnerships with [Cleveland State University](#), was a member of the inaugural Cuyahoga County Council, and served as the executive director of [Education Voters of Ohio](#). In the Cleveland School District, he was senior assistant to the CEO and liaison to the Office of the Mayor. He has a degree in political science from Ohio University and a master's in nonprofit management from CWRU. Julian has been inducted into the Kaleidoscope Magazine 40/40 Club, was awarded the Emerging Leader Award from the U.S. Congressional Black Caucus and has earned the Friend of Education award from the Ohio Federation of Teachers.



James “Jim” Sheeler, MA, is the Shirley Wormley Professor of Journalism and Media Writing in the [Department of English](#) at CWRU. An award-winning newspaper reporter, teacher, and author, he has covered topics that highlight national and global political and social issues. In 2006, he won the [Pulitzer Prize for Feature Writing](#) for his work covering the struggles and triumphs of individuals serving in active duty during the Iraq War. His corresponding book, [Final Salute](#), was a finalist for the [2008 National Book Award](#) in nonfiction. Sheeler encourages his students to use traditional reporting tools—pen, notebook, and heaps of curiosity—as well as digital techniques such as audio, video, and still photography on the Internet.



Even though I have to work, I make sure that I am at the Provost Scholars Program every Tuesday so that I can meet with my mentor. She is excellent in helping me with my critical thinking and writing.

— Provost Scholar Janae Braxton of Mentor Mary Assad

Provost Scholars Program Mentors

Mary Louise Tatum, RN-BC, BSN, MPH, a graduate teaching assistant at the [Francis](#)



[Payne Bolton School of Nursing](#), has spent over 20 years working with infectious and chronic illness. Tatum received her BSN from [Cleveland State University](#) and her Master's in Public Health from [Kent State University](#). She is expected to receive her Master's of Science in Nursing: [Family Systems Psychiatric Mental Health Nursing](#) from CWRU in December 2019. Tatum works for the Louis Stokes Cleveland Veterans Administration Center. She has taught nursing at the [University of Unza](#) in Lusaka, Zambia and was also a part of several research projects and volunteering involving Type II diabetes, sexual practices among college graduates, and teaching safe practices to children who are homeless.

Lee Thompson, PhD, is a professor in the [Psychological Sciences Department](#).



Through research, she has explored the development of cognitive skills, temperament, and language from infancy through childhood. Her current work focuses on how academic achievement in the areas of math and reading interact with social emotional learning in determining outcomes during emerging adulthood. She received her BA from CWRU and her MA and PhD from the [University of Colorado, Boulder](#). She joined the Provost

Scholars Program as a mentor in 2014, has presented for the [Intensive University Seminars](#), served on the steering committee, and secured outside grant funding for the program.

Livia Timpanaro-Perrotta, a recent graduate of CWRU with a master's in medical



physiology with honors in clinical neuroscience, worked at [University Hospitals](#) of Cleveland in the general neurology, neuromuscular, and stroke departments. She conducted research to determine patient outcomes after health-related interventions, and is currently co-instructing a clinical reasoning course series at the CWRU [School of Medicine](#). She enjoys empowering youth to pursue academic excellence, which led to her mentoring at the Provost Scholars Program.

My mentee is a young man who is a skillful chef and baker at a very young age. I marvel at his talents and his capacity to help his family. We talk about his diligence, his future, and how he can utilize his skills to become a world-famous pastry chef one day. We talk about going to culinary school and becoming a great chef.

— Mentor Janice Eatman-Williams of Provost Scholar Leandre Smith

Provost Scholars Program Mentors

David Van Leer, a native of Cleveland and an alumnus of [Glenville High School](#), has served in numerous administrative capacities in the East Cleveland City School District, including as assistant vice principal at [Shaw High School](#). Since the fall of 2017, he has been a volunteer with the Provost Scholars Program, assisting with the Tuesday and Thursday sessions, overseeing Provost Scholars' homework completion, and assisting them in completing complicated assignments. Additionally, he provides unique support to the [Parents' College at Case](#) and remains reliable, dedicated, and passionate in his commitment.



James Van Orman, professor, [Earth, Environmental, and Planetary Sciences Department: Geochemistry and Mineral Physics](#), studies planetary interiors (including our own) using a combination of experiments and modeling, constrained by observations. Recent and current research topics include the role of volatiles in the formation and evolution of the Moon; the chemical evolution of planetary cores; isotope fractionation in magmatic processes; diffusion in mantle, core, and crustal minerals; chemical processes in Earth's core-mantle boundary region; and the sequence and timing of events leading up to the planet-building stage in the early solar system. He earned his PhD at the [Massachusetts Institute of Technology](#).



Amy Zhang, PhD, is an associate professor at the [Frances Payne Bolton School of Nursing](#). She teaches a Seminar Approach to General Education and Scholarship ([SAGES](#)) course on complementary and alternative therapies to undergraduate students. She has been a member of the [National Institutes of Health](#) (NIH) grant review panels, and a member of the faculty senate and the executive committee at CWRU. Her research focuses on improving the quality of life of cancer survivors and their families. She has conducted NIH-funded studies to reduce urinary incontinence of African American men with prostate cancer and depression. She is a recipient of a 2017–2018 Fulbright United States Scholar Research Grant which enabled her to continue her research in China.



My mentor is the same person who mentored my brother. We read together and talk about my future. He is outstanding.

— Provost Scholar Mason Higgins of Mentor Jonathan Gordon

Provost Scholars Program Contact Information

Dr. Faye Gary, Program Director

Email: fgary@case.edu

Phone: (216) 368-5240

Dr. Lee Thompson, Associate Director

Email: lat@case.edu

Phone: (216) 368-6477

Kate Klonowski, Program Coordinator

Email: kak121@case.edu

Phone: (216) 368-0709

ECCS Administrative Personnel

Phone: (216) 268-6576

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<https://www.linkedin.com/company/case-western-reserve-university-provost-scholars-program>



I have learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

— Maya Angelou

Appendixes

Revised 10.13.19

Appendix A:

Provost Scholars Program Application Form

This section includes a preview of the required forms that must be completed and submitted by each Provost Scholars Program applicant prior to the deadline of April 1st, 11:59 p.m. All forms should be submitted online or they may be submitted by hard copy to the principal at your school. Online applications are located at:

<https://case.edu/provostscholars/scholar-selection/2019-2020-provost-scholars-selection-process>

Appendix B:

Provost Scholars Program Home Visit Application Forms

The forms in this section are intended as a preview to help you and your parent/guardian to prepare for an essential portion of the application process, which is the home visit by Provost Scholars Program team members, who hand-deliver the official versions of these forms. During the home visit, the forms are completed in person with the Provost Program team members, the applicant, and the applicant's parent/guardian.

Appendix C:

Ohio Graduation Requirements

In Appendix C, you will find a recent version of the Ohio Department of Education Graduation Guidelines. These guidelines are frequently modified, so it is always best to consult [Ohio's Graduation Requirements](#) online.

Appendix D:

Provost Scholar Applicant Checklist

This page provides the Provost Scholar applicant with a checklist of details that must be completed in order to become a Provost Scholar.

PROVOST SCHOLARS PROGRAM

Appendix A: Preview of Provost Scholar Program Student Application Form

The following pages provide a preview of the required forms that must be completed and submitted by each Provost Scholar applicant prior to the deadline of 11:59 p.m. on April 1st of each academic year. Administrators and personnel at your middle school or high school are willing and able to provide assistance with the online application process, if needed. All forms should be submitted online or they may be submitted by hard copy to the principal at your school.

