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PROGRAM OVERVIEW

THE STEM I PROGRAM

STEM I is a two week residential program for curious middle school students who seek to live on the Brown University campus, immerse themselves in exciting STEM subjects, and gain the foundations necessary for further scientific inquiry. STEM I students choose from a range of courses (one 2-week or two 1-week courses), and participate in carefully selected inquiry activities, inspiring science talks, as well as community-building and co-curricular activities. Students will not only learn the foundations of one or two STEM disciplines, but will reflect on what it means to excel, rise, and possibly lead in the STEM fields; while developing into well-rounded and responsible citizens.

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

THE STEM I EXPERIENCE

The STEM I 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 I 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 I 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. Additionally, students will be confronted with ethical dilemmas that scientists might encounter such as doing research on new technologies or stem cells. The objective is for students to 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; specifically “inquiry-activities” and lectures on diverse topics not addressed in any of the course offerings. In the evenings, the Residential Life staff plans and oversees age appropriate “fun time” where students enjoy an array of recreational activities (examples are 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 I 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

- 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
- Be inspired in inquiry-based learning, do hands-on experiments, and learn the art of scientific exploration
- Understand that communicating STEM concepts to others is critically important to being successful as a scientist, engineer or researcher
- Learn how researchers make discoveries – i.e., question the situation, experiment, analyze and interpret data, and then come up with sound conclusions and new insights
- Learn from current faculty and graduate students about their research and begin to explore possible career opportunities

COMMUNITY BUILDING GOALS

- Engage successfully with many diverse students who have shared interests
- Learn the art of teamwork by engaging in meaningful discussions and group projects
- Form a community of practice and learning with shared respect and support
- Think about how using STEM can make the world a better place while considering issues of social responsibility

PERSONAL GOALS

- Connect with other students who also love learning and make lasting friendships
- Gain self-confidence while learning novel things in a safe, comfortable, and challenging environment
- Broaden your horizons and prepare yourself for high school, college, and beyond

PROGRAMMATIC CHANGES FROM PREVIOUS YEARS

STEM I is the first in a series of programs that students can enroll with Brown Pre-College programs and is the program designed specifically for our youngest audience. STEM I is open to students who have completed 6th or 7th grade while STEM II is open to students who have completed 8th or 9th grade. STEM I continues to have strong community building elements designed in the program schedule and remains a two-week residential-only program.

For returning STEM I Instructors, please do not automatically assume the nuances of the programming are the same from year to year. Our office considers all feedback, each year striving to improve the student experience both academically and residentially.

New Policy Changes:

A different vendor has been contracted to provide the Residential Life services for the STEM I and II Programs due to the unique nature of working with, and supervising, the youngest Pre-College population. Instructors will not notice any changes in relation to the duties assigned to this team with the exception of the name of the staff working most closely with the students.

STEM Advisors (SAs) – Formerly RAs
At least one SA will be assigned to each STEM I course. SAs supervise residential activities in the afternoons, evenings and weekends and generally are in charge of the residence hall life. The SAs will chaperone students to and from class, lectures, inquiry activities, etc. SAs will drop-off the morning snack, have meals with students and supervise everything that happens after course time in the afternoons and onwards. Instructors will be provided the name and contact information for the SA that is assigned to chaperone students to and from each individual class. Please note that SAs do NOT stay during the classes. For assistance in the classes, the TAs should be consulted.
Breaks & Snacks during Class
The 3 hour class period in the morning is particularly long. We will continue with a snack break. Snacks will be left with instructors (by the SA staff) in the morning, to distribute appropriately within the scheduled class time. 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 27th from 1:30 – 3:00pm, and all Instructors and TAs are expected to attend. Instructors will receive detailed information on the event closer to the date. For questions on the Closing Event please contact Karen Largess (karen_largess@brown.edu). For returning instructors, the Closing Event will be similar to last year with a student work showcase.

Course Performance Report 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 paragraph on the student’s performance. 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 I Website
Please study the content on the STEM I webpages which contain useful/vital information.

