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PROGRAM OVERVIEW

MISSION

The Leadership Institute’s mission is to help students develop and apply the knowledge, skills, and attitudes associated with effective and socially responsible leadership.

Young people are worried about the state of the world and the complex problems facing all inhabitants of the planet. They are motivated to understand these challenges and eager to have a positive impact on their local communities, the nation, and the world. We believe that high school students are capable of making a positive difference. Our obligation is to help them understand complex social issues and develop the confidence and competence to make a positive contribution. We must also help them develop the skills and commitment to be reflective about their practice of social responsibility.

The vast majority of leadership development programs in the United States focus on teaching students the essential skills of leadership, e.g. public speaking, debate, interpersonal skills, problem solving, leadership style, conflict resolution, budgeting, and fundraising. This Institute teaches some of these but always in the context of, and in relationship to, a set of social issues that are of interest to the student. The themes of our courses include: environmental sustainability, conflict, health, global issues, human rights, women and leadership, social entrepreneurship, community organizing, science, creativity, and social media. Our goal is to help students understand these complex issues in the context of the Social Change Model of Leadership. The program includes three highly related components: the classroom experience, the residential program, and the Action Plan. Students spend part of their time exploring the history, policy questions, and current complexities of a social issue and part of their time learning and practicing leadership skills. By the end of their course, all students are required to construct an Action Plan, a proposal for how they will apply what they learned in their home communities. Socially responsible leadership requires us to ask the questions, “What do we do with who we are and what we know? What can we do that serves the greater good?”

After the summer program, we encourage students to communicate with their instructors and the staff regarding their work. In the following summer, all students are invited to submit a final report and those who demonstrate significant progress are recognized with the Leadership Institute’s Certificate for Social Action.

GUIDING PRINCIPLES

The Institute believes that students learn best . . .

- when they are challenged in the context of a supportive community of learners
- when they assume responsibility for their learning and for making contributions to the community of learners
- when their learning has real consequences and can be applied in service to others
- when they are engaged in an experiential and interdisciplinary approach to learning
- when they are engaged in a learning process that includes both action and reflection
- when they can apply their learning to multiple environments

CORE VALUES

- Excellence
- Diversity
- Challenge
- Compassion
- Responsibility
- Scholarship
- Community
- Self-Reflection
- Service
OUR BELIEFS ABOUT LEADERSHIP

- Leadership skills can be identified, taught, and learned.
- The traditional definitions of effective leadership are limiting and inaccurate. A wide variety of leadership styles help groups, organizations, and societies identify needs and achieve goals.
- Students should be encouraged to identify their strengths, build on them, and take corrective action to deal with their limitations or challenges.
- Leadership is not just about positions of power. Among many other things, it is a process of influence. All students have the capacity to influence others in their schools and communities. While stating this, it is also important to recognize that power differentials exist based on gender, race and ethnicity, social and economic class, religion, sexual orientation, age, organizational structure, economic power, and many other variables.
- Our courses are designed to help students develop the competencies and confidence to have a positive impact on their world.
- Young people care about the state of the world. Through education, skill building, and collaboration with other students and elders, they can be inspired and motivated to take action regarding social issues that demand our attention.
- It is often said that young people are “our future.” This is true, but they are also our present. Those of us who are older have a responsibility to remain engaged and responsible. It is through partnerships between young people and adults that we impact the world in positive ways.

SOCIAL CHANGE MODEL OF LEADERSHIP DEVELOPMENT

The Brown Leadership Institute uses the Social Change Model (SCM) of Leadership Development as a values-based framework for our program. Instructors are encouraged to incorporate this model into their curriculum and to reference this model in their discussions. SCM is widely used across college campuses and is popular with students and instructors.

An overview of this model can be found at:

For more detailed information about this model:

We strongly encourage instructors to review the accompanying manual¹ which includes more information about this model and helpful activities and exercises that can be used in class. This book can be reviewed or downloaded in its entirety at:
http://www.nclp.umd.edu/include/pdfs/publications/leadership_for_a_better_world.pdf

The Social Change Model of Leadership: A Brief Overview

By Wendy Wagner

A major portion of the Multi-Institutional Study of Leadership (MSL) uses a measure of the Social Change Model (SCM) to study leadership as an outcome of the college experience. To fully understand the results of the MSL, it is therefore important to be familiar with the approach to leadership development advocated by the SCM. The purpose of this article is to describe its background and key assumptions, as well as the seven central values for leadership development programs and the overarching dimension of change that are at its core.

In 1993, Helen and Alexander Astin, working through the Higher Education Research Institute at the University of California Los Angeles and a grant from the federal Eisenhower Leadership Development program, gathered ten leadership specialists and student affairs professionals from across the country to create a model of leadership development for undergraduate college students. Calling themselves “The Working Ensemble,” this group met six times in two-day working sessions, discussing what knowledge, values, or skills students need to develop in college in order to participate in effective leadership focused on social change. The result was the Social Change Model of Leadership Development (Higher Education Research Institute, 1996).

The SCM was presented at numerous professional conferences and the Guidebook (Higher Education Research Institute, 1996) was provided at no charge for several years as a deliverable from the grant and continues to be distributed at cost from NCLP. Kezar, Carducci, and Contreras-McGavin (2006) observe “The social change model of leadership development and the seven C’s of social change have played a prominent role in shaping the curricula and formats of undergraduate leadership education initiatives in colleges and universities throughout the country” (p. 142).

Key Assumptions
The SCM, like many of today’s emerging leadership theories (Burns, 1978; Komives, Lucas, & McMahon, 1998; Rost, 1993), emphasizes a non-hierarchical approach to leadership. Some of the “key assumptions” upon which the model is based best describe this approach:

- Leadership is collaborative. Effective leadership is based on collective action, shared power, and a passionate commitment “to social justice” (Higher Education Research Institute, 1996, p. 11).
- Leadership is the process a group experiences as it works collaboratively toward a goal. It is not the acts of an individual with authority.
- Leadership is based on values. To have the trust necessary for collective action, students and groups must be clear about their values and consistent with their actions.
- All students can do leadership. Leadership development is not reserved for students holding leadership positions, but is for any student wanting to engage with others to create change.
- Leadership is about change. Effective leadership involves being able to accomplish positive change for others and for the community.

(Adapted from Higher Education Research Institute, 1996, p. 10)

The SCM is unique in that it was created specifically for the college undergraduate. No longer do college and university leadership educators have to rely on adapting corporate leadership models to fit into the undergraduate learning environment.

Diagram of the Social Change Model

![Diagram of the Social Change Model]

- Group Values
  - Collaboration
  - Common Purpose
  - Controversy
  - With Civility

- Individual Values
  - Consciousness of self
  - Congruence
  - Commitment

- Society/Community Values
  - Citizenship
Seven Critical Values of Leadership

The working ensemble eventually concluded that there were seven "critical values" (Higher Education Research Institute, 1996, p. 21) to leadership development. As each begins with the letter C, these have come to be known as the "Seven C's." The Seven C's are grouped into three categories:

- **The Individual**: What individual qualities should our programs attempt to develop? What personal qualities support effective collective action and social change?
- **The Group**: What processes do students need to learn in order to work effectively in groups? How can collaboration foster individual development and social change?
- **The Community/Society**: How can involvement in positive change in the community promote group collaboration and develop individual character?