The forms in these pages are intended to help you prepare for the completion of the online application process. All of the application forms may easily be found by going to <https://case.edu/provostscholars/> and clicking on [Apply to the Provost Scholars Program](#) near the bottom of the page. Application forms may also be obtained from the administrative offices at your school.



PROVOST SCHOLARS PROGRAM

Provost Scholar Program Student Application

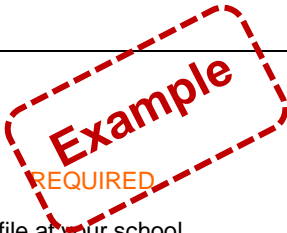
Name

Contact email address

Potential Scholar Information

Potential Scholar Contact Information **REQUIRED**

Please submit the most recent information on file at your school



First Name

Middle Initial

Last Name

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

Email Address

Phone Number

Address

City

State

Zip

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

Validation

Valid input must be 10-15 digits long and may include only numbers, hyphens, and spaces.

Grade Level **REQUIRED**

Parent/ Guardian Information

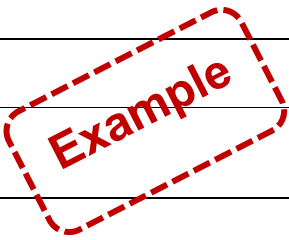
Parent/ Guardian Contact Information **REQUIRED**

Please submit the most recent information for your parent(s)/ guardian(s).

First Name	Middle Initial	Last Name

Email Address

Phone Number



Address

City	State	Zip

Validation

Valid input must be 10-15 digits long and may include only numbers, hyphens, and spaces.

In the event of an emergency, please contact (First/Last Name) **REQUIRED**

Emergency Contact Relationship

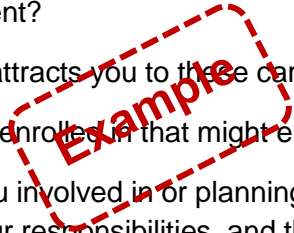
Emergency Contact Telephone Number **REQUIRED**

Example: 216-000-0000

Potential Provost Scholar Essay

In order to be considered for the Provost Scholars Program, **your essay must be between 3200–3700 characters (approximately 500–600 words)**, and answer the following questions:

1. How do you think the Provost Scholars Program could help you with your academic, career, and personal development?
2. List two career interests. What attracts you to these careers?
3. What courses are you currently enrolled in that might enhance these careers?
4. What volunteer activities are you involved in or planning to participate in this year? Include organization names, your responsibilities, and the hours of service.
5. List your extracurricular activities. Describe your leadership roles and responsibilities.
6. Describe four specific types of program activities that would help you most as a Provost Scholar.



Please type the final draft of your essay below. **REQUIRED**

Validation

Character count must be between 3200 and 3700

You're Almost Done

To review or change any of your answers, use the "Previous" button. To submit your form, click "Finish." This form is not submitted until you press "Finish."

Appendix B: Provost Scholars Program Home Visit Application Forms

The forms in these pages are intended as a preview to help you and your parent/guardian to prepare for an essential portion of application process, which is the home visit by Provost Scholars Program team members, who will hand-deliver the official versions of these forms. During the home visit, the forms will be discussed and completed in person with the Provost Program team members, the applicant, and the applicant's parent/guardian.

Appendix B Table of Contents

Provost Scholars Program Recruitment Letter	40
Parent/Guardian Letter of Agreement	42
Parent/Guardian Permission for Program Evaluation	43
Provost Scholars Code of Conduct	44
Provost Scholar Data Form.....	46
Parent/Guardian Acceptance Letter	48
Parent/Guardian Permission Form.....	50
Parent/Guardian Contact Information.....	51
Media Release and Clearance for Parent/Guardian and Provost Scholar	52
Waiver for All Field Trips and Other Academic Activities Participation Form	53
Provost Scholar Emergency Contact Information Form	54
Chaperone Agreement and Emergency Contact Information	55
Grand Field Trip Permission Slip	56
Critical Thinking and Writing Award Information and Examples.....	57
Essay Evaluation Criteria.....	66
Note-Taking Template	67
Intensive Summer Learning Institute Scholar Contract.....	70
Intensive Summer Learning Institute Participation and Agreement Form.....	71



Provost Scholars Program Recruitment Letter

Provost Scholars Program
Case Western Reserve University
10900 Euclid Avenue
Cleveland, OH 44106

DATE: _____

FROM: Dr. Faye Gary, Medical Mutual of Ohio and Kent W. Clapp Chair, Professor of Nursing, and Provost Scholars Program Director

TO: Students at _____ Middle School and _____ High School

RE: An Invitation to Apply for Admission to the Provost Scholars Program

The Provost Scholars Program team members at Case Western Reserve University (CWRU) and the administrators of _____ school would like to invite you to apply to the Provost Scholars Program. This excellent initiative is an academic and personal development program that is a partnership between CWRU and your school. The Provost Scholars Program is dedicated to supporting middle and high school scholars by strengthening their academic and career goals through personal mentoring, individualized tutorial sessions, and university-based lectures. The program helps the Provost Scholars to:

- Expand creative and critical thinking, writing, mathematics, and problem-solving abilities;
- Enhance study practices;
- Outline clear goals for academic progress;
- Improve interpersonal proficiencies;
- Explore educational and career pathways through mentoring and relationship-building with CWRU faculty and team members.

Beginning in September, the Provost Scholars will meet on Tuesdays and Thursdays on the CWRU campus from 2:30–5:00 p.m. Healthy snacks and heavy hors d' oeuvres are served on Tuesdays and Thursdays, respectively.



To be eligible for the Provost Scholars Program, a student must:

- Be enrolled in middle or high school and be a rising 8th through 10th grade student.
- Have a record of excellent school attendance and punctuality.
- Have a 2.5 minimum overall grade point average.
- Have the capacity to self-regulate and control behaviors.
- Be a volunteer in a school/community program or have specific plans for becoming involved in these activities.
- Have two outstanding recommendations from school administrators or teachers at your school.
- Participate in the home visit each year with Provost Scholars Program team members, and complete documents providing parent/guardian approval. These documents include signed consent forms, which will be placed on file as documentation of approval for participation in all program activities, including photographs and audio recordings. Copies of the documents will be provided to the parent/guardian, administrators at your school, and the Provost Scholars Program team members at CWRU.

If you are selected to become a Provost Scholar, you will be matched with a CWRU mentor. From among a variety of learner-centered academic activities, you will participate in weekly personal mentoring activities, individualized tutoring, and university-based lectures. All of these activities are designed to help you reach your personal, academic, and professional short- and long-term goals.

To apply, you must submit the application, which includes a 500–600-word essay, and two online teacher recommendation forms. For applications forms and instructions for submission, see [Provost Scholars Application Form](#), or a paper-and-pencil application may be obtained from the administrative personnel at your school. [Teacher recommendation forms](#) may be found on our website at <https://case.edu/provostscholars/> by choosing [Scholar Selection](#). The submission deadline for all materials is 11:59 p.m. on April 1st of each academic year.

For additional information, please contact program director, Dr. Faye Gary, at fgary@case.edu or phone 216-368-5240; the associate director, Dr. Lee Thompson, at lat@case.edu or phone 216-368-6477; or the program coordinator, Kate Klonowski, at kak121@case.edu or phone 216-368-0709. You may also contact ECCS administrators and personnel by phone at 216-268-6576. Thank you for your interest in the Provost Scholars Program.