REGINALD ARCHAMBAULT TEACHING AWARD

Each summer, Brown Pre-College Programs offers the Reginald Archambault Teaching Award to recognize excellence among our teaching staff. Brown graduate students and Brown Postdocs who teach in our summer programs are encouraged to apply. The award will carry a $1000 cash prize and University-wide recognition. Application and criteria may be found on our website in late spring. Specific questions regarding the Archambault Teaching Award should be sent to Academic Program Coordinator, Karen Largess [karen_largess@brown.edu]. Learn more »
INSTRUCTOR LOGISTICS

CONFIRMATION OF COURSE

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

Questions regarding course confirmations can be emailed to spscourses@brown.edu.

CHECKING ENROLLMENT IN SELF-SERVICE BANNER

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

The summer courses are listed in Banner Self-Service: https://selfservice.brown.edu/ss/bwckschd.p_disp_dyn_sched.

1. Select Summer 2018 (SPS) for pre-college courses
2. Choose your course SUBJECT and click “Class Search”
3. Scroll down to find your Course Title
4. Click on your Course Title to view the Detailed Class Information page with enrollment details

LETTER OF APPOINTMENT

School of Professional Studies (SPS) emails each instructor an Appointment Letter confirming their course title, course 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

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.

Email SPSPayroll@brown.edu with any payroll questions.

BROWN ID CARD & ELECTRONIC SERVICES

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

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

OBTAINING THE BROWN ID CARD

- 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 must 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 YOUR 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/](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. 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.
3. **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.

**TEACHING SUPPORT**

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 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 identifying their support personnel, and notifying Karen Largess with their TA assignment by emailing her their name, CV, cell, permanent mailing address and/or Brown Campus Box and email. Karen Largess will attach them to the course and add them to payroll.

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.

**All teaching support personnel must be I-9 compliant before the first day of class.**

**TEACHING ASSOCIATES**

**Teaching Associates are the preferred support for the STEM I program.**

Teaching Associates are typically Brown graduate students and serve as Associates for summer courses offered through their home department, and in areas in which they have a developing expertise. **For STEM I, 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. Associates, 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, designing and delivering course content independent of the instructor, individual class modules, lectures, or being the primary or regular leader of the class. This is a salaried position. 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. 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 ASSISTANTS

Teaching Assistants are advanced undergraduates 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 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.

**RESOURCES FOR INSTRUCTORS**

**STEM I INSTRUCTOR MEETINGS**

All instructors are required to meet with a member of the SPS STEM I instructional staff to review the curriculum plan for each course. Returning instructors should plan on a one-hour meeting (virtual or in-person). New instructors should plan on two meetings, an initial review and follow-up meeting for approximately one hour each prior to the teaching of your course. All instructors are invited to, and expected to attend, the Instructor Orientation in May. You will be contacted by Donna Lico, (STEM I Curriculum Coordinator), or Karen Largess (STEM I Academic Program Coordinator) to schedule this meeting. 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 a middle school student audience. Best practices in middle school pedagogy, classroom management strategies and answers to other questions you may have 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.

Students can e-access Canvas via their personal laptop or one of the campus computer labs.

**Why use Canvas?**

- Host content, course material, assignments, assessments, and collaborative projects online
- Create an easily accessible archive of your material
- Communicate with student via email and announcements
- Annotate student work and manage grades electronically
- Record and host multimedia in your course site with ease...and much more!

Please note for Summer Instructors only: A Canvas site has been automatically created for each summer course. Log in at canvas.brown.edu to view your unpublished course. Your students are automatically enrolled.

For students to see your Canvas site, you must publish it. Log into Canvas.brown.edu, select your course, and click the Publish button.

Canvas “how to” materials” https://ithelp.brown.edu/kb/canvas.

To get help with Canvas, contact the Instructional Technology Group (ITG@brown.edu or 401-863-7489).
BROWN UNIVERSITY LIBRARIES

The Brown University libraries are a wonderful resource both on-campus and online. Instructors are encouraged to share information about the library with their students. There are many spaces for students to work collaboratively or on their own. There are many library staff who can assist students with their academic work. Subject librarians can be found here https://library.brown.edu/about/specialists.php

To request or reactivate e-reserves (OCRA) and online movies, contact brown.edu/go/reserves. More information is available at https://library.brown.edu/.

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).

For more information about the library, please contact Rock@brown.edu.