(Adapted from Higher Education Research Institute, 1996, p. 19)

### Feedback Loops

Notice that each level is inextricably tied to the others. Learning and development at the individual level helps facilitate the leadership process at the group level. Likewise, participation in collaborative group processes provides experience and feedback that enhances a person's development at the individual level. These "feedback loops" exist among all three levels of the model.

### Resources

Several SCM resources are available through the National Clearinghouse for Leadership Programs. A Social Change Model of Leadership Development Guidebook (Version II) is the ensemble guidebook for understanding and using the model in leadership development programs. Additionally, a group at St. Norbert College who also had an Eisenhower grant, led by Ensemble member Kathy Shellog, developed An Application Guidebook for the Social Change Model of Leadership Development, which

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**The Seven C's: The Critical Values of the Social Change Model**

<table>
<thead>
<tr>
<th><strong>INDIVIDUAL VALUES</strong></th>
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<tr>
<td><strong>Consciousness of Self</strong></td>
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<td><strong>Congruence</strong></td>
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<td><strong>Commitment</strong></td>
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<table>
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<th><strong>GROUP VALUES</strong></th>
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<tbody>
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<tr>
<td><strong>Common Purpose</strong></td>
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<tr>
<td><strong>Controversy with Civility</strong></td>
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<th><strong>COMMUNITY VALUES</strong></th>
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<td><strong>Citizenship</strong></td>
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Since it is a key assumption of the SCM that the ultimate goal of leadership is positive social change, "change" is considered to be at the "hub" of the SCM.

<table>
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<th><strong>Change</strong></th>
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<tr>
<td>Believing in the importance of making a better world and a better society for oneself and others. Believing that individuals, groups and communities have the ability to work together to make that change.</td>
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(Adapted from Higher Education Research Institute, 1996, p. 21; Tyree, 1998, p. 176; and Astin, 1996, p. 6-7)
provides learning activities related to the “Seven C’s.” The SCM was the theme of *Concepts & Connections* Volume 4, Issue 2 (available in PDF form at no charge to NCLP members). In 1998, Maryland doctoral student Tracy Tyree completed a dissertation that created a survey instrument to measure each of the seven C’s, as well as Change (Tyree, 1998). These eight scales, collectively called the Socially Responsible Leadership Scale (SRLS), were subsequently revised (Appel-Silbaugh, 2005; Dugan, 2005) to reduce the number of question items from 105 to 68 while maintaining reliability and validity, resulting in the SRLS-Revised 2 (SRLS-R2). Either of these scales is available at no charge from the National Clearinghouse for Leadership Programs to aid in research and assessment of college student leadership programs. A web-version of these scales with reports using national normative MSL data will be available through site licenses Spring 2007. For information on any of these resources, visit www.ncp.umd.edu or write www@umd.edu.

References


Wendy Wagner is the Coordinator of the National Clearinghouse for Leadership Programs, a doctoral student in the College Student Personnel Administration program at the University of Maryland, and member of the Multi-Institutional Study of Leadership research team.

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by

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Assessment: Because We Want to Know

By Richard P. Keeling, M.D.

Intoxicated by the memory of students whose life trajectories seemed changed by their college experience — especially, perhaps, the parts of that experience in which we had a strong part — we snuggle into a certain comfort with our work, confident that it serves students well. What campus educator has not had at least once the unpredictable but uplifting experience of learning that their diligent, empathic efforts during some fulcrum period in a student’s life had long-lasting influence and produced extraordinary effects? Coming down from the professional high that such exhilarating moments merit, we may soothe ourselves by thinking that it is only the vagaries of chance and distance that prevent our hearing similarly fulsome praise from many other students. No need to wonder about anyone when we have such a good report from someone. After all, there it was, clear as a bell: the evidence that we made a difference. About those pleasantly close encounters with former students who receive happy claims about our impact on their lives we often say, “One of those will keep you going for months, even years.” Or, as Ira Gershwin wrote in the lyrics to the song for which his brother, George, composed the music,

The memory of all that —
No, no! They can’t take that away from me.

But now, many educators fear exactly that: the loss of acknowledgment of and respect for the long-term effects of their work at the hands of the strengthening forces of mandated assessment. Demands for evidence — generally framed in arguments based on the need for greater accountability — seem to upend our professional security and threaten to render our confident beliefs about the value of our work antique, if not precious. From federal commissions and statehouse debates to campus mandates and accreditation standards, accountability has generated the crucible of change in higher education for this young century.

The question, of course, is not whether yesterday’s students are telling the truth when they recount the power of our influence. Whether we teach leadership or neuroscience, we have the potential to catalyze the intellectual and personal transformation of students; there are more than enough individual examples of the fulfillment of that potential. The real — and much better — questions concern scope, scale, and transparency: What actually happened? How many students have benefited? What information describes, or shows, the effect? Critical questions, especially when resources are not unlimited — but when we refer to the answers as evidence, our fears of somehow being on trial or having to prove something can overcome our commitment to improving our work. And the conflation of assessment with evaluation in our minds can quickly spin evidence into grades. Continued on page 3
DIVERSITY

The Leadership Institute is committed to the University’s Diversity Action Plan which states:

> Achieving academic excellence requires a commitment to diversity. Students educated in diverse environments have been found to learn better, to deal with complexity more readily, and to emerge with a greater understanding of how to participate productively in a pluralistic society. . . . We believe that interaction among individuals from a diverse set of experiences, histories, attitudes and backgrounds sharpens debate and promotes intellectual excellence.

In order to create such an environment, the Leadership Institute:

- Includes diverse perspectives and ideas in our curriculum
- Recruits faculty and students who reflect a broad range of ideas, social identities, experiences, and perspectives
- Helps students develop the skills and attitudes to live and learn with compassion and respect
- Helps students to understand issues of structural power and oppression
- Seeks to increase the number of faculty, Leader Fellows, and students who are people of color, from international backgrounds, and/or the first in their family to attend college

THE LEADERSHIP CURRICULUM

OUTCOME GOALS

By the end of a Leadership course, students will:

- Have a greater understanding of an area of academic content, such as conflict, global issues, women’s studies, creativity, international health, community organizing, or environmental science
- Have a greater understanding of major issues in a chosen area of study
- Demonstrate their ability to listen to an individual or group and summarize the facts, feelings, and opinions of others
- Demonstrate an ability to give feedback to a peer, Leader Fellow, or instructor
- Demonstrate abilities to solve problems in a small group
- Give an effective oral presentation
- Understand the strengths and challenges of their leadership style and the styles of others
- Increase their understanding of the complex challenge of leading in diverse groups
- Construct an Action Plan for how they will apply their knowledge and skills in their local community

COMMUNITY BUILDING

Effective and socially responsible leadership does not exist in a vacuum; rather, influence is relation based within groups, organizations, and societies. We are committed to building cohesive and respectful learning communities within the Leadership Institute. The Faculty and Leader Fellows do this within the classroom; the Leader Fellows do this within the residence hall. We know that these efforts enhance student learning because students are more apt to take intellectual risks if they experience a sense of safety, belonging, and acceptance in the group. We are also modeling for them the power of inclusive and respectful communities and the leadership skills needed to create such spaces.
The Leadership Curriculum is structured to help students achieve our outcome goals through activities in and outside of the classroom.