Sincerely,

Dr. Faye Gary, Provost Scholars Program Director

Dr. Lee Thompson, Provost Scholars Program Associate Director

Parent/Guardian Letter of Agreement

Dear Provost Scholar Parent/Guardian,

Thank you for taking the time to read the Provost Scholars Program Letter of Agreement! After reading the agreement, please be sure to initial by the appropriate statements and sign and date at the bottom. We will provide a copy of this agreement for your records. The program expectations are as follows:

Program Participation and Attendance

- The Provost Scholar is expected to attend and fully participate in each program session, which is held every Tuesday and Thursday from 2:30–5:00 p.m.
- The parent/guardian and scholar are encouraged to communicate with the Provost Scholars Program team members, via email or phone, at least 24 hours in advance of the event if the scholar will not be attending a session.
- If a Provost Scholar misses a session without communicating with the program team members, for any reason, someone from the program will contact the parent/guardian to discuss consequences and a contingency plan.
- During the seminars and weekly mentee-mentor meetings, the Provost Scholar will be expected to refrain from using a mobile phone or any other electronic devices.
- If the parent/guardian is attempting to contact their scholar, they are encouraged to contact the school principal or one of the Provost Scholars Program team members. This action will help the Provost Scholar to remain focused on their learning objectives.

Provost Scholars Academic Learning

- The Provost Scholar is encouraged to read and study for all of their academic lessons and fully participate in their school classroom.
- In order for the scholar to be able to fully participate in school and the Provost Scholars Program, as well as derive all of the necessary benefits for academic learning, it is imperative they obtain an adequate night's rest.
- Limiting television, non-essential internet activity, and video games can help to improve the scholar's learning and attention. We ask the parent/guardian to work with their scholar to reduce these activities during the week.

Parent/Guardian Engagement and Involvement

- The Provost Scholars Program will hold the [Parents' College at Case](#) monthly for the parents and guardians of our Provost Scholars. These college sessions have been scheduled for the fourth Saturday of every month, unless otherwise noted. The parent/guardian is expected to attend all of the sessions throughout the school year.
- The parent/guardian will provide updated contact information including, but not limited to, phone and mailing information.

Parent/Guardian Permission for Program Evaluation

We are continually seeking to improve our program and resources and to facilitate this improvement. Periodically, we will ask you to complete surveys. These surveys will be distributed at the mid-point of the program, and again at the end of May. We will be distributing surveys to your scholar in order to solicit their feedback about the program as well.

The Parent/Guardian of the Provost Scholar is Asked to Commit to the Following:

Parent/guardian must initial each box to signify understanding and agreement.

- I will ensure that my Provost Scholar attends each session.
- I will work with my Provost Scholar to eliminate their cell phone use during program sessions.
- I will communicate information about my scholar's absence from the program to the program team members and to the school principal.
- I will check regularly with my Provost Scholar to help assure that they have completed all of their homework assignments and are up-to-date on their school projects.
- I will work with my scholar to ensure they are reading and studying for at least 20 hours each week outside of the school day.
- I will encourage my scholar to pursue their desired profession by helping them to create an academic and career plan.
- I will limit the number of hours my scholar consumes television and/or plays video games.

Thank you for taking the time to read and complete this agreement. If you have any questions, you may contact program director, Dr. Faye Gary, at fgary@case.edu or phone 216-368-5240; the associate director, Dr. Lee Thompson, at lat@case.edu or phone 216-368-6477; or the program coordinator, Kate Klonowski, at kak121@case.edu or phone 216-368-0709; or you may contact ECCS administrators and personnel by phone at 216-268-6576.

Provost Scholar Name (please print) _____

Parent/Guardian Name (please print) _____

Parent/Guardian Signature _____ Date _____

Provost Scholars Code of Conduct

The Provost Scholars are in the Relentless Pursuit of Excellence

The purpose of the Code of Conduct for Provost Scholars is to clarify expectations for the scholars, their parents, mentors, tutors, school personnel, program visitors, and the general public. This document details the minimum standards and particular importance of acceptable behaviors while participating in the program. It will also provide a common understanding about the high expectations of the Provost Scholars, the program requirements, and our emphasis on safety.

EXPECTATIONS

1. Provost Scholars are to be in attendance and on time to all programming activities.
 - a. If a Provost Scholar is going to be late or absent from programming, the program coordinator and program director must be notified 24 hours before the absence. In the case of emergencies, the notification must be as early as possible.
 - b. This notification of absence or tardiness must be in writing. An email or text from a known parent/guardian is acceptable. The principals can also inform a member of the Provost Scholars team about the absence or tardiness or emergency.
 - c. Scholars may not excuse themselves from activities. They must have parent/guardian or validation from the school principal.
 - d. Scholars may participate in other after-school activities that conflict with programming if prior arrangements have been made with the program director.
2. Scholars must dress appropriately. Please refer to the [ECCS dress code](#) for guidance.
3. Visitors to the Provost Scholars activities must be approved by the program director.
4. Disruptive and disrespectful behavior during programming will not be tolerated, including but not limited to:
 - Inappropriate language;
 - Physical violence, threat of violence, or inappropriate physical contact;
 - Participating in trolling, or making insulting, demeaning, or derogatory comments about another person or their family or life situations in person, in text messages, or online;
 - Using sexual-based language or imagery or engaging in sexual advances with words or behaviors in person, through text messages, or through the Internet;
 - Displaying attitudes and behaviors that require interventions by team members;
 - Unauthorized cell phone use;
 - Speaking when others have the floor;
 - Behaving in a disruptive manner;

PROVOST SCHOLARS PROGRAM

- Causing injury or harm to self, others, or property;
 - Not picking up after oneself;
 - Refusing to participate in programming activities.
5. The parents/guardians of the Provost Scholars must notify the program coordinator, the program director, or the associate director of any changes to transportation arrangements *in writing* before the event in question. Without written permission on file, all Provost Scholars will be transported to and from Case Western Reserve University on the school bus to their homes of record.
 - a. Parents/guardians must plan to be prompt in dropping off or picking up their Provost Scholars from events.
 - b. A Provost Scholar will not be released to any other person not listed in the Provost Scholar's permission files unless express written authorization has been granted before the event by the parent/guardian. Verbal statements or last-minute phone calls will not be considered as approved for an alternative form of transportation.

CONSEQUENCES

1. First offense: Verbal warning to the Provost Scholar and written warning to be filed in their portfolio by Provost Scholars Team Members. Parent/guardian and school administration may also be notified.
2. Second offense: Written warning and contact with parent/guardian and school administration.
3. Third offense: Removal from Provost Scholars Program may be recommended, and letters to parents/guardians and school administrators will complete the process.

Parent/Guardian Signature _____ Date _____

Provost Scholar Signature _____ Date _____

Updated: 19.09.02



PROVOST SCHOLARS PROGRAM

Provost Scholar Data Form

First Name _____ Last Name _____

Address _____

City, State, Zip Code _____

Phone (H) _____ Phone (C) _____

Email address _____

Education:

Name of School _____ Grade _____ Grade Point Average _____

Name of Principal _____ Phone _____

Activities in School _____

Activities in the Community _____

Two Favorite Classes at School _____

Two Least Favorite Classes at School _____

Special Skills, Talents and Interests:

Examples include reading, solving mathematics problems, playing ball, playing a musical instrument, writing short stories, fixing gadgets, singing, dancing, etc. _____

Volunteer Community Service:

Name and address of the organization(s) _____

Number of hours per month that you volunteer _____

Roles and duties: (Example—Hospital hospitality, read stories and play games with sick children.) _____

PROVOST SCHOLARS PROGRAM

Special Achievements, Honors and Awards (List all)

What are your career goals?

