# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Overview</td>
<td>5</td>
</tr>
<tr>
<td>The STEM II Program</td>
<td>5</td>
</tr>
<tr>
<td>The STEM II Experience</td>
<td>5</td>
</tr>
<tr>
<td>Academic Goals</td>
<td>6</td>
</tr>
<tr>
<td>Community Building goals</td>
<td>6</td>
</tr>
<tr>
<td>Personal Goals</td>
<td>6</td>
</tr>
<tr>
<td>Programmatic Changes from Previous Years</td>
<td>6</td>
</tr>
<tr>
<td>Reginald Archambault Teaching Award</td>
<td>7</td>
</tr>
<tr>
<td>Instructor Logistics</td>
<td>7</td>
</tr>
<tr>
<td>Confirmation of Course</td>
<td>7</td>
</tr>
<tr>
<td>Checking Enrollment in Self-Service BannerR</td>
<td>8</td>
</tr>
<tr>
<td>Letter of Appointment</td>
<td>8</td>
</tr>
<tr>
<td>Employment Eligibility Verification</td>
<td>8</td>
</tr>
<tr>
<td>Brown ID Card &amp; Electronic Services</td>
<td>8</td>
</tr>
<tr>
<td>Obtaining the Brown ID</td>
<td>8</td>
</tr>
<tr>
<td>Activating Your Brown ID</td>
<td>9</td>
</tr>
<tr>
<td>Teaching Support</td>
<td>9</td>
</tr>
<tr>
<td>Teaching Associates</td>
<td>9</td>
</tr>
<tr>
<td>Teaching Assistants</td>
<td>10</td>
</tr>
<tr>
<td>Resources for Instructors</td>
<td>11</td>
</tr>
<tr>
<td>STEM II Instructor meetings</td>
<td>11</td>
</tr>
<tr>
<td>Sheridan Center for Teaching and Learning</td>
<td>11</td>
</tr>
<tr>
<td>Canvas Course Management System</td>
<td>11</td>
</tr>
<tr>
<td>Brown University Libraries</td>
<td>12</td>
</tr>
<tr>
<td>Academic Technology</td>
<td>12</td>
</tr>
<tr>
<td>Lunch With Your Students</td>
<td>12</td>
</tr>
<tr>
<td>Class Cancellation by Instructor</td>
<td>13</td>
</tr>
<tr>
<td>Visitor Parking</td>
<td>13</td>
</tr>
</tbody>
</table>
Program Structure........................................................................................................................................................... 13

Class Schedule ...........................................................................................................................................................................13

Class Format ............................................................................................................................................................................13

Co-Curricular Activities ............................................................................................................................................................14

Field Trips or Laboratory Exercises ..........................................................................................................................................14

Closing Event ...........................................................................................................................................................................14

Course Logistics ............................................................................................................................................................... 15

Course Detail Form ..................................................................................................................................................................15

Classroom and Lab Space ........................................................................................................................................................15

Classroom Contacts .................................................................................................................................................................15

Computer Labs ........................................................................................................................................................................16

TextBooks and Coursepacks ....................................................................................................................................................16

Textbooks ............................................................................................................................................................................16

Coursepacks ........................................................................................................................................................................16

Textbook and Coursepacks Costing ....................................................................................................................................17

Photopcopying at Brown University Copy Center ...................................................................................................................17

Course Supplies/Materials ......................................................................................................................................................17

Field Trips ................................................................................................................................................................................18

Guest Speakers ........................................................................................................................................................................18

STUDENT PRINTING ......................................................................................................................................................................18

Course Related Reimbursements ..................................................................................................................................... 20

Inside the Classroom........................................................................................................................................................ 20

Academic and Behavioral Concerns ...................................................................................................................................20

Student Privacy.......................................................................................................................................................................20

Class Attendance Policy ....................................................................................................................................................20

Course Rosters........................................................................................................................................................................21

Viewing Course Rosters ....................................................................................................................................................21

Reporting on Course Rosters ...........................................................................................................................................21

Disability Support Services and Learning Accommodations ..........................................................................................21
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 will be the 3rd 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 STEM I Instructors teaching in STEM II for the first time, please do not assume the nuances of the programming are the same, the STEM II program while similar, is unique. Our office considers all feedback, each year striving to improve the student experience both academically and residentially resulting in modifications to the overall programming from year to year.

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.