ACADEMIC TECHNOLOGY

Faculty Development

Academic Technology Institute: an immersive program that helps instructors integrate technology into teaching; held annually at the end of Spring Semester

Academic Technology Workshops: faculty development workshops that explore technology, teaching, and learning

Digital Teaching and Learning at Brown: learn how Brown faculty are using technology to enhance online and face-to-face courses

Instructor Workshops: “Designing a Student-Centered, Inclusive Pre-College Course”

- Workshop to be led by Stacey Lawrence, PhD, Assistant Director for STEM Initiatives in the Sheridan Center for Teaching & Learning.
- Attend one of the following interdisciplinary sessions: April 24 or 30, 12:15-1:45p, (lunch available at 12:00 PM) at the Sheridan Center, SciLi 720. Contact: RSVP to spscourses@brown.edu.

Teaching Spaces

Technology Rich Classrooms - workspaces for students and faculty to produce digital and physical media

ITG Teaching Lab: a technology-enhanced classroom for investigating innovative teaching and learning activities. itg@brown.edu

Instructional Media Support

Teaching Spaces Multimedia Labs: workspaces for students and faculty to produce digital and physical media; equipment and support for instructors who want to integrate multimedia assignments into courses

LUNCH WITH YOUR STUDENTS

Each instructor is invited to one lunch per session in one of the campus dining halls. The purpose is to give instructors an informal opportunity to meet with their students. Complimentary lunch vouchers are available at the Robert Student Center/Faunce reception desk.
CLASS CANCELLATION BY INSTRUCTOR

After hours: email spscourses@brown.edu and call Abbey Aevazelis at (401) 441-3381 to provide the specifics of the absence. In addition, if an instructor needs to be absent during a STEM I or STEM II course, it is expected that they will communicate their lesson plans and the Teaching Associate(s) and/or Assistants will still be present in the class to work with students.

VISITOR PARKING

Visitor parking on campus is on the upper level of the Power Street garage located on Power Street between Thayer and Brook Streets. Space is limited. Payment is made via the pay stations located in the parking lot. Hourly and daily rates are available. Designated city streets have 2-3 hour parking. Check the City of Providence website.

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.
PROGRAM STRUCTURE

CLASS SCHEDULE

All STEM I classes meet daily from 8:30 – 11:20am. On Tuesdays and Thursdays, students meet for additional classes, laboratories, or field trips between 12:30 – 3:05pm. Additionally, there are lectures, Inquiry Activities, and Community Development sessions scheduled throughout the week. Lunch is from 11:30 – 12:15pm daily. Please refer to the draft STEM I Activities Calendar 2018 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. SPS encourages the instructors to spend one lunch period with your students. One lunch voucher will be available for Instructor and TA pickup at the Robert Center/Faunce information desk while your course is running.

CLASS FORMAT

Currently "best practice" in middle school programs 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 I 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 complied in a format appropriate for the course topic in a course portfolio. The completion of a portfolio enhances a middle school learner’s feeling of achievement and can serve as a record of course work upon return to their home school. Each student is provided with a composition notebook for use in your class. A set of glue sticks will be provided. Students can create a portfolio by gluing work into the composition notebook for them to keep and take home.

CO-CURRICULAR ACTIVITIES

STEM-related activities are typically planned for students when classes are not in session: on Monday and Wednesday of both weeks. These inquiry activities are designed to be hands-on and interactive. Additionally, there are Development Sessions and Community Building Activities, lectures, Grad Student Panel, and a field trip scheduled throughout the week/weekend. Most, if not all, activities are geared toward science or engineering and/or social responsibility as it relates to STEM and research.

FIELD TRIPS OR LABORATORY EXERCISES

Fieldtrips and Laboratory exercises are scheduled for Tuesday and Thursday afternoons and are led by the Instructor and their TA. Instructors are also encouraged to incorporate hands-on activities during their regular class syllabus.

CLOSING EVENT

The STEM I Closing Event will be held on Friday, July 27th from 1:30 – 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 I begins. This information will be sent via email by Karen Largess or Abbey Aevazelis.
STEM I instructors are encouraged to prepare for a table display of work completed in their course. The work showcase can also include a digital display and/or images of the students in action (provided associated media releases have been provided) to be included at your table. Please plan to bring all material with you to set-up.

Schedule:

1:30 – 2:00pm    General Closing Event for students, parents, siblings, family and friends
                 Location Solomon Hall (subject to change)

1:30 – 2:00pm    Instructors set up their display tables for group presentations to students and families
                 Location Sayles Hall (subject to change)

2:00 – 3:00pm    Families are dismissed to attend the course showcase and introduce their families to their instructors. In addition, families can view work conducted in other courses.