1. _____
2. _____
3. _____

What help would you want from your mentor? (Check all that apply.)

Academic:

- | | | | |
|---|----------------------------------|---------------------------------------|---|
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Reading | <input type="checkbox"/> Writing | <input type="checkbox"/> Science |
| <input type="checkbox"/> Social Studies | <input type="checkbox"/> History | <input type="checkbox"/> Study Skills | <input type="checkbox"/> Other (describe) |

Social Skills:

- | | |
|---|---|
| <input type="checkbox"/> Public Speaking | <input type="checkbox"/> Overcoming Shyness |
| <input type="checkbox"/> Behavior Control | <input type="checkbox"/> Other (describe) |

Suggestions for your mentor: List things that you would want to do with your mentor such as talking walks, talking in private, going to the museum together, completing homework assignments, help with career planning, etc. (List all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Talking While Walking | <input type="checkbox"/> Talking in Private |
| <input type="checkbox"/> Visiting Museums | <input type="checkbox"/> Completing Homework |
| <input type="checkbox"/> Career Planning Help | <input type="checkbox"/> Other (describe) |



Parent/Guardian Acceptance Letter

Dear Parent(s) or Guardian(s):

Case Western Reserve University (CWRU) and _____ School are happy to inform you that your child, _____ has been selected to become a Provost Scholar for the _____ Academic Year. The Provost Scholars Program is a partnership between CWRU and your school. The program focuses on scholars at _____ School. The mission of the Provost Scholars Program is to improve the academic outcomes of middle and high school scholars. The program is designed to engage volunteer CWRU faculty and program team members in community-building with scholars by embracing education, academic achievement, skill development, hard work, emotional intelligence, and perseverance as the centerpiece of their future. Through mentoring, tutoring, networking, and relationship building with CWRU faculty, your scholar will have the opportunity to explore educational pathways and career options.

The Provost Scholars visit the CWRU campus twice each week where they engage in one-to-one mentoring, university seminars, tutoring, workshops, and other creative learning activities, such as field trips in local and regional geographical areas.

Your son/daughter will also be matched with one faculty member at CWRU. Twice weekly, your scholar will interact with program team members, mentors, and tutors for the duration of the afternoon. At the end of the day, the school bus will transport the Provost Scholars to their homes. A transportation attendant will help to assure that each Provost Scholar safely enters the home and that an adult is present at the time that the scholar arrives at his/her abode. E-mails, Twitter, Facebook, and other similar forms of media will be used to communicate between and among the scholars, parents/guardians, program team members, mentors, tutors, and stakeholders. You will receive a profile of your scholar's mentor. You will be expected to meet your scholar's mentor during planned activities, and other program-based opportunities to interact with team members, mentors, and tutors.

In addition, to help facilitate the academic and social/emotional development of the Provost Scholars, we are requesting that you give permission to program team members and mentors at CWRU to have access to your scholar's academic grades, attendance data, teacher/counselor



comments, and other documents. These data will be confidential and private and used exclusively to assist your Provost Scholar. Also, the data will be stored in an electronic medium that is encrypted and password protected. Before mentors can have access to these records, they will have completed an orientation and training program conducted by the Provost Scholars team members.

Furthermore, we are requesting that you participate in the [Parents' College at Case](#), which convenes on the fourth Saturday of every month, September through May, from 10:30 am to 12:30 pm. The meetings are held at Guilford House, located at 1112 Euclid Avenue, 44106, on the CWRU campus. The purpose of the Parents' College at Case is to provide opportunities for parents/guardians to learn about additional information that is important for enhancing the academic and social/emotional aspects of the Provost Scholars. Parents/guardians will help to determine the content that will be featured at the College.

The Kick-Off Celebration for the Academic year will occur on _____, at _____ school. The first sessions will include a detailed orientation about the program and its requirements. If you agree that your son/daughter has your permission to participate in the Provost Scholars Program, please read, sign, and return the attached form.

Sincerely,

Dr. Faye Gary, Professor, Program Director, Provost Scholars Program

Dr. Lee Thompson, Professor, Associate Program Director, Provost Scholars Program

The Provost Scholars are in the Relentless Pursuit of Excellence.

Updated: 19.09.02



Parent/Guardian Permission Form

My daughter/son has my permission to participate in the Provost Scholars Program at CWRU which will necessitate that he/she interact with a mentor once a week, participate in tutoring sessions, workshops, field trips, weekly seminars. and other activities that occur on the CWRU campus and a variety of designated sites.

The Provost Scholars are scheduled to travel to CWRU twice a week. As a rule, they will meet with faculty mentors on Tuesdays where they will participate in mentoring, tutoring, and individual career counseling and exploration. On Thursdays, they will be engaged in workshops, tutoring, and [Intensive University Seminars](#). On both days, the Provost Scholars will be on campus from 2:30 p.m. to 5:00 p.m.

I grant my scholar, _____, permission to participate in the Provost Scholars Program for the _____ academic year. I also give my scholar permission to travel with the Provost Scholars on local and regional field trips and to other educational activities that are supported by the program.

Parent/ Guardian Signature: _____ **Date:** _____

Please return these completed and signed forms no later than April 1st of each academic year to:

- CWRU Provost Scholars Program Director:
 - Dr. Faye Gary at 216-368-3542 (Fax) or
- CWRU Provost Scholars Program Associate Director:
 - Dr. Lee Thompson at 216-368-4891 (Fax)

The Provost Scholars team members will make copies of the documents you signed at the home visit or during another pre-arranged in-person visit at a designated place, such as the public library or the school and mail you a copy of the signed documents for your files.

Parent/Guardian Contact Information

Provost Scholar Name (please print) _____

Parent/Guardian Name (please print) _____

Relationship to Scholar _____

Phone (H) _____ Phone (C) _____

(W) _____ (Other) _____

Current Address _____

City _____ State _____ Zip _____

Email Address _____

Below, please list the name, phone number(s) home cell work and address of at least one, or preferably two individuals who will probably know how to contact you in case of emergency.

Name of person #1 who knows how to contact me (please print) _____

Phone (H) _____ Phone (C) _____

(W) _____ (Other) _____

Address _____

City _____ State _____ Zip _____

Name of person #2 who knows how to contact me (please print) _____

Phone (H) _____ Phone (C) _____

(W) _____ (Other) _____

Address _____

City _____ State _____ Zip _____



Media Release and Clearance for Parent/Guardian and Provost Scholar

I, _____, enter into this Release with the Case Western Reserve University (CWRU) Provost Scholars Program.

I authorize the Provost Scholars Program (“Program”) to create recordings, photographs, and films of my or my scholar’s image, likeness, and voice (“Recordings”). These activities are in connection with participation in the program including, but not limited to, mentoring, tutoring, [Intensive University Seminars](#), the [Parents’ College at Case](#), and a variety of field trips. I agree that the Recordings may take the form of photographs, films, video, and audio tapes, digital files, and any other types of media. The Provost Scholars Program may use the recordings in their original or edited form for its newsletters, websites, social media, and other commercial and educational content to inform educators, parents/guardians, scholars, mentors, and stakeholders about the program in local, national, and global communities.