Each class participates in each of the following activities. You will be given this scheduling information in February so that you can plan your syllabus accordingly. Because of the number of courses and the complexity of the program, there is no flexibility regarding the timing of these activities. If you have special concerns, please let us know.

### LEADERSHIP DEVELOPMENT ACTIVITIES DURING CLASS TIME

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIMELINE</th>
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<tbody>
<tr>
<td>Listening and Feedback – 90 min to 120 min</td>
<td>Within the first week – with Robin Rose or Kisa Takesue</td>
</tr>
<tr>
<td>Challenge Course – full day</td>
<td>Wednesday or Thursday of first week – faculty to attend</td>
</tr>
<tr>
<td>Public Speaking workshop – 2 hours</td>
<td>Wednesday, Thursday, or Friday of week 1 – with Jennifer Madden</td>
</tr>
<tr>
<td>Public Speaking practice – each student gives a speech or short presentation</td>
<td>Any time after the first public speaking session</td>
</tr>
<tr>
<td>Action Plan discussion, preparation, and work</td>
<td>Ongoing</td>
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<tr>
<td>Action Plan presentation</td>
<td>Closing Ceremony on last day of course at 1:30pm – 3:00pm</td>
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### LEADERSHIP DEVELOPMENT AND COMMUNITY MEETINGS OUTSIDE OF CLASS

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<tr>
<th>ACTIVITY</th>
<th>TIMELINE</th>
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<tr>
<td>Director Welcome and Overview</td>
<td>4:30pm on first Sunday</td>
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<tr>
<td>Community Meeting: Introductions, expectations, norms</td>
<td>Opening night – Sunday night</td>
</tr>
<tr>
<td>North, South, East, West-Leadership Styles</td>
<td>Monday after class of the first week – faculty to attend</td>
</tr>
<tr>
<td>Diversity</td>
<td>Wednesday/Thursday after class of the first week – faculty to attend</td>
</tr>
<tr>
<td>Community Meeting: Mid-course check-in/reflection</td>
<td>Sunday night with Leader Fellows</td>
</tr>
<tr>
<td>Action Plan panel</td>
<td>Sunday night with Guests and Leader Fellows</td>
</tr>
<tr>
<td>Workshop – TBE</td>
<td>Monday at 4:00pm of second week</td>
</tr>
<tr>
<td>Community Meeting: Final wrap-up: debrief, reflections, evaluations</td>
<td>Thursday night of the second week with Leader Fellows</td>
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CHALLENGE COURSE

The Challenge Course enables us to teach some great lessons about leadership in a fun way. Students will be socially, physically, and intellectually challenged, but they can make choices about how much risk they are willing to take.

The Challenge Course is located on the Haffenreffer Estate in Bristol, RI, approximately 30 minutes from campus. The Challenge Course Coordinator is the staff member in charge of Challenge course programming. Leader Fellows and other undergraduate summer staff assist the Coordinator with facilitating this program.

The mission of the Brown Challenge Course Program is to provide opportunities for students, faculty, and staff to explore collaborative leadership and group dynamics through the use of a challenging course setting.

- Each course will attend a Challenge Course class at the Haffenreffer Estate in Bristol. The Challenge course will take all of the day; please coordinate your syllabus accordingly.
- Students are transferred by bus from campus to Haffenreffer accompanied by Leader Fellows and instructors. Bag lunches will be provided on Challenge Course day. (If faculty has dietary restrictions, please contact Karen Largess, karen_largess@brown.edu.)

FACULTY ROLE DURING CHALLENGE COURSE

- Assist the Leader Fellows with loading buses and accounting for all students; faculty should ride the bus to the course.
- Observe your class and help your students integrate what they are learning in the classroom with their experience on the course.
- Faculty are observers of the Challenge course process; you are encouraged to ask questions during the debriefing of activities.
- More detailed information will be available during the first staff meeting.

WORKSHOPS: LISTENING AND COMMUNICATION SKILLS, PUBLIC SPEAKING

During these workshops, instructors are expected to observe their class so that they can make connections between these experiences and the rest of their class sessions.

LEADERSHIP DEVELOPMENT SESSIONS AND COMMUNITY MEETINGS

Leader Fellows and the Leadership Resident Director are responsible for these out of class sessions. With the exception of the NSEW and Diversity session, you are not expected to participate, although you are always welcome.

DIVERSITY SESSION

The Leadership Resident Director and the Leader Fellows are responsible for the planning and facilitation of this session. Similar to the instructor’s role on the Challenge course, instructors are requested to attend and contribute to the facilitation of the session. The Leader Fellows will take the lead in this session, but instructors are most welcome to make comments, ask questions, or otherwise contribute to the discussion.

ABOUT THE STUDENTS

WHAT LEVEL OF CHALLENGE ARE THEY CAPABLE OF?

- Our students are highly motivated and want to be challenged.
- There is some variability in writing and reading skills. This is more a reflection of the schools they come from and the academic experiences they have had than difference in intellectual capability.
Our students have risen to the challenge of college level work.

Classes should be a mix of lectures, activities, simulations, debates, small group work, working in pairs, etc. In other words, mix it up, teach to different learning styles; be the creative, engaged instructors that you are.

**HOMEWORK**

Students are expected to have no more than 1-2 hours of reading or homework each night. Note: on average it will take a high school student one hour to read 15-30 pages.

**LIFE OUTSIDE OF THE CLASSROOM**

A Summer@Brown experience goes beyond the classroom. Outside of class, students will make friends, attend social events and activities on and off-campus, and participate in Summer@Brown’s extensive co-curricular activity calendar.

**SYLLABUS AND SCHEDULE**

We request that each instructor provide a syllabus for each session (see samples below) for SPS to keep on file and to answer any parent/student inquiries on the course content of a specific course. It is helpful to have a draft of your syllabus no later than March 15th; we understand that adjustments may be made even during your course. Do send us the final version of your syllabus for our records. Resources for syllabus development can be found at the Sheridan Center: Creating a Syllabus.

In addition to the standard information that a syllabus should include, your syllabus should include information about leadership presentations and workshops in and out of class, as well as the template for the Action Plan (see below).