3:00pm          Students check out of the residence hall
**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

**CLASSROOM AND LAB SPACE**

- Classroom space and resources at Brown are limited. Requests for a specific building and room cannot be guaranteed due to space availability.
- Classrooms and labs are reserved based on enrollment size, A/V and lab needs as indicated on the CDF, and 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 have a Computer Data Projector. If you request a room that is equipped with a Computer Data Projector, you will be responsible for bringing a laptop to class. While most spaces have both HDMI & VGA connections, the new upgraded locations (classrooms in Smith-Buonanno & Sayles) have only HDMI connections available. There is also the option of wirelessly connecting to AirMedia in many spaces on campus.

To learn more about installed classroom technology, contact Media_Services@brown.edu.

**CLASSROOM CONTACTS**

<table>
<thead>
<tr>
<th>Department of Public Safety</th>
<th>Assistance with unlocking building or classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>401-863-3322 (non-emergency)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilities Service Response Center</th>
<th>Assistance with classroom space (temperature control, leak, trash, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>401-863-7800</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Media Services</th>
<th>Assistance with operating media equipment in the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>401-863-3600</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><a href="mailto:spscourses@brown.edu">spscourses@brown.edu</a></th>
<th>Concerns about room size or room location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Largess (401) 363-3452</td>
<td></td>
</tr>
<tr>
<td>Betsy Bates (401) 863-6212</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Access Control Team</th>
<th>Inquiries regarding card swipe access</th>
</tr>
</thead>
<tbody>
<tr>
<td>401-863-5400, <a href="mailto:accesscontrol@brown.edu">accesscontrol@brown.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

If you leave your classroom even for a few minutes, or change your classroom through facilities, you must inform SPS through phone (above) or email: Karen_Largess@brown.edu or spscourses@brown.edu. This is to ensure we can find you and the students in case of an emergency.
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 and/or Brown’s Copy Center. Orders must be placed no less than 8 weeks prior to course start date.
- SPS will arrange for the purchase of textbooks and coursepacks for all STEM I courses. STEM I 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 are responsible for picking up their textbook and/or coursepack to distribute to their students on the first day of class.

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.
- Instructors should email Karen_largess@brown.edu at the time of the textbook order so she may arrange for payment, prior to instructor pick-up.
- Textbooks should only be ordered if they will be utilized fully within the class. Instructors should make every effort to find a textbook that is not overly expensive or create a coursepack instead.

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

COURSEPACKS

- Coursepacks are the preferred choice for STEM I

- Brown’s Copyright and Fair Use Policy: Brown University expects that all members of the University community respect the rights of ownership of intellectual property by adhering to United States copyright law. https://www.brown.edu/about/administration/copyright/

- Instructors are responsible for requesting their coursepack through Brown University Copy Center using the Coursepacket Order Form. (NOTE: Brown University Copy Center requires an 8-week lead time to acquire copyright approvals for all articles listed in the coursepack.)

- Copyright approval is only valid for a year and must be re-acquired each summer. If an instructor is using the same coursepack as the previous summer, a new Coursepack Order Form needs to be submitted to include a note stating that the coursepack is on file from the previous summer.
Brown University 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, team instructors and/or TAs), this can be requested on the Coursepack Order Form. SPS will communicate with Brown University Copy Center directly with the course enrollment information.

Due to copyright policies, course material copies made elsewhere other than Brown University Copy Center (such as Allegra or FedEx Office) are not reimbursable to the instructor.

Brown University Copy Center contact: Tiziana Milano – email: copycenter@brown.edu, (401) 863-3653.

**TEXTBOOK AND COURSEPACKS COSTING GUIDELINES**

It’s important that the instructor keep in mind the cost of required textbook(s) or coursepack he/she 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 1-week course should not exceed $100.

Sample costing guidelines:

<table>
<thead>
<tr>
<th>Length of course</th>
<th>Textbook(s)</th>
<th>Course pack</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or 2 weeks</td>
<td>$100</td>
<td>$30-$50</td>
</tr>
</tbody>
</table>

**PHOTOCOPYING AT BROWN UNIVERSITY COPY CENTER**

- Instructors have a photocopying budget of $5 per student at Brown University 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 Brown University Copy Center.
- Brown University 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 Brown University Copy Center are not reimbursable due to copyright concerns.

