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THE STEM II PROGRAM

STEM II is a residential program for rising 9th or 10th grade students. STEM II includes a range of two-week courses that students can choose, covering a wide breadth of the STEM subjects. Each course consists of rigorous academic content, laboratory or field exercises, and a specifically designed “project” that enhances the academic learning and extends the students’ knowledge. In addition, students may participate in carefully selected STEM activities, inspiring research talks, and co-curricular exercises as well as spend a significant portion of time completing their academic projects. Students spend two full weeks exploring the foundations of one STEM discipline, while also having the opportunity to participate in programs that promote social and academic growth and support students as they prepare for success in their lives and future careers.

Although the admission to the STEM II program is competitive, once admitted, the program is held in a non-competitive fashion. Diverse students from the US and abroad attend.

THE STEM II EXPERIENCE

The STEM II program is designed to inspire students with similar interests in the sciences and STEM subjects. Students are immersed in STEM courses, get a real taste for what it means to be a scientist, and learn to explore and discover. This process allows for stimulating and meaningful learning. STEM II courses expose students to the intellectual concepts and processes of scientific topics that are taught at Brown University. The courses are “inquiry-based” and “experiential”. Students conduct experiments, explore, and make their own discoveries. Inquiry-based instruction means that the students themselves – by asking appropriate questions – seek out knowledge, information, and scientific truth. This approach assures that the students gain a deep conceptual understanding of complex scientific phenomena. STEM II students learn science from the ground up by first focusing on the basics, and continuously reaching further to earn deep understanding of the more advanced concepts. By exposing the students to this type of inquiry, they not only learn how to think critically, but also get hands-on experience of how scientists conduct research.

Community building activities, talks, and discussions are woven throughout the two week period. Students will engage in team building activities, participate in group work, and reflect on how scientists collaborate effectively. By interacting with graduate students and postdoctoral fellows in the STEM subjects at Brown, students will learn about many possible careers in science and other disciplines. They will also learn the importance of being an effective communicator through writing and persuasive speaking. Students will be exposed to the nuances involved in cutting-edge research and discuss moral and ethical implications within their classes. All activities and academic experiences are designed to help students grow into socially responsible and science-savvy citizens.

In addition to spending three hours per day in their STEM classes, students take part in extra-curricular activities where they interact with students from other courses through STEM activities and lectures on diverse topics not addressed in any of the course offerings. Each afternoon, students are either involved in a laboratory exercise or field trip through their course, or actively engaged in working on their academic projects. In the evenings, the Residential Life staff plans and oversees age appropriate “fun time” where students enjoy an array of recreational activities (past examples include laser tag, bowling, rock climbing, and a Paw Sox game). Connections between the evening residential life activities and the academic course material is always encouraged.

The STEM II experience is enriched further through collegiality and collaboration where students from diverse backgrounds work together in teams. Students learn from each other, are inspired by each other, and form lasting friendships. This creates an enjoyable, safe, and relaxed environment which in turn encourages each student to live up to his or her full potential. As a result, students build self-confidence and grow as individuals. When students return home, they are transformed and energized to take charge of their learning.
ACADEMIC GOALS

- Dedicate a concentrated effort to a research project or challenge and showcase these efforts for their peers, instructors, and families
- Gain a better understanding of the complexity of solutions needed to solve some of the greatest challenges we face today, and learn skills and strategies to understand and tackle the future
- Learn from current faculty and graduate students about their research and begin to explore possible academic and career opportunities

COMMUNITY BUILDING GOALS

- Learn the art of teamwork by engaging in meaningful discussions and group projects
- Think about how using STEM can make the world a better place while considering issues of social responsibility

PERSONAL GOALS

- Learn to successfully navigate the challenges of personal freedom and accountability
- Build skills essential to success, as a team player and a leader
- Indulge the desire for learning, free from the pressures of formal grades
- Gain self-confidence, broaden your horizons, and prepare yourself for success in high school, college, and beyond

PROGRAMMATIC CHANGES FROM PREVIOUS YEARS

This is the 2nd year of the STEM II program, modeled from the SPARK-STEM I program. STEM II is designed for rising 9th or 10th grade students (those who have completed either 8th or 9th grade). STEM II continues the focus on rigorous academics within a strong foundation of community building elements designed to facilitate an enriching and rewarding experience for the students. The most significant change from the original SPARK model is the inclusion of an academic project within the two-week residential-only program. For prior SPARK Instructors, please do not assume the nuances of the programming are the same, this program while similar is unique. Our office considers all feedback, each year striving to improve the student experience both academically and residentially.