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 6th. 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. More information will be sent to instructors on the academic project. All instructors are responsible for submitting a document for the STEM II files that describes the learning goals and objectives of the academic project. This document is due to Karen Largess (Karen_largess@brown.edu) by May 25, 2018.
STEM Advisors (SAs) – Formerly RAs and STEM II Supervision
One SA will be assigned to every 12 students. SAs will NOT be in class. This work is done by the TAs. The SAs 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. SAs 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 6th from 8:30 – 12:00, and all Instructors and TAs are expected to attend. The closing event will include Presentation of Learning (POLs) for the students and a chance for the instructor to share more details on the class with the families. There will be an an hour and a half hours set aside for the instructor showcase and student POLs. At 11 the students and families will be dismissed to attend the all group presentation, held in Salomon from 11:15 – 11:45. Students will arrive at your class at 8:30 as usual and have one hour to practice. Families will be asked to arrive to campus around 9 am and be ready in your classroom for the presentations to begin at 9:30. 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 Aevazeli (Abbey_Aevazeli@Brown.edu) or Karen Largess (karen_largess@brown.edu).

Course Performance Report [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 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 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. Questions regarding enrollment numbers should be sent to Abbey Aevazeli.

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 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 Web: 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 until you 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

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

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 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/. (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.

TEACHING ASSOCIATES

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

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. 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

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. In addition, to help facilitate the academic projects and answer student questions, TA’s should conduct office hours (in-person or virtually) in the afternoons or evenings.

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 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 II INSTRUCTOR MEETINGS

All instructors are required to meet with a member of the SPS STEM II 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 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.

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](https://library.brown.edu) 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](https://library.brown.edu/about/specialists.php).

To request or reactivate e-reserves (OCRA) and online movies, contact [brown.edu/go/reserves](https://library.brown.edu/). More information is available at [https://library.brown.edu/](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](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](https://library.brown.edu/about/specialists.php): an immersive program that helps instructors integrate technology into teaching; held annually at the end of Spring Semester

[Academic Technology Workshops](https://library.brown.edu/about/specialists.php): faculty development workshops that explore technology, teaching, and learning

[Digital Teaching and Learning at Brown](https://library.brown.edu/about/specialists.php): 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](https://library.brown.edu/about/specialists.php): workspaces for students and faculty to produce digital and physical media

[ITG Teaching Lab](https://library.brown.edu/about/specialists.php): a technology-enhanced classroom for investigating innovative teaching and learning activities.

[ITG@brown.edu](https://library.brown.edu/about/specialists.php)

**Instructional Media Support**

[Teaching Spaces Multimedia Labs](https://library.brown.edu/about/specialists.php): 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 classes meet daily from 8:30 – 11:20am and Tuesday/Thursday from 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 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.

STEM II includes additional time commitments for instructors. Instructors and TAs are expected to attend a brown bag lunch event with their students the first Monday, June 25th from 11:45am – 12:45pm on Main Green where you will discuss the academic projects. Bag lunches will be available for pickup in Sayles Auditorium. This lunch event is mandatory for all STEM II students, instructors and TAs. Please email Karen Largess with any dietary restrictions. The motivation behind this lunch is to guide and motivate students to develop their Academic Project. Students should remain with the instructors until their SA comes to pick them up around 12:45 - 1:00. Please do not let STEM II students leave your group on this first day until they are all dismissed.

In addition, we encourage you or your TAs to have lunch with your students one other time throughout the two week session. Complimentary lunch vouchers are available for pickup at the main desk of the Robert Center/Faunce for instructors and TAs.

There are additional opportunities for instructors to spend time sharing their research with our students during the two weeks. There is a Grad Student Research and College Prep panel tentatively scheduled for Monday, July 2nd from 12:15 – 1:45pm. Please contact Abbey or Karen if you would like to participate.

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 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 scheduled for Tuesday and Thursday from 12:30 – 3:05p of both weeks. If no field trip or lab is planned, the afternoon sessions should be used as additional class time. Hands-on activities are encouraged during the afternoon sessions if no lab or field trip is planned.

CLOSING EVENT

The STEM II Closing Event is held on Friday, July 6th from 8:30 – 12:00. 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). The students will arrive at the presentation location at 8:30 as they normally would for class. They will have up to one hour to practice. Families will be encouraged to get to campus around 9 am and should be seated and ready for POLs to begin at 9:30am. Each instructor will have a classroom (please note, likely not the same classroom as your course location) and should plan on arriving prior to 8:30 to set-up. All Closing Event rooms will have a data projector activated for instructor convenience.