Here are some good syllabi from previous courses: Women & Leadership and Conflict.

**ACTION PLANS**

The Action Plan is the capstone experience wherein the students apply the knowledge and skills acquired during the summer to construct a plan to address a community need or global issue of interest to them. Instructors should discuss the Action Plan on the first day of class or soon after and make the template available students in Canvas or as hard copies. Time should be devoted in class to work on the Action Plan and include peer and instructor feedback on proposed ideas. We also encourage instructors to provide time for final presentation practice in class and have found that asking students to write a paper on their Action Plan assists with their thinking and final presentation. We are working to update these templates, but here are versions that were used in the past.

- Action Plan Template 2015
- Sample #1: Student Action Plan Writing Assignment
- Sample #2: Student Action Plan Writing Assignment

**GUEST SPEAKERS**

To support their curriculum, instructors may arrange for individuals who are experts in their field to be a guest speaker/lecturer in their course.

- Instructors must email Karen_Largess@brown.edu with detailed information on their guest speaker(s) – full name, topics discussed, number of speaking hours, affiliation.
- There are 2 categories of guest speakers: Brown affiliated (Brown staff/faculty) or non-Brown affiliated (not employed by Brown).
- Brown Affiliated Guest Speakers – do not receive a monetary honorarium; they are asked to do this work in the spirit of being part of the Brown Community.
- Non-Brown Affiliated Guest Speakers – may receive an honorarium to be determined by a SPS Program Director, based on guest speaker policy guidelines.
- Questions regarding Guest Speakers may be directed to Karen Largess at karen_largess@brown.edu.
WORKING WITH LEADER FELLOWS

WHO ARE THE LEADER FELLOWS?

Leader Fellows (LF) are undergraduates from Brown and other institutions of higher education. They are selected on the basis of:

- Experience with high school students
- Facilitation skills
- Interest in leadership development and education
- Ability to work as a member of a team in an intense environment
- Interest in the mission of the Institute and the courses being offered

WHAT DO THE LEADER FELLOWS DO?

The Leader Fellows (LFs) are critical members of the Leadership Institute team. They are a vital link between the learning that takes place in the classroom, in Leadership workshops, and in the residence hall. All on-campus Institute students live together, and the Leader Fellows support them and supervise the residential program. The primary responsibilities for the Fellows are:

- Serve as residence advisors: supervise students in residence halls, manage curfew, and other Student Life expectations and policies.
- Facilitate leadership and community building programs through a series of Leadership Development workshops outside of class. These sessions focus on helping students build relationships across Institute classes, provoke discussions related to the content of the classes, and facilitate some of the leadership development curriculum.
- Serve as assistants in the classroom.

HOW ARE THE LEADER FELLOWS TRAINED?

LFs are part of the residential team and therefore, participate in one week of RA (Residence Advisor) training with the Residential Life staff. LFs participate in an additional five days of training with the Director of the Leadership Institute and other staff. They focus on facilitation skills, leading Challenge Course programs, and planning Leadership Development Sessions for the summer.

WHAT IS THE ROLE OF THE LEADER FELLOWS IN THE CLASSROOM?

- Their primary responsibility is in the residential aspect of this program.
- They are teaching assistants. They are part of your team. Please make every effort to include them in your planning, implementation, and debriefs.
- They can facilitate small group discussions.
- They will lead your class through the Challenge Course experience. They will provide the technical expertise and work with you to de-brief the activities.
- If they have knowledge in your content area, they could lead a classroom activity.
- They are expected to do the readings so that they are prepared to assist with discussions. We will provide them with a reader.
- They will not be in your class all the time, but we expect them to be in your class for at least half the day, everyday.
- They should work with you (see below) ahead of time to determine when they will be in class and when they need a break. From 4:00pm until late at night, they are “on” with our students. We need your help in guiding their effort so that they are involved with the class, but not burnt out.
WHAT DO LEADER FELLOWS NEED FROM YOU?

The LFs have a Residence Director/RD (a graduate student) who supervises their work in the residence hall. The RD will work with them to manage crises, enforce curfew, handle any discipline issues in the residence halls, etc. LFs will keep you informed of what is happening in the residence hall, but you will not have responsibility to help them manage that aspect of the program.

The Leader Fellows give a huge amount of energy and leadership to the Institute. They are the folks who are up late at night with our students. They work hard to build a residential community, supervise the students, deal with any conflict, support individuals who are having difficulty, etc. They serve as tremendous role models. This is a tough job, and they work hard for eight weeks straight. They need your encouragement, your feedback, and guidance. Many of these young people are considering careers in education. They want to learn how to teach and facilitate more effectively. Any feedback you can share with them regarding their strengths and challenges would be excellent.

They need clear expectations from you and need to be included in the planning as much as possible. They do best when there is advance planning regarding their role. Finally, they need some flexibility because life in the residence hall is unpredictable and demanding.

PRE-COURSE PREPERATION/GETTING TO KNOW THE LEADER FELLOWS

The following expectations have evolved based on the experiences of Leader Fellows and instructors and the overall goals of the Institute. Fellows will be assigned to classes by April 30th. SPS will provide their contact information; instructors are responsible for contacting them.

In May, Instructors and Fellows need to have two conversations (by phone or in person) focused on the following:

a) Getting to know each other’s backgrounds, experiences, and goals for the course and for their own learning.
b) Discussing the course, soliciting some ideas from the Fellow, and deciding what activities with which they will facilitate or assist. Identify times when Fellows do not have to be in class.

CONCLUSION

Working with the Leader Fellows is an important part of your job. Our goal is to help these talented young people contribute to and learn from the program while also providing you with assistance in the classroom. Please share ideas with us and with other instructors. This part of the program is still evolving. It will evolve more effectively if we hear everyone’s voice.

INSTRUCTOR LOGISTICS

LETTER OF APPOINTMENT

School of Professional Studies (SPS) emails each instructor an Appointment Letter confirming their course title, program dates, amount of compensation, and pay dates. This is NOT a confirmation that their course is running; course confirmation is contingent upon enrollment. (Refer to Confirmation of Course)

Questions regarding payroll should be emailed to spspayroll@brown.edu.

CONFIRMATION OF COURSE

- A course is confirmed to run when enrollment reaches 10 students. Instructors can monitor their course enrollment via Banner web. When enrollment reaches 10 students, the instructor can assume the course will run.
- When courses are canceled due to low enrollment, SPS will contact the instructor 6 weeks prior to course start date.

Questions regarding course confirmations should be emailed to spscourses@brown.edu.
CHECKING ENROLLMENT IN BANNER WEB

Instructors can view their course enrollment throughout the registration period without having to sign into Banner. Student registration in Banner is instantaneous, so enrollment numbers are valid in real time.

The summer courses are listed in Banner Web: [https://selfservice.brown.edu/ss/bwckschd.p_disp_dyn_sched](https://selfservice.brown.edu/ss/bwckschd.p_disp_dyn_sched).