Brown University 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 requested supplies once they’ve been reviewed and approved. SPS purchases the supplies once they’ve been reviewed and approved. Supplies are shipped to the street address provided on the Course Detail Form.
- Supplemental and Material Fees rarely apply to STEM I courses. 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 typically purchase student course supplies. STEM I students will be provided a composition notebook and mechanical pencil only.
- 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 $50/student/week for the duration of the course for supplies.
Reimbursements directly to Instructors for course supplies purchased outside of our order process will only be honored for perishable items – please contact Karen Largess directly should your course require a perishable item. Supplies not approved by Karen Largess or Abbey Aevazelas will not be reimbursed.

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 charter bus transport) must be indicated on the Course Detail Form. SPS will follow up with a link to a Field Trip Request Form.
2. SPS will email instructors once field trip submission has been approved.
3. SPS will confirm in detail all field trip logistics requiring charter bus transportation no less than one week prior to the field trip date.

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 STEM I 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 – may receive an honorarium to be determined by a SPS Program Director based on the extent of the guest speaker’s work in the course.

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.

Instructions for student printing for your reference:

- Students print to PAWPrints from their computer or mobile device
- 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. A Bear Bucks Guest Card functions like a debit card and provides a convenient and safe way to make purchases on campus. NOTE: Bear Bucks accounts cannot be opened through students’ Brown ID Cards
SPS orders all course supplies for instructors. Instructors are required to communicate their course supplies needs via the supply request form. If an instructor needs to purchase a specific supply (e.g. fresh fruit for a science experiment), please follow this process:

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, however, they are not recommended. **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 should they wish to commemorate their last day of class.
ACADEMIC AND BEHAVIORAL CONCERNS

Because faculty play prominent roles in the daily lives of students - as teachers, mentors, and advisors - and 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 assistance.

Key Contacts for Assistance

<table>
<thead>
<tr>
<th>Concern</th>
<th>Monday-Friday 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 Academic Issue | School of Professional Studies (401) 863-7901  
Abbey Aevazelis: Associate Director of Pre-College Programs and Director of STEM I and II (abby_aevazelis@brown.edu) (401)-863-7906  
or James Chansky: Summer@Brown (james_chansky@brown.edu) (401) 863-7905 | Contact the STEM Office Phone number at 401-441-1820 or Abbey Aevazelis at 401-441-3381 |

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 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 spscourses@Brown.edu and abbey_aevazelis@brown.edu

COURSE ROSTERS

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

ACCESSING 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 2018 (SPS)** from the drop down list (do not select “Summer 2018”)
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**

- Roster integrity is crucial for the safety and security concerns of all attending students. Instructors are required to access their class roster in Banner and take attendance on the first day of class.
- When a student on the roster is missing, the instructor enters and submits their name on the [Roster Reconciliation Form](#).
- When a student not on the roster requests to transfer into a class, Instructor enters and submits the student name(s) on the [Roster Reconciliation Form](#) and directs the student(s) to the Info Desk at the Stephen Robert Campus Center (formerly Faunce House).
- Instructor checks the Banner roster the next day and takes attendance again to ensure all students are officially registered for their class. This process continues until the Banner roster matches class attendance.
- Any roster discrepancies must be corrected and finalized by the third day of class to ensure the safety whereabouts of the student and to 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 themselves, they 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 REQUIREMENTS

Instructors are required to enter grades in Banner and complete Course Performance Reports (CPR) for each of their students **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](http://selfservice.brown.edu).
- Choose the “Faculty and Advisors” link, then “Final Grades”.
- Select the term **Summer 2018 (SPS)** (**do not select “Summer 2018”**).
- 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](mailto: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.
- **Be careful to grade the “Primary Meeting” only. Other sections are available (“lab”, “conference”, etc.), but are not gradable.**
- Grades may be submitted all at once or piecemeal, although grading whole sections at once is recommended to avoid leaving students ungraded.
- 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.
- After 30 minutes, Banner will log out of the grading session. Non-submitted grades will be lost.
- 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](mailto: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.