Out-of-class work:

Academic Projects
All STEM II courses run for two weeks and need to incorporate a rigorous academic project for the students to complete by the last day. Students will be given free time to work on their projects, individually or in groups per the instructor preference each afternoon. The total time students should expect to spend on their projects is between 12 – 15 hours of out-of-class work. Instructors will need to be mindful of this and set the expectations and project goals for the students accordingly. Students will be required to produce a portfolio of their work for presentation at the closing event on July 7th. The projects need to be compelling and include hands-on work where applicable with a critical focus on “inquiry”. Students should be able to use this project and the associated presentation as academic evidence of their time with STEM II. Projects should incorporate, to the extent possible, the use of the incredible resources available at Brown University and should not be solely internet or library research projects.

Residential Assistants (RAs) and STEM II Supervision
One RA will be assigned to every 12 students. RAs will NOT be in class. This work is done by the TAs. The RAs will provide support to the students as they learn to navigate the Brown campus, including chaperoning the students on the first day to and from class and other activities. STEM II students will be provided with a level of personal freedom and accountability that will demand their respect and maturity. During the day, students will be expected to take care of getting to and from class, remaining properly hydrated and making smart choices including prioritizing their academic projects over social activities. RAs will supervise everything that happens from dinner-time onward.
Breaks during Class
The 3 hour class period in the morning is particularly long. We encourage you to provide the students with a short break in addition to differentiating the instruction to ensure maximum participation and attention from the students. Water bottles will be provided to all students at check-in – the students themselves will be responsible for filling the bottles with water. Instructors should accommodate and encourage students to drink and refill water bottles. Please take a moment to familiarize yourself with your classroom location and the closest drinking fountain.

Closing Event
Closing Event is scheduled for July 7th from 12:30 – 3:00 pm, and all Instructors and TAs are expected to attend. For returning instructors, the closing event will be similar to last year with a large group format prior to the students meeting with instructors. New to this program will be the inclusion of the Presentation of Learning (POL) for the students and a chance for the instructor to share more details on the class with the families. There will be an hour and a half set aside for the instructor showcase and student POLs. Each course will be assigned a room and media needs should be communicated to Karen Largess at least two weeks prior to the event. Instructors will receive detailed information on the event closer to the date. For questions on the Closing Event please contact Abbey Aevazielis (Abbey_Aevazielis@Brown.edu) or Karen Largess (karen_largess@brown.edu).

CPR due upon completion of the program
All instructors must complete a course performance report (CPR) for each of their students. This consists of one paragraph describing the course and one to two paragraphs on the student’s overall academic performance as well as their academic projects. Please plan ahead and keep evaluative notes on your students in preparation for these reports. The TAs may help with observing and assessing the students, and are welcome to contribute to the writing of the CPRs. Instructors will receive templates to complete and return to our Academic Program Coordination team via spscourses@brown.edu. Questions should be directed to Karen Largess (karen_largess@brown.edu).

Recommendation: STEM II - Website
Please study the content on the webpages which contain useful/vital information: http://www.brown.edu/academics/pre-college/stem/

REGINALD ARCHAMBAULT TEACHING AWARD
Each summer, Brown Pre-College Programs offers the Reginald Archambault Teaching Award to recognize excellence among our instructional staff. Brown graduate students and post-docs who teach in summer programs may be nominated. Announced in early Fall, the award will carry a $1000 cash prize and University-wide recognition. Learn more »

To learn more about other grant awards for new and innovative course development, visit the Dean of the College website.

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.

Questions regarding payroll can 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 should 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. Until you have heard from us, please assume the course is running.

Questions regarding course confirmations may 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 and 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.

1. Select Summer 2017 (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

EMPLOYMENT ELIGIBILITY VERIFICATION

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.

Email SPSPayroll@brown.edu with any payroll questions.

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.

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

INSTRUCTOR STATUS

Obtaining a Brown ID and credentials (username and password) for accessing e-services depends upon instructor affiliation with Brown University:

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.
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 online via http://activate.brown.edu/files/activate/ (If an instructor cannot activate their ID number/card on-line, contact the Computing Help Desk at 401-863-HELP).

2. Non-Brown instructors who are not employed by SPS 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.

If an instructor has successfully activated their Brown ID but is having problems logging into a service or viewing a class roster and/or grading, contact Kathleen_Dorion@brown.edu in the CIS department.

COURSE SUPPORT: TEACHING ASSOCIATES

Each course is eligible for one support person regardless of enrollment. If your enrollment gets close to 20 you may be eligible for a second. While we expect that instructors will be monitoring their course enrollments (on checking enrollment in Banner Web) we will contact instructors if it appears their course will warrant additional course support. Given the typically close working relationship between the instructor and the individual providing support, we look to instructors to identify those with whom they will work and what type of support they request, and to convey this information to us. Instructors are responsible for notifying Abbey Aevazelis or Karen Largess, with the type of support personnel they need and the name and email of the chosen individual.