1. Select Summer 2015 (SPS) for pre-college courses.
2. Choose your course SUBJECT and click “Class Search”.
3. Scroll down until you find your Course Title.
4. Click on your Course Title to view the Detailed Class Information page with enrollment details.

BEFORE ARRIVING ON CAMPUS

Before your course begins, each instructor should verify the following:

- Confirm your I-9 status ([refer to Employment Eligibility Verification Form I-9](#))
- Gain access to electronic services ([refer to OBTAINING THE BROWN ID](#))
- Campus Housing (visiting instructors from out of town only) ([refer to Campus Housing](#))
- Parking (visiting instructors from out of town only)

EMPLOYMENT ELIGIBILITY VERIFICATION FORM I-9

Any instructor officially hired by School of Professional Studies (SPS) is required to have a current Employment Eligibility Verification Form I-9 as a condition of employment. Instructors who do not have a current Form I-9 will be notified by SPS’s Finance team with instructions on how to complete the process, either locally or remotely. Please note that this communication will come from spspayroll@brown.edu

Please email spspayroll@brown.edu with any payroll questions.

BROWN ID CARD

Every instructor with an active teaching appointment employed through SPS is eligible to receive the Brown ID Card.

The Brown ID gives instructors access to electronic services (including Banner and email), library services, Canvas (Brown’s online course management system), and card-swipe access to certain buildings.

Most importantly, the Brown ID Card number is required to enter grades into Banner at the end of the course.

INSTRUCTOR STATUS

Brown instructors/staff: hired to teach for SPS should already have an active Brown ID set up in the Brown Card system.

Returning non-Brown Instructors: should have a Brown ID number from the previous summer which must be re-activated.

New non-Brown Instructors: will be required to obtain the Brown ID number and/or Brown ID card via the Card Office.

OBTAINING BROWN ELECTRONIC SERVICES

All instructors will have access to Banner and electronic services from mid-May until the end of August.

- To obtain the physical Brown ID card, visit the Card Office with a form of ID, such as a driver’s license or passport.
- To obtain just the Brown ID number, instructors must contact the Brown Card Office. Instructors will be asked to verify some personal information before their ID number is issued.
Instructors will need to activate their Brown ID number to gain access to electronic services.

Brown Card Office
60 Brown Street, Suite 511
Email: brown_card@brown.edu
Tel: 401-863-2273

### ACTIVATING THE BROWN ID

Once the Brown ID number is obtained, it has to be activated before instructors can access Banner and e-services.

1. Activate the Brown ID number on-line via [http://activate.brown.edu/files/activate/](http://activate.brown.edu/files/activate/). (If an instructor cannot activate his or her ID number/card on-line, contact the Computing Help Desk at 401-863-HELP).
2. Non-Brown instructors who are not employed by School of Professional Studies but need access to Banner for the student roster and for grading purposes are also eligible to obtain e-services. This generally applies to pre-college Global Programs wherein instructors are hired by the partner institute.
3. When activating the Brown ID number make note of the USERNAME assigned to the instructor and the PASSWORD the instructor selects, as these are needed to enter grades into Banner.
4. **PLEASE NOTE:** Full card access takes 24–48 hours to take effect.
5. If an instructor has successfully activated his or her Brown ID but is having problems logging into a service or viewing a class roster and/or grading, contact Kathleen_Dorian@brown.edu in the CIS department.

### CAMPUS HOUSING

On-campus housing may be available to visiting instructors from out of town. If available, the Leadership Institute will provide basic apartments in residential housing consisting of a private room in a suite occupied by other Leadership instructors, with shared kitchen and bathroom. A few dishes and utensils, cooking equipment, and basic cleaning supplies are provided. We recommend checking the supplies before grocery shopping for the first time. Linens and bedding are not provided. You must bring sheets, towels, blanket, and pillow. Requests for housing should be made to Karen_Largess@brown.edu 6 weeks prior to your start date. If housing is available/approved, logistical details will be forwarded.

### PARKING

Parking is limited around campus but during the week, there are several blocks of 2–3 hour street parking near campus, and all day street parking a little further from campus. There is no overnight street parking in Providence. Those staying in campus housing will receive an overnight parking pass if requested.

Contact Karen_Largess@brown.edu with your parking request and questions.

### TEACHING RESOURCES

### SHERIDAN CENTER FOR TEACHING AND LEARNING

The Sheridan Center is a teaching resource available to summer instructors. Visit the center’s website for further information: [http://www.brown.edu/Administration/Sheridan_Center/](http://www.brown.edu/Administration/Sheridan_Center/), or contact the Sheridan Center via email (Sheridan_Center@Brown.edu) or phone (401) 863-1219.
**CANVAS COURSE MANAGEMENT SYSTEM**

Canvas is the University’s online course management system and offers tools to supplement an instructor’s course syllabus, including: content upload, communication, collaboration, assignments and assessments.

Students access Canvas via their e-access, either on personal laptops or campus computer labs.

Please note: Instructors will have access to set up a Canvas site after they receive an active teaching appointment.

**Why use Canvas?**

- Ease of use - managing course materials will be easier for both faculty and students.
- Multimedia - integration and delivery.
- Mobile friendliness - no native app required - even with a mobile web browser Canvas is beautiful.
- Integration options with existing teaching tools at Brown including Google Apps for Education.
- Cloud SaaS subscription service with open source software and agile development approach - means consistent introduction of new functionality without major upgrades so less disruption for users.
- Compliance with accessibility standards - Canvas has been recognized by The National Federation for the Blind for compliance and conforms to the W3C’s WAI WCAG guidelines.
- Favored by multiple constituencies: faculty, students, School of Professional Studies, School of Medicine.

**Request a Canvas site**

**Additional Canvas resources**


For questions about Canvas, contact Instructional Technology Group ([ITG@brown.edu](mailto:ITG@brown.edu) or 401-863-7489)

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**LIBRARY**

The library is a wonderful resource both on-campus and online. Visit the [Brown University home page](http://brown.edu) for all university libraries’ collections. Instructors may reserve items (books, DVDs, CDs, etc) for their course via the Online Course Reserves Access system (OCRA) at [http://dl.lib.brown.edu/reserves/](http://dl.lib.brown.edu/reserves/). If the list requires material the library does not own, a purchase order can be automatically generated. If it is a textbook, the instructor will need to supply the library with a copy of the textbook.

Over the summer, the library operates on a more restricted schedule. For the most up-to-date information, visit the library website ([http://library.brown.edu/libweb/hours.php](http://library.brown.edu/libweb/hours.php)). For any questions about library use, please contact Steven Lavallee or Debra Nelson:

Steven Lavallee  
[Steven_Lavallee@brown.edu](mailto:Steven_Lavallee@brown.edu)  
401-863-9866

Debra Nelson  
[Debra_Nelson@brown.edu](mailto:Debra_Nelson@brown.edu)  
401-863-3331

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**IClickers (Personal Response System)**

Another resource that instructors have available to them to supplement their course curriculum is the iClicker personal response system (PRS).

iClickers are hand-held radio-frequency response devises that allow anonymous and specific polling, and question-and-answer sessions in the classroom. The device transmits student responses to a receiver attached to an instructor’s computer. iClickers can be used in conjunction with presentation software such as PowerPoint or Keynote.
To get started with iClickers, contact ITG@brown.edu (or 401-863-1000) at least two weeks prior to class use.