Schedule:
9:00 – 12:00 Full Closing Event for students and families.
8:30 – 9:30am Instructors prepare the rooms for the course presentation and students practice their presentations. Locations TBD
9:30 – 11:00am Presentations of Learning
11:00am Families are dismissed to attend the General Closing Event
11:15 – 11:45am General Closing Event for students, parents, siblings, family and friends
          Location Solomon Hall (subject to change)
1200 pm Students are dismissed to 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 401-863-3322 (non-emergency)</th>
<th>Assistance with unlocking building or classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities Service Response Center 401-863-7800</td>
<td>Assistance with classroom space (temperature control, leak, trash, etc.)</td>
</tr>
<tr>
<td>Media Services 401-863-3600</td>
<td>Assistance with operating media equipment in the classroom</td>
</tr>
<tr>
<td><a href="mailto:spscourses@brown.edu">spscourses@brown.edu</a></td>
<td>Concerns about room size or room location</td>
</tr>
<tr>
<td>Karen Largess (401) 863-3452 Betsy Bates (401) 863-6212</td>
<td></td>
</tr>
<tr>
<td>Access Control Team</td>
<td>Inquiries regarding card swipe access</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 Metcalf Copy. 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 II courses. STEM II 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 II
- 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/](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 (e.g., 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, phone: (401) 863-3653.

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**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>$50 - $75</td>
</tr>
</tbody>
</table>

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**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

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**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 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.
- 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 Aevazelis 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 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 – 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.
COURSE RELATED REIMBURSEMENTS

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.

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 Academic Issue</td>
<td>School of Professional Studies (401) 863-7901 <a href="mailto:abdomenaeavazelis@brown.edu">abdomenaeavazelis@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>Contact the STEM Office Phone number at 401-441-1820 or Abbey Aevazelis at 401-441-3381</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 2018 (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

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

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).

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

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 II program.

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/
# DRAFT STEM II Calendar 2018

<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><strong>June 24</strong></td>
<td><strong>June 25</strong></td>
<td><strong>June 26</strong></td>
<td><strong>June 27</strong></td>
<td><strong>June 28</strong></td>
<td><strong>June 29</strong></td>
<td><strong>June 30</strong></td>
</tr>
<tr>
<td>8am – 1pm: Check-in at Andrews Dining Hall</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>7:30 – 8:30am Breakfast</td>
<td>7:30 – 9:00am Breakfast</td>
</tr>
<tr>
<td>10am, 11am, 12 noon: Campus Tours from Main Green to Beebe steps</td>
<td>8:30am – 10:00am 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>8:30am – 11:20am Course Time</td>
<td>8:30am – 11:30am SA Activities/Workshop Tour/College Admissions Talk/Student Life Activity (2:30pm – 3:30pm)</td>
</tr>
<tr>
<td>12:00pm – 1:30pm Lunch on your own</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>
<td>11:30am – 12:15pm: Lunch</td>
<td>10:30am – 11:30am, 12:30pm – 1:30pm: Lunch</td>
</tr>
<tr>
<td>1:00pm – 2:30pm Orientation for Parents</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</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</td>
<td>12:30pm – 3:05pm Afternoon Field Trip, Lab, or Course Time</td>
<td>12:30pm – 3:30pm: STEM Activities w/ sign-up</td>
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<tr>
<td>11:30am – 2:30pm: SA Community Building</td>
<td>2:00pm – 3:00pm Community Building – SA Lab (Expectations and Team Building)</td>
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<td>2:00pm – 3:00pm Community Building – SA Lab (Expectations and Team Building)</td>
<td>2:30pm – 3:30pm: Free Time &amp; Academic Project Work</td>
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<td>3:30pm – 5:30pm: Free Time</td>
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<td>5:30pm – 6:30pm Dinner</td>
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<td>7:00pm: Rec Activity</td>
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<th>July 1</th>
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<th>July 5</th>
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<tr>
<td>7:30 – 8:30am Breakfast</td>
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<td>9:00am – 10:00am Newport and 1st beach</td>
<td>9:30am – 11:30am Course Time</td>
<td>11:30am – 12:15pm: Lunch</td>
<td>10:00am – 11:00am Mystic Aquarium and Seaport</td>
<td>11:30am – 12:15pm: Lunch</td>
<td>10:30am – 11:30am: Free Time &amp; Academic Project Work</td>
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<tr>
<td>12:15pm – 1:45pm Graduate Student Research/College Prep Panel</td>
<td>12:30pm – 2:30pm Afternoon Field Trip, Lab, or Course Time</td>
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<td>7:00pm: Field Night/Trip</td>
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**Key:**
- Academic/Course Time
- Professional Talks
- Community Building/Res Life Activities
- Sign-up Activities
- Free Time & Academic Project Work
- Activities with/for Parents