If an instructor requires assistance in locating course support, SPS can aid in recommending one. Instructors should email spscourses@brown.edu with their requirements. While course support is provided based on enrollment, it is our hope and expectation that whatever type of course support is provided, it does not simply provide the instructor with a more manageable workload but no less importantly adds in significant ways to the educational experience of our students. Indeed, the type of course support provided instructors depends not merely on the size of the class, but more specifically on the goals of the course and the kinds of activities in which the students are engaged. In considering which type of course support they request, instructors should consider carefully the different kinds of course support available in relation to their course objectives and syllabus.

TEACHING ASSOCIATES

Teaching Associates are required support for the STEM I program. Teaching Assistants are not recommended unless they are a secondary support person.

Teaching Associates are typically graduate students at Brown and serve as Associates for summer courses offered through their home department, and in areas in which they have a developing expertise. Associates typically attend all classes and, through their engagement with students and the instructor in the subject matter of the course, provide additional support to the instructor and the students in ways that increase – in quality and quantity - student contact with content experts and in this way supports student learning. Frequently Associates go on to teach the courses they support in subsequent summers.
While a Teaching Associate should be viewed by students as an instructional resource supplementing an instructor, an Associate is not a co-instructor: They are not responsible for creating a syllabus or designing and delivering independently of the instructor individual class modules or lectures or for being the primary or regular leader of the class. This is a salaried position.

QUALIFICATIONS: Current enrollment at the graduate level in the discipline being taught, and with content expertise in the special area being taught; prior experience as a teaching assistant or training in pedagogy required.

Among the tasks a Teaching Associate is expected to do are:
- Lead or facilitate discussion sections during class
- Augment an instructor’s role in discussing material
- Assist students when doing hands-on experiments and ask them appropriate questions to help deepen student understanding
- Grade and provide students with feedback on homework, exams, and tests
- Lead tutorials and review sessions outside of class
- Tutor students on how to learn (i.e. going over study strategies)
- Assist the instructor with administering pre-instruction and/or post-instruction slips, review homework preparation and provide students with guidance on assignments
- Provide formative feedback to the instructor regarding student learning
- Act as a “liaison” between instructor and students.

Teaching Associates are expected to attend all classes and/or labs, and fieldtrips scheduled for their specific course. Support personnel are expected to help the instructor in the subject matter of the course, on classroom management and conducting the class, and on helping out with group discussions.

While this individual should be viewed by students as an instructional resource supplementing an instructor, they are not a co-instructor: they are not responsible for creating a syllabus or individual class modules or for being a primary or regular leader of a class.

Teaching Assistants or Teaching Associates are expected to work about 30 - 35 hours per week. This consists of working 5 mornings per week AND select field trips, laboratories, and/or course time on two afternoons per week.

Instructors teaching in the STEM II program should identify a Teaching Associate as the primary support personnel and then can choose either a second Teaching Associate or a Teaching Assistant if the course enrollments warrant an additional support person.

TEACHING ASSISTANTS

Teaching Assistants are advanced undergraduates or graduate students early in their studies who provide basic level support to an instructor in areas in which they have relevant expertise related to the needs of the course. Direct interaction with students is typically passive, and focuses primarily on the mechanics of the course rather than substantive interactions regarding their learning of the content of the course. Teaching Assistants typically attend all classes, contingent upon their specific duties. Teaching Assistants are compensated hourly for the work performed. QUALIFICATIONS: Current enrollment at the undergraduate or graduate level, typically in the discipline being taught or a related area, and possession of those skills directly related to the needs of the course.

Among the tasks a Teaching Assistant is expected to do are:
- Perform tasks in support of the instructor, such as identifying and posting material in Canvas or acquiring course materials for students related to the content of the course
- Collecting assignments and recording completion of work
- Communicating with students missing assignments
- Provide students with clarifications on assignments
- Assist instructor in administering pre- and post-instruction slips
• Organizing students into learning groups
• Assist instructor when students are engaged in hands-on projects or when explanations on the proper use of equipment of any kind is needed
• Provide feed-back to instructor on any students struggling with material or any aspect or element of the course that is particularly challenging for all students
• Assist the instructor in ensuring that students are engaging with and mastering the material by engaging with students, under the direction of the instructor, in study groups or small tutorials, as appropriate

TEACHING RESOURCES

INSTRUCTOR MEETINGS

A member of the SPS instructional staff will meet with each of you for at least one hour prior to the teaching of your course. You will be contacted by Donna Lico (STEM II Curriculum Coordinator) or Karen Largess (STEM II Academic Program Coordinator) to schedule this meeting. All academic projects will need to be approved by both the Curriculum Coordinator and Program Director prior to implementation. Additional follow-up meetings will be scheduled as desired or needed. We all have the same goal in mind, and want you to excel in teaching your course. Our staff is ready, willing and able to help define your course to the needs of an early high school student audience. Early high school classroom management will also be addressed.