INSTRUCTIONAL TECHNOLOGY

To learn about using new instructional technologies such as "smart" boards, iClickers, lecture-capture, Canvas, wikis, and iTunes, contact the Instructional Technology Group (itg@brown.edu) to request a consultation.

CLASS CANCELLATION BY INSTRUCTOR

- If an instructor needs to cancel a class due to an urgent situation, they are responsible for notifying their students directly (via email, Banner, or Canvas) and to arrange alternate make-up sessions.
- Please also inform the SPS office via email spscourses@brown.edu or SPS hotline @ (401) 441-3369.

STAFF MEETINGS

Each instructor is required to attend two staff meetings for each session: an orientation meeting before the session starts and a mid-session debrief meeting.

Orientation Meeting: Saturday before the session begins at 6:00pm – 8:00pm

Mid-Session Check-in: Friday of the first week at 3:30pm – 5:00pm

LUNCH IN DINING HALL USING SWIPE CARD

Each instructor is invited to one lunch per session in one of the campus dining halls. The purpose of this is to give instructors an informal opportunity to meet with their students to discuss their Action Plans.

COURSE LOGISTICS

COURSE DETAIL FORM

The Course Detail Form (CDF) is the main tool SPS uses to determine logistical support for each course: classroom scheduling, AV/media needs, computer lab needs, field trips, course supplies, etc.

- Instructors will be emailed a request during the month of February to submit the CDF for each course offered.
- Classrooms will not be scheduled until the CDF is submitted.
- Contact spscourses@brown.edu with any questions about the CDF.

CLASSROOM AND LAB SPACE

- The Office of University Event & Conference Services is responsible for reserving classrooms and labs, based on class size, A/V, and lab needs as indicated on the CDF, and space availability.
- Classroom space and resources at Brown are limited. If an instructor requests a specific building and room, the Scheduling Office will attempt to accommodate the preferred room but cannot guarantee the availability of the space.
- Most department classrooms are not controlled by the Scheduling Office. As much as possible, SPS encourages instructors to use Department space, which is arranged directly with the appropriate department manager. If department space has been arranged, please notify spscourses@brown.edu, so SPS can update the class location in Banner.
- For concerns about a classroom space (e.g. temperature control, leak, trash) please call the Facilities Service Response Center at (401) 863-7800.
- For concerns about room size or room location, please contact Karen Largess 863-3452/Karen_Largess@brown.edu.
- For assistance with operating media equipment in the classroom, please contact Media Services at (401) 863-2197.
COMPUTER LABS

As with classrooms and labs, the computer lab facilities are scheduled by the Office of University Event & Conference Services. Computer lab resources are very limited, so all requests may not be accommodated. For computer lab requests, please indicate date and time on the CDF.

- There are two computer labs scheduled by the Scheduling Office – CIT 265 (24 PCs, 1 instructor station) and CIT 267 (15 PCs and 1 instructor station).
- SPS encourages instructors to use departmental computer lab space if available.
- When requesting dates/times for a computer lab on the CDF, instructors are encouraged to be flexible with their schedule by requesting alternate dates/times to ensure that a computer lab can be reserved for their course.

TEXTBOOKS AND COURSEPACKS

TEXTBOOKS

- Instructors are responsible for ordering their textbook(s) through the Brown Bookstore – download the Course Material Order Form and email (textbooks@Brown.edu) or fax to 401-863-7094.
- Instructors are responsible for requesting desk copies for themselves, directly from the publisher.
- SPS will secure complimentary copies of textbooks for Leader Fellows (LF).
- Please alert Karen Largess upon placing your textbook order, this alert triggers ordering LF copies.
- The Bookstore monitors enrollment numbers.
- Brown Bookstore contact: Diane Gregoire – email: textbooks@brown.edu; phone: (401) 863-1042.
- For general textbook order questions, contact Karen Largess.

COURSEPACKS

- Instructors are responsible for requesting their Coursepack through Metcalf Copy using the Coursepacket Order Form. (NOTE: Metcalf Copy requires an 8-week lead time to acquire copyright approvals for all articles listed in the course pack.)
- If an instructor is using the same course pack as the previous summer, a Coursepack Order Form still needs to be filled out, with a note stating that the course packet is on file from the previous summer. Copyright approval is only valid for a year and must be re-acquired each summer.
- Metcalf Copy provides one free desk copy for instructors for each course. If a course has more than one Instructor, Karen Largess will arrange to order the appropriate number of Instructor desk copies. Karen Largess will also order a desk copy for your Leader Fellows. Desk copies will be distributed at the first All-Staff Meeting (on Saturday night before the first day of the course).
- SPS will communicate directly to Metcalf Copy with the course enrollment.
- Due to copyright policies, course material copies made elsewhere (such as Allegra or Fedex Kinkos) and other than Metcalf Copy are not reimbursable to the instructor.

Metcalf Copy contact: Tiziana Milano – email: metcalfcopy@brown.edu; phone: (401) 863-3653.

COST OF BOOKS AND COURSEPACKS

It’s important that instructors keep in mind the cost of the required textbook(s) or coursepack they are ordering for their class. We ask that you keep costs down to $35 – 50 and encourage you to make information available on-line and at the library, for students with limited funds.

MISC. PHOTOCOPYING AT METCALF COPY CENTER
Instructors have a photocopying budget of $5 per student at Metcalf Copy Center. (Single-sided copies cost $.08 per page, allowing about 60 copies per student. Double-sided copies cost $.13 per page.)

If an instructor’s copy costs will exceed this budget, s/he should arrange to order a course packet from Metcalf Copy Center (see section on Coursepacks).

Metcalf Copy Center keeps a list of each course and corresponding instructor(s), and will bill the appropriate program accordingly.

Photocopies made at a copy center (Allegra or Fedex Kinkos) other than Metcalf Copy Center are not reimbursable due to copyright concerns.