I also understand that use of the Recordings may include, but not necessarily be limited to, the following:

- Promoting the partnership between CWRU and your school,
- Disseminating information through the administrative offices of your school,
- Evaluating program variables for internal and external use,
- Streaming in digital format (live) on the Provost Scholars Program website,
- Ensuring that the Provost Scholars and other program participants reach their professional and personal goals as articulated through this program.

I further acknowledge that I will not be compensated for any uses made of the Recordings and that the CWRU Provost Scholars Program exclusively owns all rights to these Recordings. However, except for the permissions I am granting here, I retain all rights I may otherwise hold in copyrighted materials that are incorporated into the Recordings.

I hereby waive all rights and release the CWRU Provost Scholars Program (including its officials, employees, representatives, agents, licensees, successors, and assigns) from, and shall neither sue nor bring any proceeding against any such parties for any claim or cause of action, whether now known or unknown, for defamation, invasion of right to privacy, publicity, personality, or any similar matter, or based upon or relating to the use and exploitation of the Recordings.

I agree that I have read and understood the contents thereof and that I have the right and authority to execute this Release.

Parent/Guardian Signature _____ Date _____

Provost Scholar Signature _____ Date _____

Waiver for All Field Trips and Other Academic Activities Participation Form

Dear Parent/Guardian:

Your son/daughter, _____, is eligible to participate in the Provost Scholars Program sponsored activities requiring bus transportation away from the Case Western Reserve University (CWRU) campus and your school. All sponsored field trips and other activities will take place under the guidance and supervision of employees and team members of the Provost Scholars Program, who are also CWRU faculty and personnel. Faculty from your school may also be involved in these academic-focused field trips and activities.

You and your scholar, as well as the administrators at your school, will be informed about all upcoming academic-focused field trips and activities.

If you would like your child to participate in these events, please complete, sign and return the following statement of consent and waiver of liability and the emergency contact information.

CONSENT AND WAIVER

I hereby request the participation of my scholar, _____, in the events described above. I understand that these events will take place away from the CWRU and our school grounds, and that my scholar will be under the supervision of the designated Provost Scholars Program team members and, at times, the faculty from our school and other personnel may also be present. I further consent to the conditions stated above, including the method of transportation. Further, if my scholar misses the school bus from their school location, he/she is neither permitted to join the Provost Scholars at the field trip site nor contact a program team member to transport him/her to the field trip destination.

Parent/Guardian Initials: _____

I hereby agree, on behalf of the named Provost Scholar and his/her other parent/guardian, to waive any claims of liability against the Provost Scholars Program, CWRU, our school, and any Provost Scholars Program team members, faculty mentors, volunteers, agents, or employees which may arise from the participation of the named Provost Scholar in the above-described events.

Parent/Guardian Initials: _____

Print Parent/Guardian Name _____

Parent/Guardian Signature _____ Date) _____

Updated: 19.09.02



Provost Scholar Emergency Contact Information Form

Provost Scholar Name (First, Last) _____

Date of Birth _____ Grade Level _____ Male: Female

PROVOST SCHOLAR EMERGENCY CONTACT PERSON #1

Contact Name (First, Last) _____

Relationship to Provost Scholar: _____

Emergency Phone Numbers (primary) _____ (secondary) _____

Street Address _____

City _____ State _____ Zip _____

Email: _____

PROVOST SCHOLAR EMERGENCY CONTACT PERSON #2

Contact Name (First, Last) _____

Relationship to Provost Scholar _____

Emergency Phone Numbers (primary) _____ (secondary) _____

Street Address _____

City _____ State _____ Zip _____

Email _____

Please describe any medical conditions your child has and list current medications or medical devices that your child uses _____

Healthcare Provider _____ Phone _____

Name of Hospital/Clinic and Address _____

Chaperone Agreement and Emergency Contact Information

(For use with chaperoned trips ONLY)

Chaperone's Name (First, Last–Please Print) _____

Chaperone's Cell Phone Number _____

Chaperone's Landline Phone Number _____

Person to Contact in Case of Emergency (not attending the trip)

Contact Person's Name (First, Last–Please Print) _____

Relationship to Provost Scholar _____

Relationship to Chaperone _____

Emergency Contact Phone Number(s) _____

Emergency Contact Address _____

Name of Healthcare Provider _____

Healthcare Provider Phone Number _____

Please describe any medical conditions you have and list current medications _____

As a chaperone, I understand that I must manifest responsible behaviors at all times while on the field trip while I assist the team members in keeping the youths safe. I agree that I am 21 years of age or older. I understand that no alcoholic beverages/illicit substances will be consumed at any time during Provost Scholar field trips or other activities. I understand that no weapons of any kind will be allowed at these activities. I agree to cooperate with and assist the Provost Scholars Program team members with reinforcing the mission and goals of the Provost Scholars Program.

Chaperone Signature _____ Date _____

GRAND FIELD TRIP PERMISSION SLIP

PICKUP and DROP-OFF at HIGH SCHOOL PARKING LOT

The Provost Scholars take an annual Grand Field Trip to various academic and cultural institutions at the culmination of the academic year.

The Provost Scholars and chaperones will meet in the _____ School parking lot at a designated time and we will leave PROMPTLY at _____. We will be taking a chartered bus. A tentative itinerary of the trip is on the back of this page.

Scholars will be returned to the High School parking lot around _____ (no later than _____). We will only release scholars to the parent/guardian listed below unless other arrangements have been made in advance with the program director, Dr. Faye Gary, at fgary@case.edu or phone 216-368-5240; the associate director, Dr. Lee Thompson, at lat@case.edu or phone 216-368-6477; or the program coordinator, Kate Klonowski, at kak121@case.edu or phone 216-368-0709. Breakfast, lunch, snacks, and dinner will be provided.

Please fill out, sign, and return this permission slip no later than _____ to the program coordinator for the scholar to be able to participate. If this form is not signed, the scholar will not be permitted to board the bus for the field trip.

Thank you for your support of the Provost Scholars Program!

My Son/Daughter/Ward _____ has my permission to attend the Provost Scholars field trip _____ on _____.

Parent/Guardian Name _____ Contact Number _____

Parent/Guardian Signature _____ Date _____

___ I would be interested in joining the Provost Scholars for this trip as an adult chaperone!



Critical Thinking and Writing Award Information and Examples

The following pages include valuable information about the requirements and expectations for the Critical Thinking and Writing Award.

PROVOST SCHOLARS PROGRAM

The Myrna Loy Corley Critical Thinking and Writing Excellence Award

2016-2017 School Year

Background: This award has been established through the Case Western Reserve University (CWRU) and the East Cleveland City Schools (ECCS) partnership. The award will be announced during the Spring Celebration of each year, beginning in 2017.

Purpose: The purpose of the award is to recognize and reward Provost Scholars who have evidenced outstanding work in critical thinking and writing during the academic year. The areas of interest can be from diverse fields such as climate and environment, health, law and politics, literature, mathematics, psychology, science, and technology. This year, Scholars have been assigned to read, analyze and write about one of two literary works:

- *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race* by Margot Lee Shetterly (Grades 8-9)
- *Fences* by August Wilson (Grades 10-12)

Evaluation: The Provost Scholars will submit their documents to the program staff in January of each year. The documents will be evaluated through a blind review process (the person critiquing the document will not know the name of the writer) that has two components: Evaluators will be faculty at Heritage Middle School and Shaw High School, ECCS, and faculty at CWRU. Faculty from the two institutions will be asked to score the documents on a five-point scale ranging from 5, which indicates excellent, to 1, which indicates, needs substantial improvement.