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 or contact the Sheridan Center (401-863-1219 or Sheridan.Center@Brown.edu).

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.

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

View course examples, help documentation and videos, and best practices at http://brown.edu/information-technology/knowledge-base/

For questions about Canvas: Instructional Technology Group (ITG@brown.edu or 863-7489)
The Brown University libraries are a wonderful resource both on-campus and online. 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).

Library Contacts:
Steven Lavallee  
*Steven_Lavallee@brown.edu*  
401-863-9866

Debra Nelson  
*Debra_Nelson@brown.edu*  
401-863-3331

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**INSTRUCTIONAL TECHNOLOGY GROUP (ITG)**

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

**CLASS CANCELLATION BY INSTRUCTOR**

During summer SPS hours 8am-4pm: email [spscourses@brown.edu](mailto:spscourses@brown.edu) and contact Karen Largess at (401) 863-3452 should an Instructor or TA become ill or unable to teach their assigned course time.

After hours: email [spscourses@brown.edu](mailto:spscourses@brown.edu) and call (401) 863-7901 to leave a detailed message.

**VISITOR PARKING**

Instructor parking on campus parking lots is not available during the summer. There are several 2- to 3-hour street parking spots available closer to campus and all-day parking located a few blocks from campus.

An exception may be made for instructors with a medical condition or disability. Please contact the Student and Employee Accessibility Services (SEAS) office at (401)-863-9588 for more information. For more information about visitor parking: [http://www.brown.edu/about/administration/transportation/parking/visitor-parking](http://www.brown.edu/about/administration/transportation/parking/visitor-parking)

**PROGRAM STRUCTURE**

**CLASS SCHEDULE**

All classes meet daily from 8:30 – 11:20am. In 2017 due to the July 4th holiday, there will be extended day sessions held on Tuesday through Friday of the first week [June 27 – 30] students meet for additional classes, laboratories, or field trips between 12:30 – 3:05pm. There is no class on the July 4th holiday. Additionally, there are lectures, STEM activities, and Community Development sessions scheduled throughout the week as well as the free time each afternoon for students to focus on their academic projects. Lunch is from 11:30 – 12:15pm daily. Please refer to the draft Activities Calendar 2017 at the end of this manual. Karen Largess will email Instructors the full calendar once it becomes finalized. For questions regarding programmatic scheduling, please email Karen Largess.

STEM II includes additional time commitments for instructors. Instructors are expected to host a brown bag lunch with their students the first [Monday, June 26th](http://library.brown.edu/libweb/hours.php), where you will discuss the academic projects. In addition, we...
encourage you or your TAs to have lunch with your students one other time throughout the two week session. Lunch tickets are available for pickup at the main desk of the Robert Center/Faunce.

There are additional opportunities for volunteer work for instructors to spend time sharing your research with our students during the two weeks. Depending on the structure of the academic project, course TA’s will likely need to be available in the afternoons to hold office hours or meet with students to ensure they projects are moving along successfully.

CLASS FORMAT

Currently "best practice" in pedagogy includes changing the format of instruction in approximately 15 - 20 minute intervals, using models, diagrams, and manipulatives whenever possible, providing graphic organizers for note taking and utilizing group activities for content-based instruction. The incorporation of an inquiry activity - where students ask a question, design an experiment, collect and analyze data - is also recommended.

STEM II encourages the use of entry and/or exit slips on a daily basis for assessing student learning, addressing student questions and attaining feedback from students regarding the instruction or class format. This information should be used to guide and adjust instruction on a daily basis.

Work Portfolio:  Instructors are encouraged to provide opportunities for students to complete assignments or written records of learning experiences to be compiled in a format appropriate for the course topic in a course portfolio. The completion of a portfolio enhances a student’s feeling of achievement and can serve as a record of course work upon return to their home school.

Academic Project:  Students are expected to spend between 12 and 15 hours of out-of-class work on their academic projects. TAs or instructors should be available in the afternoons, approximately between 3:00 and 5:00, to hold office hours and check in on the student progress. Students should continue to make measurable progress to be prepared to showcase their work at the POL time during the closing event. How student’s present their work is dependent on the course project and instructor’s preference.

