Grades 8 - 10 Application
University of Virginia
2016 Summer Enrichment Program

*SEP offers an online application available through our web site at http://curry.virginia.edu/sep. We **strongly encourage you to apply online** though we will accept paper applications.

Each applicant should read all directions carefully and fill out the application completely. **This application form is for students who are currently in grades 8-10**. We are also offering programs for students who are currently in grades four through seven. If you are interested in another program, please return to the appropriate application on the website at: http://curry.virginia.edu/sep or request one by e-mailing curry-sep@virginia.edu or calling the program office at 434-924-3182. Tuition for 2016 is $1300 and there is an application fee of $25. However, pay only the application fee now. Limited financial aid is offered based on need. The financial aid form is attached.

DEADLINE: Please note that the deadline for applying is (postmarked) **February 15, 2016**. Qualifying applications postmarked after February 15 will automatically be placed on our waiting list. Acceptances will be emailed on or before **April 15, 2016**.

DIRECTIONS: 1) This information page is to be completed by the student and a parent/guardian. **2)** The student should review the writing prompt and prepare their response. Attach the completed response to this form. **3)** There is a $25 application fee which can be paid by check or money order made payable to University of Virginia. Please write the name of the student on the check or money order. **4)** The Teacher Recommendation Form must be completed by school personnel. Please include it with your application in a sealed envelope signed by the teacher across the flap. **ALL parts of this application MUST be submitted by February 15, 2016 for the application to be considered for acceptance. Mailing address:**

Summer Enrichment Program
University of Virginia Curry School of Education
P.O. Box 400264
Charlottesville, VA 22904-4264

INFORMATION PAGE:

Student's Name _____ Nickname _____ Gender _____ DOB ____/____/____
First   MI   Last   MM DD YY

Mailing Address _____
Street   City   State   Zip

Parent/Guardian Name: _____ e-mail address _____

Parent/Guardian Name _____ e-mail address _____

Parent/Guardian: (____) ____-_____ Primary Contact Number   (____) ____-_____ Alternate Contact Number

Parent/Guardian: (____) ____-_____ Primary Contact Number   (____) ____-_____ Alternate Contact Number

How did you hear about SEP? _____

Grade student is CURRENTLY in: (Circle one): **8   9   10**

Name and grade of sibling who is also applying, if any: _____

Rank the following sessions by placing a 1 beside your first choice, a 2 beside your second choice, and a 3 beside your third choice. If you cannot attend a session, draw a line through those dates. Students will only be accepted to attend one session.

_____ Session I   June 19-30, 2016

_____ Session II July 3-14, 2016

_____ Session III July 17-28, 2016

Rank the following classes by placing a 1 beside your first choice, a 2 beside your second, and so on. Each class is described on the next page.

( ) Math Logic: A Universe Built on Axioms
( ) Engineering: Storm Monitoring Systems
( ) Anatomy and Physiology Boot Camp
( ) Changing Humanity: Ethics of Emerging Technologies
( ) Social Media and #sociology
( ) Doppelgangers & Disguises in Golden Age Spanish Theater
( ) 3D Monumental! Preserving the Past with Technology

Grades 8 - 10 Prompt

The University of Virginia is encouraging research across all fields of study, from law to medicine to philosophy to the sciences and beyond, to promote interdisciplinary approaches to the complex problem of resiliency. There are many definitions of resiliency, one of which is *the capacity of systems, natural or human-built, to function and flourish in the face of environment change.* In other words, resiliency is the ability of human and natural systems to adapt.

Choose a field of study (some examples are found below) and, in one of the suggested formats, explain how that field can help us build resiliency. Make sure your chosen format is **authentic**, meaning that it fits with your field of study. For example, a business field of study would not lend itself to a painting.

If you choose to submit an essay or another written work, there is no suggested page-length or word count. You should formulate your idea, and then send us a concrete representation of that idea. If you choose to submit something more abstract (such as artwork or poetry), it would be beneficial for you to provide a written/spoken explanation along with it in order to ensure that we understand your vision.

Potential Fields of Study (in alphabetical order)

- Anthropology
- Architecture
- Arts (performance or visual)
- Business
- Commerce
- Education
- Engineering
- English
- Environmental Sciences
- Law
- Medicine
- Philosophy
- Politics
- Psychology
- Public policy
- Religion
- Sociology

Suggested Formats (in alphabetical order)

- Advertisement
- Article
- Artwork
- Brochure
- Comic strip
- Commercial (filmed or scripted)
- Essay
- Financial Plan
- Legal Brief
- Lesson Plan
- Letter
- Podcast
- Poem
- Project Proposal
- Sermon
- Speech
- Trailer (filmed or scripted)

Sometimes applicants have questions about what outside help is allowed when working on an SEP application prompt. Part of adequately responding to this prompt does require talking with people, listening to their ideas and input, and discussing your own ideas with other people. Responding to this prompt also requires you to spend a substantial amount of time thinking, researching, and writing on your own. It is a good idea to have someone proofread your response before you submit it. The final product that you submit to us should be the result of your own work to synthesize the information and ideas you have researched and discussed with other people.