Presentations of the Awards will occur at the following five levels:

- Provost Scholars at Heritage Middle School who are in eighth grade will compete for an award. The award will consist of \$100.00 for the First Prize and \$50.00 for the second prize.
- Provost Scholars who are in the ninth grade at Shaw High School will compete for the award. The award will consist of \$100.00 for the First Prize and \$50.00 for the second prize.
- Provost Scholars who are in the tenth grade at Shaw High School will compete for the award. The award will consist of \$100.00 for the First Prize and \$50.00 for the second prize.
- Provost Scholars who are in the eleventh grade at Shaw High School will compete for the award. The award will consist of \$100.00 for the First Prize and \$50.00 for the second prize.
- Provost Scholars at Shaw High School who are graduating seniors and in the twelfth grade will compete for an award. The award will consist of \$100.00 for the First Prize and \$50.00 for the second prize.

The Provost Scholars and their families must be present to accept these awards.

Myrna Loy Corley Critical Thinking and Writing Excellence Award

Name _____ Grade Level _____ Date _____

Book: *Fences* by August Wilson. (1989). Albuquerque, NM: New Mexico Repertory Theatre.

Overview: *Fences* is a 1983 play by American playwright August Wilson. Set in the 1950s, it is the sixth in Wilson's ten-part *Pittsburgh Cycle*. Like all of the *Pittsburgh* plays, *Fences* explores the evolving African-American experience and examines race relations, among other themes. The play won the 1987 Pulitzer Prize for Drama and the 1987 Tony Award for Best Play.

1. Character Summary Directions: Write a one-sentence summary of each character. Indicate whether each character is a major (main) or minor character.

Alberta - _____

Bonnie - _____

Cory Maxson - _____

Gabriel Maxson - _____

Jim Bono - _____

Lyons Maxson - _____

Miss Pearl - _____

Mr. Rand - _____

Mr. Stawicki - _____

Raynell Maxon - _____

Troy Maxson - _____



PROVOST SCHOLARS PROGRAM

2. **Character Map Directions:** Complete the “Character Map Graphic Organizer” by describing essential character traits of one major character from the play, *Fences*. Please see the directions that are on the Graphic Organizer, page five. Be sure to cite examples, including chapter and page numbers, from the play.

3. ***Essay Directions:** Select one of the following essay questions to complete. Be sure to cite specific examples using quotes with chapter and page number as references. The essay must be between 1000-1500 words.
 - a. Is Troy Maxson a character for whom you would feel sympathy? Why or why not? Support your opinion with evidence from the play.
 - b. Assess whether Troy’s failures are a result of his own bad decisions or that of a flawed society.
 - c. Explain the role of racial prejudice, both real and imagined, in the play.
 - d. Describe the relationship between Troy and Cory. Do you think that Troy’s concern for his son is based on jealousy or protection? Explain your position and give examples.
 - e. Explain the literal (concrete) and figurative significance of the play title, *Fences*, and how it relates to specific themes of the play.
 - f. Do you personally relate to the challenges and feelings of any of the main characters? Compare your personal experience with one character’s experiences and describe how you relate to the character. Did you overcome your challenge? How? Please explain.

Submission Deadline: January 26, 2016, 5:00 PM

*Essay questions adapted from *Prestwick House Sample Teaching Unit: Fences: A Play*
<https://www.prestwickhouse.com/samples/200753.pdf>

PROVOST SCHOLARS PROGRAM

Myrna Loy Corley Critical Thinking and Writing Excellence Award 2017

must indicate which essay question you have selected for your response. Type the question on the next line after the title of the book.

Evaluation

You will submit your documents to the Provost Scholars Program staff on January 26, 2017. The documents will be evaluated through a blind review process (the person critiquing the document will not know the name of the writer). Evaluators will be faculty at Heritage Middle and Shaw High Schools (ECCS), and faculty at CWRU. Your documents will be scored on a five-point scale ranging from 5, which indicates excellent, to 1, which indicates, needs improvement. The faculty evaluators will consider creativity, organization, accuracy of information and documentation, the appropriate use of words, mechanical and grammatical correctness, and style.

Awards

Presentations of the Awards* for eighth and ninth graders:

- Provost Scholars who are in the eighth grade at Heritage Middle School will compete for the award. The award will consist of \$100.00 for the First Prize and \$50.00 for the second prize.
- Provost Scholars who are in the ninth grade at Shaw High School will compete for the award. The award will consist of \$100.00 for the First Prize and \$50.00 for the second prize.

grades will read, analyze, and write about the groundbreaking biography, *Hidden Figures: The American Dream*. **The Myrna Loy Corley Critical Thinking and Writing Excellence Awards will be presented at the 2017 Spring Celebration on May 4th. The Provost Scholars and their families must be present at the 2017 Spring Celebration to accept these awards.**

For questions regarding The Myrna Loy Corley Critical Thinking and Excellence Award, please contact:

- Principal Gilda Roberts at groberts@east-cleveland.k12.oh.us;
- Program Coordinator Cicely Philpot at cicely.philpot@case.edu / (216) 368-0709; or
- Program Director Faye Gary at fgary@case.edu / (216) 368-5240.

Enjoy the reading and the Winter Holidays!

Sincerely,

The Provost Scholars Program Mentors and Stakeholders

Provost Scholars are engaged in the relentless pursuit of excellence.

- Essays are 1000-1500 words in length.
- Essays must be typed in size 12 Times New Roman font, and double-spaced.
- At the beginning of the essay, on the first line of the page, include your first and last name, the date, grade level, the name of the school that you attend, and the title of the book that you read. Additionally, you



PROVOST SCHOLARS PROGRAM

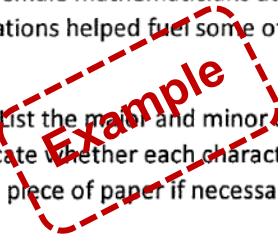
Myrna Loy Corley Critical Thinking and Writing Excellence Award

Name _____ Grade Level _____ Date _____

Book: Shetterly, M. L. (2016). *Hidden figures: the American dream and the untold story of the Black women mathematicians who helped win the space race*. New York, NY: William Morrow.

Overview: *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race* is a New York Times' Best Seller that documents the phenomenal true story of the Black female mathematicians at the National Aeronautic and Space Administration (NASA) whose calculations helped fuel some of America's greatest achievements in space.

- Character Summary Directions:** List the main and minor characters in the story and write a one-sentence summary of each. Indicate whether each character is a major (main) or minor character. (Add more lines on an additional piece of paper if necessary).