CO-CURRICULAR ACTIVITIES

STEM II students have more freedom than STEM I – SPARK students, however, they are kept together as a cohort in the evenings and weekends. The additional level of freedom and personal responsibility is to encourage students to expand their wings, and grow as individuals during the two weeks. While the students do have free time in the afternoons, the expectation is that they prioritize the work on their academic project before participating in any Summer@Brown activities or utilizing the athletic complex, etc. STEM-related activities are planned for the weekend and there are many opportunities built in during the week, immediately after lunch, for Community Building Activities, lectures, Grad Student Panel, and more. Most, if not all, activities are geared toward preparing for college or science or engineering and/or social responsibility as it relates to STEM and research.

FIELD TRIPS OR LABORATORY EXERCISES

Fieldtrips and Laboratory exercises are set for Tuesday - Friday 12:30 – 3:05p of the first week of the program [June 27-30]. Afternoons are led by the Instructor and their TA. Instructors are encouraged to incorporate hands-on activities during their regular class syllabus for execution during the afternoon scheduling.

CLOSING EVENT
The STEM II Closing Event is held on Friday, July 7th from 12:30 – 3:00pm. Instructors will receive information with the exact programming of the event and more specifically, their role (what is expected of all academic instructional staff), at least two-weeks before STEM II begins. This information will be sent via email by Karen Largess.

The closing event will include an hour and a half for both the instructors and students to showcase to the parents the work completed over the two week course. One model would be for instructors to spend about 20 – 30 minutes discussing the course and the remaining time for the students to present their POLs. STEM II instructor presentations may include a digital display and/or images of the students in action (provided associated medial releases have been provided). Each instructor will have a classroom and should plan on arriving at least a half hour before the event to set-up. If you need media access for your, or your student’s presentations, please contact Karen Largess.

Schedule:

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:30 – 3:00pm</td>
<td>Full Closing Event for students and families.</td>
</tr>
<tr>
<td>12:30 – 1:00pm</td>
<td>General Closing Event for students, parents, siblings, family and friends</td>
</tr>
<tr>
<td></td>
<td>Location Solomon Hall (subject to change)</td>
</tr>
<tr>
<td>12:30 – 1:00pm</td>
<td>Instructors prepare the rooms for the course presentation and student presentation of learnings.</td>
</tr>
<tr>
<td></td>
<td>Locations TBD</td>
</tr>
<tr>
<td>1:00pm</td>
<td>RAs will assist families and students to find their individual classroom for the POL showcase</td>
</tr>
<tr>
<td>1:30 – 3:00pm</td>
<td>Families and students arrive in the classrooms and are ready for the instructor and student POL showcase.</td>
</tr>
<tr>
<td>3:00pm</td>
<td>Students are dismissed to check out of the residence hall</td>
</tr>
</tbody>
</table>

COURSE LOGISTICS

COURSE DETAIL FORM

The Course Detail Form is the main tool SPS uses to determine logistical support for each course: classroom scheduling, AV/media needs, computer lab needs, fieldtrips, 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

- Classrooms and labs are reserved based on enrollment size, A/V and lab needs as indicated on the CDF, and space availability.
- Classroom space and resources at Brown are limited. Requests for a specific building and room cannot be guaranteed due to space availability.
- Most department classrooms are not controlled by the Scheduling Office. As much as possible, SPS encourages instructors to use Department space to be arranged directly with the appropriate department manager. If department space has been arranged, notify spscourses@brown.edu so SPS can update the class location in Banner.
- NOTE: Most classrooms do not include an instructor computer station. If a Computer Data Projector is requested, instructors are responsible for bringing a laptop to class with a VGA port or an adaptor for a VGA port.

CLASSROOM CONTACTS

- For assistance with unlocking buildings or classrooms, contact the Department of Public Safety non-emergency number at (401) 863-3322
- For concerns about a classroom space (e.g. temperature control, leak, trash), contact the Facilities Service Response Center at (401) 863-7800
• For concerns about room size or room location, contact Karen Largess 863-3452 or Betsy Bates 863-6212 [karen_largess@brown.edu/elizabeth_bates@brown.edu/spscourses@brown.edu]
• For assistance with operating media equipment in the classroom, contact Media Services (401 863-3600)

**COMPUTER LABS**

As with classrooms and labs, the computer lab facilities are scheduled by University Event & Conference Services. Computer lab resources are very limited so all requests may not be accommodated.