Metcalf Copy Center
164 Angell Street (lower level, entrance through Brown Bookstore café)
Tel: 401-863-3653, Email: metcalfcopy@brown.edu
Summer hours: 8:00am-4:00pm

COURSE SUPPLIES/MATERIALS

Requests for course supplies must be indicated on the Course Detail Form.
SPS purchases the supplies once they've been reviewed and approved. Supplies are given to instructors at the first staff meeting on the Saturday before the first day of their course.
Supplemental and Material Fees are meant to cover disposable course materials that exceed normal cost allowances. The fees do not cover lab equipment and technology (computers, printers, and other hardware) that must be maintained and stored during the year. Should your course require any disposable course materials, equipment, or technology, consult with the Program Director or Academic Program Coordinator during the planning process so that timely arrangements can be made and, where appropriate, fees adjusted accordingly.
SPS does not purchase student course supplies. All students are expected to purchase their own course supplies (notebook, pens/pencils, textbook, course packets, etc.).
NOTE: NC-17 or R-rated course materials (DVDs, movies, video clips, graphics) are not appropriate for students under the age of 17.
FIELD TRIPS

A Field Trip, whether walking or coach transport, is any time an instructor escorts students outside of the assigned classroom during class time (ex. If an instructor takes students to the Brown library as part of the course curriculum, this is considered a Field Trip).

1. If an instructor would like to take students on a field trip (walking, charter coach or RIPTA transport) this request must be indicated on the CDF.
2. SPS will follow up with a link to a Field Trip Request Form.
3. SPS will contact the instructor regarding approval of the field trip.
4. SPS will notify instructor one week prior to the field trip with logistical details and confirmation.
5. Please contact Karen_Largess@brown.edu if you have any questions regarding the planning or status of a field trip.

NOTE: any non-walking field trip will be either via coach transport or RIPTA bus services. Instructors/staff are not allowed to transport SPS Program students in personal vehicles.

REIMBURSEMENTS

COURSE RELATED REIMBURSEMENTS

Instructors are required to communicate their course supplies needs on the CDF, which are ordered by SPS. In some circumstances instructors may have to purchase a specific supply (ex. fresh fruit for a science experiment), the cost of which needs to be submitted for reimbursement.

1. Instructor must email Karen_Largess@brown.edu with a list of item(s) and the cost for review and approval.
2. Once items are approved by SPS, submit the following to Karen Largess, Box T for reimbursement:
   a. Original receipt(s) with clear Proof of Payment method – NOTE: The receipt total must equal the reimbursement amount requested. No personal items can be listed on the receipt.
   b. Instructor Name
   c. Course Title
   d. Purpose of items purchased

INSIDE THE CLASSROOM

ACADEMIC AND BEHAVIORAL CONCERNS

Because faculty play prominent roles in the daily lives of students—as teachers, mentors, and advisors—they are often the first to notice when a student may be experiencing emotional or psychological difficulties (ex. bullying). While each case will be unique, there are resources for consultation and to assist you.

Key Contacts for Assistance

<table>
<thead>
<tr>
<th>Concern</th>
<th>Mon-Fri office day hours</th>
<th>Nights, Weekends &amp; when the University is closed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate harm or threat</td>
<td>Brown Department of Public Safety DPS) (401) 863-4111</td>
<td>Brown Department of Public Safety (DPS) (401) 863-4111</td>
</tr>
</tbody>
</table>
| Student behavior & Student academic concerns | SPS Main number: (401) 863-7901  
Robin Rose: Senior Associate Dean  
Robin_Rose@brown.edu  
Program Directors:  
James Chansky: Pre-College & Summer Session  
James_Chansky@brown.edu | Contact Brown Public Safety non-emergency number: (401) 863-3322  
Ask to be connected to the Resident Director (RD) or |
CLASS ROSTERS

Instructors with an active teaching appointment may view Class Rosters online via Banner.

VIEWING COURSE ROSTERS

Instructors with an active Banner ID can view their class roster(s) in Banner from mid-May through August 31.

2. Login in with your USERNAME and PASSWORD (refer to Activating the Brown ID).
3. Choose the “Faculty and Advisors” link.
4. Select “Summary Class List”
5. Select the term Summer 2015 (SPS) from the drop down list (FOR PRE-COLLEGE COURSES).
6. Select the appropriate course from the drop down menu (Instructors can only view their specific class roster.)

For questions about accessing Banner, please contact Sherry Gubata (email: Sherry_Gubata@brown.edu) in the Registrar’s office.

CORRECTING COURSE ROSTERS

- Instructors should print out their class roster for the first day of class.
- If a student arrives to class and is not on the class roster, the instructor takes note of his/her name and directs the student to the SPS Info Desk at the Stephen Robert Campus Center (formerly Faunce House).
- At the end of the first day of class, the instructor must email the names of any missing students or any additional students to spscourses@brown.edu Include the Course Title and CRN in the subject line of the email.
- Instructors should view and print a class roster on the 2nd and 3rd day of class to capture any additions/deletions of students in their class.
- Any roster discrepancies must be corrected and finalized by the 3rd day of class to ensure correct course student billing by SPS.
- Roster integrity is crucial for the safety and security concerns of all attending students.

CLASS ATTENDANCE POLICY

- Students are required to attend class every day, including the last day of class.
- Instructors are required to take attendance each day. If a student is absent from class one day, the instructor should follow-up with the student by email or in class the next day.
- Instructors should use their discretion about whether the student needs to complete extra work to make up for an absence or has not met the requirements of the course to receive a certificate of completion.
- If a student is absent from class, notify Kisa_Takesue@brown.edu

DISABILITY SUPPORT SERVICES AND LEARNING ACCOMMODATIONS

Brown University offers equal educational opportunities and reasonable accommodations for the needs of qualified students with disabilities. Section 504 of the Federal Rehabilitation Act of 1973, reinforced by the Americans with Disabilities Act (ADA) of 1990, maintains that no qualified individual with disabilities shall, solely on the basis of the disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity in higher education.
If a student requests a disability or learning accommodation in class, then the instructor should direct the student to Brown Student and Employee Accessibility Services (SEAS).

If an instructor would like to request an accommodation for himself/herself, he/she should contact Brown Student and Employee Accessibility Services (SEAS).

Student and Employee Accessibility Services
20 Benevolent Street
Tel: 401-863-9588
Email: dss@Brown.edu

BELL LOGISTICS

The above course logistics also apply to the BELL program, in addition to the following items:

BELL INSTRUCTORS

BELL instructors live in staff tents on the Haffenreffer Estate in Bristol, RI. Instructors and students share a gender specific restroom. All restrooms are equipped with hot water and flush toilets. Until facilities are set up on the Haffenreffer property, BELL instructors will stay in the dorms on campus and should be aware of all issues explained in the Campus Housing section.

BELL LEADER FELLOWS

BELL Leader Fellows support the education mission of BELL by leading activities and facilitating discussion. Two Leader Fellows are hired for the entire summer and are required to fill out an I-9 with Human Resources BEFORE the start of the BELL sessions.

BELL OFFICE SUPPLIES

Office supplies are provided to support the BELL course work, which are transferred to Haffenreffer along with the kitchen supplies and equipment. Request for additional supplies must be sent to Karen_Largess@brown.edu.

LOST AND FOUND

All items left by students should be turned in to the School of Professional Studies with the student’s name and address clearly marked. We have discounted shipping rates with FedEx and will return the item to the student.

Any unclaimed items will be donated to a local Salvation Army 3 months after the end of the last session.