Character Name: _____ Description: _____

Character Name: _____ Description: _____

Character Name: _____ Description: _____

Character Name: _____ Description: _____

Character Name: _____ Description: _____

Character Name: _____ Description: _____

Character Name: _____ Description: _____

Character Name: _____ Description: _____

Character Name: _____ Description: _____

Character Name: _____ Description: _____

Character Name: _____ Description: _____

Character Name: _____ Description: _____

Character Name: _____ Description: _____

Character Name: _____ Description: _____

Character Name: _____ Description: _____

PROVOST SCHOLARS PROGRAM

Name _____ Grade Level _____ Date _____

Book: *Shetterly, M. L. (2016). Hidden figures: the American dream and the untold story of the Black women mathematicians who helped win the space race. New York, NY: William Morrow.*

2. *Hidden Figures* Feelings Graphic Organizer Directions: Using the “*Hidden Figures* Feelings Graphic Organizer”:

- a. Choose one major (main) character of your choice from the book, *Hidden Figures*.
- b. In the top box of the graphic organizer, describe the character you chose from the time he/she first appears in the story. Who is he/she? What are some of his/her important character traits?
- c. Describe six major events involving the character you selected. Be sure to cite each event using the chapter, page, and paragraph number from the book to support your description.
- d. In each box on the right of the “Event” boxes (“The character feels...”), identify one word (adjective) to describe how you think the character might feel at the time of each of the six events you listed.
- e. In the last box (“Describe the character at the end.”), explain how the character has changed (character traits, physical changes, thoughts, feelings, etc.) by the end of the story.

3. *Essay Directions: Select one of the following essay questions to complete. Be sure to cite specific examples. The essay should be between 1000-1500 words.

- a. Describe the setting of the story in detail and how it impacted the main characters. What challenges did the women scientists face due to the setting?
- b. Imagine you are a journalist who is granted the exciting opportunity to interview one of the woman scientists highlighted in *Hidden Figures*. Select one and write a dialogue between you (the journalist) and the scientist. What would you ask her about her experiences at NASA as a Black woman scientist?
- c. What major historical events led to the first Black women being able to work at NASA? How would some of the larger historical events that occurred during that time period (the 1960s) affect the experiences of Black women scientists at NASA?
- d. Do you personally relate to the challenges and feelings of any of the main characters? Compare your personal experience with one character’s experiences and describe how you relate to that character. Did you overcome your challenge? How? Please explain.

Submission Deadline: January 26, 2016, 5:00 PM

*Essay questions adapted from: *Lesson Plan: “When Computers Wore Skirts:” Katherine Johnson, Christine Darden, and the “West Computers”* https://www.aip.org/sites/default/files/history/files/LessonPlan_JohnsonDardenandWestComputers.pdf



PROVOST SCHOLARS PROGRAM

Hidden Figures Feelings Graphic Organizer

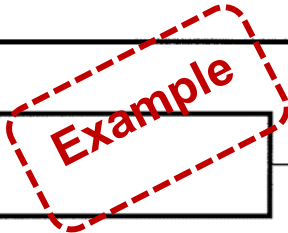
Name: _____ Grade Level: _____ Date: _____

Character Name: _____

Describe the character from the time he or she first appears in the story. *



Event #1 *



The character feels...

Event #2 *

The character feels...

Event #3 *

The character feels...

Event #4 *

The character feels...

Event #5 *

The character feels...

Event #6 *

The character feels...



Describe the character at the end of the story.*

GO.5.4

* Remember to include chapter and page number when citing each event.

PROVOST SCHOLARS PROGRAM

Example

Provost Scholars Program
Myrna Loy Corley Critical Thinking and Writing Excellence Award 2017

Hidden Figures Feelings Graphic Organizer

Name: [Redacted] Grade Level: 8 Date: 12/22/16

Character Name: Babar the Elephant

Describe the character from the time he or she first appears in the story. * (Ch. 1, pp. 1-8)
Babar is a baby elephant who was orphaned when his mother was killed by hunters. He is naive, afraid, lonely, and lost without his mother.

Event #1* (Ch. 1, pp. 3-4) Babar runs to the city to hide from the hunters.

The character feels...
terrified

Event #2* (Ch. 2, pp. 13-14) Babar accidentally meets The old lady, who asks him to tutor children in the city.

The character feels...
encouraged

Event #3* Babar teaches children to read and write. (Ch. 2, pp. 15-17)

The character feels...
useful

Event #4* (Ch. 3, pp. 27-30) Babar's Cousins Celeste and Arthur find him and bring him home to the forest.

The character feels...
grateful but sad

Event #5* Babar concocts a scheme to scare away the hunters, saving the forest. (Ch. 4, pp. 32-37)

The character feels...
heroic

Event #6* Babar is crowned king of Elephants because of his feats. (Ch. 5, p. 41)

The character feels...
proud

Describe the character at the end of the story.* (Ch. 5 pp. 47-48)
Babar's journey into the big city helped him to prepare to become king. He grew into a benevolent leader of his kingdom.

GO.5.4 *Remember to include chapter and page number when citing each event.

Graphic Organizer adapted from: <http://www.literacyleader.com/sites/default/files/Character%20Graphic%20Organizer.pdf> 5



PROVOST SCHOLARS PROGRAM

Essay Evaluation Criteria

Student:	Title:		
	Strong/Exceptional	Good/Acceptable	Poor/Unacceptable
Argument and Thesis (x2)	Argument is compelling. Thesis is clear, limits scope of essay, and addresses the question of relevance (the so what?).	Argument has good potential that needs more development. Thesis presents an interesting topic but doesn't clearly address the question of relevance.	Thesis is vague or muddled. Focus and purpose are unclear.
Focus and scope	Paper is narrowly focused on one or two concepts, issues, or topics.	Although paper makes choices about what to cover, it still tries to cover too much or doesn't have enough depth.	Paper attempts to cover too much (or sidesteps the central issue under consideration)
Evidence and analysis (x2)	Provides sufficient specific, detailed examples and analysis, demonstrating clear development of the thesis and an understanding of the sources used.	Gives a couple examples, with some analysis and some attention to the overall argument.	Presents limited or vaguely mentioned examples; Or evidence mostly consists of summary and no analysis.
Citations	Summaries, paraphrases, and quotations are correctly cited. References /Works Cited is complete and correct.	Most source material is correctly cited or minimally incorrect. References/Works Cited is complete and mostly correct.	Source material is not cited. References/Works Cited list is missing or incorrectly written.
Organization and Clarity	Ideas are presented logically and connect to the main argument and to each other. Paragraphs are limited in scope and have topic sentences that tell topic + purpose, followed by appropriate evidence and analysis.	Organization is mostly clear and logical For the most part, paragraphs have clear topics but their relevance and the connection to overall argument is either vaguely implicit or not adequately developed.	Organizational principles are unclear and paragraphs are not developed.
Style and Mechanics	Clear, concise, and interesting style and very few errors or typos. Demonstrates mastery of grammar and punctuation.	Good style--could use some editing; A few, noticeable errors in grammar and spelling.	Confusing sentences and errors throughout, sometimes impede clarity.
Editing and Revision	Initial draft is submitted on time and reflects effort and thoughtfulness Responds to criticism and suggestions Polished and proofread	Good initial draft submitted on time. Partially responsive to feedback Requires additional polishing	Hasty, incomplete and/or late draft Feedback not addressed Little evidence of polish/proofreading
Comments:			

Note-Taking Template

Name: _____ Date: _____

Presenter: _____

Topic: _____

List Significant Points (what information is being conveyed to you?)

A. _____

1. _____

2. _____

3. _____

B. _____

1. _____



PROVOST SCHOLARS PROGRAM

2. _____

3. _____

C. _____

1. _____

2. _____

3. _____

Summarize the main takeaway(s) from this presentation:

What questions do you have for the presenter(s)?:

1. _____
2. _____
3. _____

Ask yourself: "If I remember one thing from this presentation, it will be..."

These notes are your exit pass from the Provost Scholars Program activity today. Please return your notes to Ms. Kate Klonowski before you leave the session.