• There are three computer labs scheduled by the Scheduling Office – CIT 265 (24 PCs, 1 instructor station), CIT 269 (13 PCs, 12 Macs, 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.
• Computer lab time may be scheduled for student projects over the weekend if necessary, please communicate your requests to Karen Largess.

**TEXTBOOKS AND COURSEPACKS**

• Instructors requiring a textbook or coursepack for their course are responsible for ordering directly through the Bookstore or Metcalf Copy.
• SPS will arrange for the purchase of textbooks and course packs for all courses. Students do not directly pay for or pick-up their own textbooks and/or coursepacks. **Instructor must email karen_largess@brown.edu upon ordering a textbook and/or coursepack so she can arrange for payment before time of pick-up and distribution.**
• Instructors may be responsible for picking up their textbook and/or coursepack to distribute to their students on the first day of class. Karen Largess will be in touch with specific details.

**TEXTBOOKS**

• Instructors are responsible for ordering their textbook(s) through the Brown Bookstore – download the Course Material Order Form and email it to: textbooks@Brown.edu or fax it to 401-863-7094
• Instructors that wish to receive a desk copy of the textbook should contact the publisher directly.

Brown Bookstore contact: Diane Gregoire – email: textbooks@brown.edu; phone: (401) 863-2270

**COURSEPACKS**

• Instructors are responsible for requesting their coursepack through Metcalf Copy Center 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. 4 – 6 week lead time for copying documents)
• If an instructor is using the same coursepack as the previous summer, a Coursepack Order Form still needs to be filled out to include a note stating that the coursepack is on file from the previous summer. **Copyright approval is only valid for a year and must be re-acquired each summer.**
• Metcalf Copy Center provides one free coursepack desk copy for instructors for each course. If a course will need more than one desk copy (ex. for co-instructors and/or TAs), this has to be communicated to Metcalf Copy Center separately.
• SPS will communicate directly to Metcalf Copy Center with the course enrollment
• Due to copyright policies, course material copies made elsewhere (such as Allegra or Fedex Kinkos) other than Metcalf Copy are not reimbursable to the instructor.
**TEXTBOOK AND COURSEPACKS COSTING**

It’s important that the instructor keep in mind the cost of required textbook(s) or coursepack she/he is ordering for their class. The course material costs should be appropriate for the length of the course and should serve the course curriculum. For example, the cost of a textbook for a 2-week course should not exceed $200.

Sample costing guidelines:

<table>
<thead>
<tr>
<th>Length of course</th>
<th>Textbook(s)</th>
<th>Coursepack</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 weeks</td>
<td>&lt; $150</td>
<td>$30-$50</td>
</tr>
</tbody>
</table>

**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 coursepack from Metcalf Copy Center
- 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 (CDF). SPS purchases the supplies once they’ve been reviewed and approved. Supplies are mailed to the street address provided on the CDF.
- 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).
- **NOTE: NC-17 or R-rated course materials (DVDs, movies, video clips, graphics) are not appropriate for students under the age of 17**
- Instructors are provided with a maximum budget of $100/student for the duration of the course for supplies.

**STUDENT PRINTING**

All students can send documents from their personal computers by using the PAW (People Against Waste) Prints queue system for printing at release stations.

A print job is not printed until it is released at one of the print release locations on campus.

To print at a printer station, students have to purchase a Bear Bucks Guest Card.

NOTE: Bear Bucks accounts cannot be opened through students’ Brown ID Cards.

## BEAR BUCKS GUEST CARD

A Bear Bucks Guest Card functions like a debit card and provides a convenient and safe way to make purchases and access services on campus.

- Bear Bucks Guest cards are purchased at ValuePort III machines for $1.00.
- ValuePort III machines are located at the Rockefeller Library, Science Library, Sharpe Refectory lower level, Josiah’s, Stephen Robert ’62 Campus Center, Bookstore Lobby, Emery Woolley Hall, and 222 Richmond Street.
- Students deposit funds onto their Bear Bucks Guest Card by inserting cash ($1, $5, $10 and $20 bills) into the ValuePort III machine.
- Any funds added to a Bear Bucks Guest Card remain on the card until the balance is spent in its entirety. Funds remaining on a Bear Bucks Guest Card are non-transferable and non-refundable.
- Cash withdrawals are prohibited on a Bear Bucks Guest Card.

## FIELD TRIPS

A Field Trip, whether walking or bus transport, is comprised of any instance 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. Any field trip requests (walking trip or with bus transport) must be indicated on the CDF. SPS will follow up with a link to a Field Trip Request Form.
2. SPS will contact the instructor regarding approval of the field trip, and notify instructor one week prior to the field trip with logistical details and confirmation.