COURSE PERFORMANCE REPORTS (CPR)

All STEM I 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).
- 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 they contributed to the class, anything that stood out about the student, and any additional constructive comments.
- Instructors can review samples of the Course Performance Report for guidance on how to complete one. Positive Example | Critical Example

COURSE FEEDBACK FROM STUDENTS

Before their course ends, students are emailed a link to a Course Evaluation form so they may provide quantitative and qualitative feedback. 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/
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 16</td>
<td>July 17</td>
<td>July 18</td>
<td>July 19</td>
<td>July 20</td>
<td>July 21</td>
</tr>
<tr>
<td>9am - 1pm: Check-in Andrews Dining Hall</td>
<td>9am - 11am: Course Time w/snack</td>
<td>9am - 11am: Course Time w/snack</td>
<td>9am - 11am: Course Time w/snack</td>
<td>9am - 11am: Course Time w/snack</td>
<td>9am - 9:30am Breakfast</td>
</tr>
<tr>
<td>10am - 11am: Lunch</td>
<td>11am - 12:15pm: Lunch</td>
<td>12:30pm - 3:15pm: Lunch</td>
<td>12:30pm - 3:15pm: Lunch</td>
<td>12:30pm - 3:15pm: Lunch</td>
<td>11:30am - 12:15pm: Lunch</td>
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<tr>
<td>12:30pm - 3:15pm: Lunch</td>
<td>12:30pm - 3:15pm: Lunch</td>
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<td>12:30pm - 3:15pm: Lunch</td>
<td>12:30pm - 3:15pm: Lunch</td>
<td>12:30pm - 3:15pm: Lunch</td>
</tr>
<tr>
<td>1:30pm - 2:30pm: Orientation for Parents Kasper Multipurpose Room</td>
<td>2:30pm - 5:30pm: Orientation for Students Kasper Multipurpose Room</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>7:00pm: Welcome Event - ORL's</td>
<td>7:00pm: ResLife Rec Activity</td>
<td>7:00pm: ResLife Rec Activity</td>
<td>7:00pm: ResLife Rec Activity</td>
<td>7:00pm: ResLife Rec Activity</td>
<td>7:00pm: Beach/Mystic</td>
</tr>
</tbody>
</table>

**July 22 -- week II**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 23</td>
<td>July 24</td>
<td>July 25</td>
<td>July 26</td>
<td>July 27</td>
<td>Revised 4/10/18 AA</td>
</tr>
<tr>
<td>8am - 9am: Breakfast</td>
<td>8am - 9am: Breakfast</td>
<td>8am - 9am: Breakfast</td>
<td>8am - 9am: Breakfast</td>
<td>8am - 9am: Breakfast</td>
<td>9:00am - 9:00am Breakfast</td>
</tr>
<tr>
<td>9am - 10am: Inventathon</td>
<td>9am - 11am: Course Time w/snack</td>
<td>9am - 11am: Course Time w/snack</td>
<td>9am - 11am: Course Time w/snack</td>
<td>9am - 11am: Course Time w/snack</td>
<td>9:00am - 9:00am Breakfast</td>
</tr>
<tr>
<td>11am - 12:15pm: Lunch</td>
<td>12:30pm - 3:15pm: Lunch</td>
<td>12:30pm - 3:15pm: Lunch</td>
<td>12:30pm - 3:15pm: Lunch</td>
<td>12:30pm - 3:15pm: Lunch</td>
<td>10:30am - 10:30am Breakfast</td>
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<td>12:30pm - 3:15pm: Lunch</td>
<td>12:30pm - 3:15pm: Lunch</td>
<td>12:30pm - 3:15pm: Lunch</td>
<td>12:30pm - 3:15pm: Lunch</td>
<td>12:30pm - 3:15pm: Lunch</td>
<td>10:30am - 10:30am Breakfast</td>
</tr>
<tr>
<td>1:30pm - 5:30pm: Free Time</td>
<td>1:30pm - 5:30pm: Free Time</td>
<td>1:30pm - 5:30pm: Free Time</td>
<td>1:30pm - 5:30pm: Free Time</td>
<td>1:30pm - 5:30pm: Free Time</td>
<td>1:30pm - 5:30pm: Free Time</td>
</tr>
</tbody>
</table>

**Key:**
- **Course Time**
- **Inquiry Activities**
- **Professional Talks**
- **SA LED/Community Building Activities**
- **STEM Activities**
- **Free Time**
- **Activities with or for Parents**