Updated: 19.09.02

PROVOST SCHOLARS PROGRAM

Intensive Summer Learning Institute Scholar Contract

Dear Families of Rising 9th Grade Provost Scholars:

Provost Scholars: Congratulations on your promotion from _____ Middle School! We at the Provost Scholars Program are delighted to offer an opportunity that is exclusively for Provost Scholars who will be entering high school as 9th graders next year. ***The Intensive Summer Learning Institute (SLI)*** is a rigorous program which will include advanced academic opportunities as well as engagement in advocacy planning and activities.

Schedule (see attached): Dates coincide with the summer school schedule at your high school.

Focus: Academics & Advocacy

- **ACT Preparation Course**
Not exclusive to Provost Scholars. All Provost Scholars participating in the SLI must attend.
- **Advocacy Workshops**
Rising 9th grade Provost Scholars only. Programming is based on Provost Scholar-identified concerns that have been determined by discussions during the academic year.

Rationale: Strengthening Leadership through Social-Emotional Learning

The Provost Scholars have identified three main areas that they would like to focus their efforts on this summer and beyond:

- **Government Relations** (learning how to connect and work with local, state, and national entities)
- **Social-Emotional Intelligence Development** (violence prevention, civility, mindfulness, empathy)
- **Educational Reform** (collaborating with local school district authorities to improve outcomes)

Expectations: Attendance & Participation

Each participant will be compensated in the amount of \$300 with a check made out to the Provost Scholar following the successful completion of the program.

The following requirements MUST be met without exception to receive the \$300 honorarium:

- **Perfect Attendance** (*on-time* and *present* for the entirety of the scheduled activities)
- **Active Participation** (e.g. taking notes, discussions, work sessions)
- **Professional Behavior** (a respectful demeanor is required)
- **Portfolio Completion** (each participant will maintain a portfolio for the eight advocacy sessions)
- **Advocacy Institute Presentation** (participants will share work with families and the community)

PROVOST SCHOLARS PROGRAM

INTENSIVE SUMMER LEARNING INSTITUTE PARTICIPATION AND AGREEMENT FORM

Please fill out and return the Participation Permission and Agreement Form to enroll no later than April 1, _____.

PLEASE NOTE: This applies ONLY to Provost Scholars who are starting 9th grade in the fall of _____.

Provost Scholar: _____ Entering 9th Grade in Fall _____ Y N

Address: _____
Number Street Apt./Ste. #

City: _____ State: _____ Zip: _____

Scholar Phone: _____ Scholar Email: _____

Parent/Guardian #1 Name: _____ Relationship: _____

Address (if different than Scholar): _____

Parent/Guardian Phone: _____ Parent/Guardian Email: _____

_____ This number and/or email may be included in reminder notifications.

*Parent/Guardian #2 Name: _____ Relationship: _____

Address (if different than Scholar): _____

Parent/Guardian Phone: _____ Parent/Guardian Email: _____

Additional Emergency Contact Name: _____ Relationship: _____

Emergency Contact Phone: _____ Emergency Contact Email: _____

Please initial each:

_____ I understand that my scholar is expected to be at every scheduled activity on time and with no unexcused absences.

_____ I understand that my scholar is expected to participate fully in all scheduled activities and maintain a portfolio.

_____ I give my permission for my scholar to be transported off-site (to/from the school) when scheduled.

_____ I understand that I am responsible for providing transportation to/from the school on program days.

Parent/Guardian Signature: _____ Date: _____

* In lieu of a second parent/guardian, please provide an additional emergency contact.

PROVOST SCHOLARS PROGRAM

Appendix C: Ohio Graduation Requirements

For most current information, see online [Ohio's Graduation Requirements](#). Please check the Ohio Department of Education website frequently, as requirements are continually evolving.



Earning an Ohio High School Diploma Classes of 2018 and beyond

There is no one-size-fits-all way to graduate. Ohio gives you several options to qualify for a high school diploma. Choose the way that works best for you!

To earn a high school diploma in Ohio, you must complete courses and then choose an option on the right to show that you are ready for college or a job. Here's what you need to do to graduate. Your school counselor will give you more details.

Complete Courses

Take and earn a state minimum of 20 credits in specific subjects.

English language arts	4 credits
Health	½ credit
Mathematics	4 credits
Physical education	½ credit
Science	3 credits
Social studies	3 credits
Electives	5 credits

Other Requirements

You also must receive instruction in economics and financial literacy and complete at least two semesters of fine arts. Your district may require more than 20 credits to graduate.

Show That You Are Ready

Use at least one option to show that you are ready for college or a job.

Ohio's State Tests

Earn at least 18 points on seven end-of-course state tests. End-of-course tests are:

Algebra I or Integrated Math I	English I
Geometry or Integrated Math II	English II
American Government	Biology
American History	

Each test score earns you up to five graduation points. You must have a minimum of four points in math, four points in English and six points across science and social studies. Your school and district receive grades on the Ohio School Report Cards for all students' scores and participation on state tests.

and

OR

Industry credential and workforce readiness

Earn a minimum of 12 points by receiving a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and earn a 13 on WorkKeys, a work-readiness test. The state of Ohio will pay one time for you to take the WorkKeys test.

OR

College and career readiness tests

Earn remediation-free scores in Mathematics and English language arts on either the ACT or SAT.

The Ohio Department of Higher Education works with Ohio's universities to set the remediation-free scores for the ACT and SAT tests. Periodically, for a variety of reasons, these scores may be adjusted. For all high school juniors, the remediation-free scores set by Feb. 1 of their junior year will be used to meet their graduation requirement. The most up-to-date information regarding remediation-free scores can be found on the Department's graduation requirements webpage.

PROVOST SCHOLARS PROGRAM

Appendix D:

Provost Scholar Applicant Checklist

- I am a rising 8th through 10th grade student enrolled at _____ Middle School or _____ High School.
- I have researched and understand the opportunities and responsibilities involved in becoming a Provost Scholar.
- I have discussed my ambition to become a Provost Scholar with my parent/guardian and have been assured of their full support and commitment to our joint participation in the Provost Scholars Program.
- I am motivated and self-disciplined.
- I have maintained excellent school attendance and punctuality.
- I have sustained a 2.5 grade point average (GPA) minimum.
- I have collected documented evidence of the volunteer work in my school and/or community, or have specific plans for becoming involved in these activities.
- I have asked two teachers to submit online [letters of recommendation](#).*
- I have completed the application and included my 500–600-word essay. ([Online applications](#)* are available, or a paper-and-pencil application may be obtained from the administrative personnel at your school.)
- I have received my letter of acceptance to the Provost Scholars Program.
- My parents and I have completed the Home Visit with the Provost Scholars Program team members, who delivered forms that have been completed, signed, and dated.
- I am hereby ready to take my place among the ranks of the Provost Scholars.

* All of the application forms may easily be found by going to <https://case.edu/provostscholars/> and clicking on [Apply to the Provost Scholars Program](#) near the bottom of the page.

Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek.

— Former President Barack Obama



PROVOST SCHOLARS PROGRAM

Provost Scholars Program Contact Information

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Phone: (216) 368-6477

Kate Klonowski, Program Coordinator


Email: kak121@case.edu

Phone: (216) 368-0709

Visit our website at: www.case.edu/provostscholars

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LinkedIn 

<https://www.linkedin.com/company/case-western-reserve-university-provost-scholars-program>

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