END OF SESSION

Instructors are required to enter grades in Banner and complete Course Performance Reports (CPR) for each of their students at the end of each session. Students are very eager to receive their Certificates of Completion and Course Performance Reports to add to their college portfolios. SPS requests that the grading and Course Performance Reports are completed within 2 weeks after the last day of class.

CLOSING PROGRAM

- The Closing Program is scheduled for the last Friday of each session from 1:00pm – 3:00pm. Notification of program location will be sent 1 week prior to the end of each session.
  - 1:00–1:30 everyone,
  - 1:30–3:00 Action Plan presentation break-out
- After a brief presentation by the Program Director (1:00–1:30pm), students split up into small groups to present their Action Plans. (Room assignments for Action Plan break-out will be distributed at the beginning of the Closing event.)
• Students should keep presentations to about 5 minutes each. No PowerPoint presentations are allowed.
• BELL Closing Program takes place at the Haffenreffer Estate with a send-off BBQ lunch.
• Students are encouraged to invite family and friends to the Closing Programs.

**GRADING IN BANNER**

The grading system for the non-credit pre-college courses in Banner is based on designating an “S” (*satisfactorily completed*) or “NC” (*no certificate*). Although the pre-college courses are non-credit, grades must be entered for each student to initiate the issuance of Certificates of Completion.

- Certificates of Completion are issued to students with grades of “S”.
- No certificates are issued for students with grades of “NC”. Students receive just their Course Performance Reports.
- If a student has not been graded, he/she will not receive a Certificate of Completion or a Course Performance Report. It is imperative to stress that instructors enter all grades in a timely manner in order for the students to receive their course performance assessments.

**ENTERING GRADES IN BANNER**

- Login to Banner with your username and password at [http://selfservice.brown.edu](http://selfservice.brown.edu).
- Choose the “Faculty and Advisors” link, then “Final Grades”.
- Select the term **Summer 2015 (SPS)** (*Do not select “Summer 2015”*).
- Select the appropriate ‘GRADABLE’ CRN (*the Primary Meeting, not a conference or lab*).
- Select a grade of “S” or “NC” from the drop down menu of Student names.
- Click on the SUBMIT button to record grades for processing.
- To grade another class, click the CRN SELECTION LINK at the bottom of the screen.

Contact the Registrar’s Office with any questions or concerns about entering grades in Banner (SPS staff does not have access to the grading module in Banner).

Sherry Gubata
Registrar’s Office
Email: Sherry_Gubata@brown.edu
Tel: 401-863-3752

**NOTES ON GRADING IN BANNER**

- Only individuals listed in Banner as instructors of a course can enter grades for that course.
- After 30 minutes, Banner will log out of the grading session. Non-submitted grades will be lost.
- If a grade space is left blank no data is rolled to academic history; the instructor can post a grade at a later time even if other students in the same class have been graded and rolled to the student’s academic history.
- Grades may be submitted all at once or piecemeal, although grading whole sections at once is recommended to avoid leaving students ungraded.
- **Be careful to grade the “Primary Meeting” only. Other sections are available (“lab”, “conference”, etc), but are not gradable.**
- If an Instructor needs to change an already submitted grade, s/he should do so directly in Banner. Additionally, an email should be sent to spscourses@brown.edu informing SPS of the student name, course title, and grade change.
CERTIFICATES OF COMPLETION

- Students who have completed the course successfully (grade of “S”) will receive a Certificate of Completion signed by the Dean of the School of Professional Studies, in addition to their Course Performance Reports.
- Students who did not complete the course successfully (grade of “NC”) will not receive a certificate. Their performance assessment will primarily be the Course Performance Reports.

COURSE PERFORMANCE REPORTS (CPR)

CPRs provide valuable feedback to students, parents, and on occasion to college admissions offices. CPRs are mailed to each student, along with their Certificate of Completion, once their account is cleared.

- Instructors must complete a Course Performance Report for each student enrolled in their class.

CPR Template and Guidelines

CPR Template

- CPR templates are emailed to instructors formatted with the course title and each student’s name.
- CPRs must be electronic and emailed to spscourses@brown.edu no later than two weeks after the last day of class. Provide the COURSE CODE in the subject line of the email, so they can be processed immediately (SPS will not accept hardcopies of the CPR).
- Review samples of the Course Performance Report for guidance on how to complete one. Critical Example | Positive Example
- The CPR does not require your signature.

Guideline on writing a CPR

- First paragraph should contain information about the course, such as the goals of the course, what the student learned, how the course enhanced the learning of the subject matter for the student, and any skills the student gained from taking the course as a result of assignments, projects, lectures, reading, guest speakers, field trips, etc.
- Second paragraph should be feedback from the instructor about the individual student and how he/she contributed to the class, anything that stood out about the student, and any constructive comments.

COURSE EVALUATIONS

Students will be emailed a link to the Course Evaluation before the course ends. SPS advises instructors to encourage their students to fill out the Course Evaluation to ensure a high completion rate.

SPS will email instructors when Course Evaluations are available to view.

To view individual course evaluations:

- Login to Banner with instructor username and password at http://selfservice.brown.edu (If username and password are not activated, refer to Activating the Brown ID).
- Select Course Evaluations Dashboard link from the menu. This will bring up a new menu.
- Select Evaluation Results link from the menu.
- Select Course Code

FACULTY FEEDBACK

Faculty Evaluation forms are emailed to all instructor at the completion of their course. The feedback received will be a basis for contacting the instructor regarding teaching opportunities for next summer.
WRAP-UP

Please turn in the following items after the Closing Program to the School of Professional Studies:

- Class Roster – Please review your class list and make any necessary changes to reflect the correct enrollment.
- Unused supplies, receipts from Metcalf Copy Center, and receipts for reimbursement.

EMERGENCY CONTACTS

Emergency Communication Protocol: In the event of a police, fire, or medical emergency during class, contact the Brown Department of Public Safety (DPS) immediately at (401) 863-4111. For routine public safety concerns, contact (401) 863-3322. After you have contacted DPS, please contact the School of Professional Studies at (401) 863-7901 and ask to speak with Robin Rose, James Chansky, or Kisa Taksue.

Emergency Phones: There are 140 emergency “blue light” phones—identified by yellow call boxes and/or blue overhead lights—located all over campus on buildings and green areas. In addition, there are 58 emergency phones located in elevators. These phones provide a direct link to the Department of Public Safety.

Environmental Health & Safety Concerns: Emergency protocols concerning natural disasters, such as hurricanes, are available on the Environmental Health and Safety website. Emergency status and updates are also available on the emergency announcements page.

EMERGENCY ACTION PLAN

An on-line Emergency Action Plan (EAP) Training has been developed by Environmental Health & Safety (EHS) to help ensure that Brown students, faculty, staff, and guests are prepared for emergency situations.

Please take a few minutes to take the training session. It should take approximately 30 minutes to complete.

http://brown.edu/Administration/EHS/fire/EAP_Training/