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 bus transport or RIPTA bus services. Instructors/staff are not allowed to transport SPS students in personal vehicles.

NOTE: If you leave your class as any point, even to sit on the main green, please inform Karen Largess prior to your departure. It is essential that we are aware of your whereabouts in case of an emergency.

## 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 email spscourses@brown.edu with detailed information about their guest speaker(s), including: 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. Instead, “gifts of appreciation” (ex. mugs, water bottles) are available.
  - Non-Brown Affiliated Guest Speakers – do receive an honorarium to be determined by a SPS Program Director based on the extent of the guest speaker’s work in the course.
**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 emails spscourses@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. Instructor Name
   b. Course Title
   c. Purpose of items purchased
   d. Scan of the 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.)

**NOTE:** SPS will not reimburse instructors for refreshments for last day of class activities. Instructors may purchase refreshments at their own expense. **Instructors need to be mindful that there are an increasing number of students who have food allergies.** Instructors are instead encouraged to find creative alternatives to providing refreshments.

**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 (example, 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>
<tr>
<td>Student Behavior</td>
<td>School of Professional Studies (401) 863-7901</td>
<td>Contact Brown Public Safety non-emergency number: (401) 863-3322</td>
</tr>
<tr>
<td>Academic Issue</td>
<td>Abbey Aevazelis: Associate Director of Pre-College Programs and Director of STEM II and II (<a href="mailto:abbey_aevazelis@brown.edu">abbey_aevazelis@brown.edu</a>) (401)-863-7906 or James Chansky: Summer@Brown (<a href="mailto:james_chansky@brown.edu">james_chansky@brown.edu</a>) (401) 863-7905</td>
<td>Ask to be connected to the Resident Director (RD) or Administrator On Call (AOC)</td>
</tr>
</tbody>
</table>

**STUDENT PRIVACY**

SPS requests that instructors respect their students’ privacy and refrain from uploading individual or course images to social media sites.

**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 Abbey Aevazelis, as soon as possible and should also 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 twice, notify the RD On Call, abbey_aevazelis@brown.edu and spscourses@Brown.edu.

Due to the additional freedom in STEM II, while we hope this is not a concern, there may be students who oversleep or choose not to go to class. In addition, they may not actively participate or take the class seriously and cause a disruption for the other students. If this is the case, it is imperative that you contact Abbey Aevazelis, and the RD on call immediately.

COURSE ROSTERS

Instructors with an active teaching appointment may view Course 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.

1. Visit http://selfservice.brown.edu
2. Login in with your USERNAME and PASSWORD
3. Choose the “Faculty and Advisors” link
4. Select “Summary Class List”
5. Select the term Summer 2017 (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.

REPORTING ON COURSE ROSTERS

- Instructors are required to access their class roster in Banner before the first three days of class and take attendance.
- When a student on the roster is missing, or an additional student not on the roster is present, the instructor enters the names on the Google Doc “Roster Reconciliation Form” and submits.
- Instructor directs additional students attending class to the Info Desk at the Stephen Robert Campus Center (formerly Faunce House)
- Instructor checks the Banner roster the next morning and takes attendance again to ensure all are attending are officially registered for the class. This process continues until the Banner roster matches attendance.
- Roster integrity is crucial for the safety and security concerns of all attending students.
- Any roster discrepancies must be corrected and finalized by the third day of class to ensure correct student billing by SPS.

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 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: seas@brown.edu

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 within 2 weeks after the last day of class. Students are very eager to receive their Certificates of Completion and CPRs to add to their college portfolios.

GRADING IN BANNER

Although the pre-college courses are non-credit, grades must be entered for each student to initiate the issuance of Certificates of Completion.

The grading system for the non-credit pre-college courses in Banner is based on designating an “S” (satisfactorily completed) or “NC” (no certificate).

- 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’s 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.
- Choose the “Faculty and Advisors” link, then “Final Grades”.
- Select the term Summer 2017 (SPS) (Do not select “Summer 2017”).
- 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
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 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.
- Please keep a record of student attendance, participation and conduct as behaviors that are detrimental to the student or group may jeopardize the certificate of completion and be included in comments on the CPR.

COURSE PERFORMANCE REPORTS (CPR)

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

CPRs provide valuable feedback to students, parents, and on occasion to college admissions offices. At the end of the course, CPR templates are mailed to the instructor, which the instructor is required to complete 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. Positive Example | Critical 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, and how the course enhanced the learning of the subject matter for the student, 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.
**STUDENT COURSE FEEDBACK**

Students are emailed a link to a Course Evaluation form 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 results once the evaluations are complete.

**FACULTY FEEDBACK**

Faculty Evaluation forms are emailed to all instructors at the completion of their course(s). We seek your views on your experience teaching for us in order to improve our support and to strengthen the STEM I programs.

**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 call Abbey Aevazelis on her cell phone at 401-441-3381 or her work phone 401-863-7906.

**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/](http://brown.edu/Administration/EHS/fire/EAP_Training/)
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 25</td>
<td>9am - 1pm: Check-in</td>
<td>7:30 - 8:30am Breakfast</td>
<td>7:30 - 8:30am Breakfast</td>
<td>7:30 - 8:30am Breakfast</td>
<td>7:30 - 8:30am Breakfast</td>
<td>July 1</td>
</tr>
<tr>
<td></td>
<td>10am - 11am: Check-in</td>
<td>8:30am - 11:20am Course Time</td>
<td>8:30am - 11:20am Course Time</td>
<td>8:30am - 11:20am Course Time</td>
<td>8:30am - 11:20am Course Time</td>
<td>9:30am - 11:30am RA Led Activities College Success Workshop tracks/scholar athlete etc.</td>
</tr>
<tr>
<td></td>
<td>Lunch on your own</td>
<td>June 26</td>
<td>June 27</td>
<td>June 28</td>
<td>June 29</td>
<td>June 30</td>
</tr>
<tr>
<td></td>
<td>1:30pm - 2:30pm</td>
<td>11:45am - 12:45pm Brown Bag Lunch with instructors to discuss Academic Projects</td>
<td>11:30am - 12:15pm Lunch</td>
<td>11:30am - 12:15pm Lunch</td>
<td>11:30am - 12:15pm Lunch</td>
<td>11:30am - 12:15pm Lunch</td>
</tr>
<tr>
<td></td>
<td>Orientation for Parents MacMillan Aud. 117</td>
<td>June 29</td>
<td>June 30</td>
<td>July 1</td>
<td>12:30pm - 3:05pm Afternoon Field Trip Lab or Course Time OR FREE TIME/ACADEMIC PROJECT WORK</td>
<td>12:30pm - 3:05pm Afternoon Field Trip Lab or Course Time OR FREE TIME/ACADEMIC PROJECT WORK</td>
</tr>
<tr>
<td></td>
<td>Icebreaker activity w/ RA COMMUNITY BUILDING</td>
<td>1:00pm - 2:00pm Campus Tour</td>
<td>12:30pm - 3:05pm Afternoon Field Trip Lab or Course Time</td>
<td>12:30pm - 3:05pm Afternoon Field Trip Lab or Course Time OR FREE TIME/ACADEMIC PROJECT WORK</td>
<td>12:00pm - 3:00pm Field Trip 2:00pm Free Time &amp; Academic Project Work</td>
<td>12:00pm - 3:00pm Field Trip 2:00pm Free Time &amp; Academic Project Work</td>
</tr>
<tr>
<td></td>
<td>2:30pm - 3:00pm</td>
<td>2:00pm - 3:30pm Community Building - RA Led Expectations and team building</td>
<td>3:00pm - 4:30pm Free Time</td>
<td>3:00pm - 5:00pm Free Time &amp; Academic Project Work</td>
<td>3:00pm - 5:00pm Free Time &amp; Academic Project Work</td>
<td>3:00pm - 5:00pm Free Time &amp; Academic Project Work</td>
</tr>
<tr>
<td></td>
<td>Parent &amp; Student Farewells</td>
<td>June 30</td>
<td>June 30</td>
<td>July 1</td>
<td>July 1</td>
<td>July 1</td>
</tr>
<tr>
<td></td>
<td>5:30pm - 8:30pm Dinner</td>
<td>5:30pm - 6:30pm Dinner</td>
<td>5:30pm - 6:30pm Dinner</td>
<td>5:30pm - 6:30pm Dinner</td>
<td>5:30pm - 6:30pm Dinner</td>
<td>5:30pm - 6:30pm Dinner</td>
</tr>
<tr>
<td></td>
<td>7:00pm: Evening Social</td>
<td>7:00pm: RecLife Rec Activity</td>
<td>7:00pm: RecLife Rec Activity</td>
<td>7:00pm: RecLife Rec Activity</td>
<td>7:00pm: RecLife Rec Activity</td>
<td>7:00pm: RecLife Rec Activity</td>
</tr>
</tbody>
</table>

**Key:**
- **Academic/Course Time**
- **Professional Talks**
- **Community Building/Res Life Activities**
- **Sign-up Activities**
- **Free Time & Academic Project Work**
- **Activities with/ for Parents**

Revised 6/13/17