Please note the SEP online application system will only accept ONE uploaded file, so please consider this when responding to the prompt. If your response is not in a format that you can upload online, you should call us at 434-924-3182 for assistance.

Anatomy and Physiology Boot Camp

Can you tell the difference between your zygomatic bone vs. your sphenoid bone? How about your orbicularis oris muscle vs. your sartorius muscle? Do you know if a person can function properly with a split corpus callosum? Do you know what stratified squamous epithelium looks like under the microscope? If you are interested in the answers to these questions and are hungry to gain a better understanding of the human body, then this course is for you! We will not only answer your many questions, we will also learn basic principles of histology, anatomy and physiology of the human body. We will explore the integumentary, skeletal, muscular, digestive, cardiovascular and nervous systems and learn the names, locations, and functions of bones and muscles in the human body. We will dissect and explore models of the brain and heart to learn how your nervous system and cardiovascular system function. In this fast paced tour of the human body, modeled from a real pre-health professions course, you will get a better understanding of anatomy and physiology from the microscopic level to the anatomical level. No experience or prior knowledge necessary!

Doppelgangers and Disguises in Golden Age of Spanish Theater

Disguises can be instrumental in the search for the truth, but can also obscure the truth. In this course we will consider the questions: To what lengths will humans go to find the truth or to hide the truth? Is it always a good thing to reveal the truth? Can hiding the truth ever lead to positive ends? To help answer these questions, we will read a classic drama of Spanish theater that addresses stolen identity, morality and asks the philosophical question: What is the nature of the "truth"? We will also explore a classic comedy of Spanish theater that deals with disguises and misdirection in attempts to sway people's minds. In this course, you will learn basic theater techniques like costume design, set design, and directing. You will then use these skills to stage a scene from one of the plays we read and, in doing so, seek to answer these enduring questions and enliven your own interpretation of "truth."

Engineering: Storm Monitoring Systems

With climate change, storm events are becoming more extreme, increasing the threat on expensive infrastructure and human safety. In this course, we will focus on community resilience toward storm events, with an emphasis on monitoring systems. You will learn the basics of stormwater data collection, transmission, and management. Using this knowledge, you will deploy a variety of stormwater sensors such as rain gauges, stream gauges, soil moisture sensors, early warning systems, etc. This process will include DIY-style electronics assembly and some basic computer coding. With this technology as a tool, you will translate physical processes into digital data, transmit the data, and communicate and display the data in meaningful ways. You will also be introduced to the growing field of cyber-physical systems. This course will exemplify how technology can be used in a practical way to benefit society, specifically, by increasing community resilience toward storm events.

Math Logic: A Universe Built on Axioms

What do the fields of Computer Science, Economics and Statistics have in common? Each is based on logical arguments steeped in mathematics. In this interactive course, we will explore set theory, probability, and theory of computation. Through logic games, challenge questions, and probability experiments you will practice critical thinking in an environment offering clear and precise answers rooted in logical, mathematical arguments. As a result of this course, you will develop a rich understanding of some of the major ideas behind modern mathematics while, at the same time, developing and honing the way you approach challenging questions.

Changing Humanity: Ethics of Emerging Technologies

Human aspiration to invent is endless. We have manipulated the world around us, sometimes wonderfully, sometimes dreadfully. But should humans begin to manipulate our own bodies outside their 'normal' biological specifications? Scientists say that it's no longer just science fiction that the human body could one day be altered dramatically in ways that might make humans stronger, faster, cleverer, more creative, or even longer lived. What about developments in cybernetics? Should robots play a role in war or in medical care? Could you have a robot friend? You will consider these and other issues that have the potential to radically reshape what it means to be human. How far could we go? How far *should* we go? What risks might be involved? Do we have a clue what we're doing? You'll decide!

Social Media and #sociology

How is Twitter changing the world? What does your Facebook status have to do with the economy? Is Instagram affecting our relationships? Social media is playing an ever-increasing role in our daily lives, and yet we rarely stop and think about the implications of these sites for society. In this course we will dive into the world of social media by tapping into our "sociological imagination" - a way of understanding the relationship between our individual experiences and the larger social context. We will examine the effects that social media is having on politics, culture, economics, and interpersonal relationships. Throughout the course, you will both generate and analyze content on social media, engaging as scholars in the emerging field of "digital sociology." Topics covered in the class will include: social movements, friendship and intimacy, inequality, and crime and social control.

3D Monumental! Preserving the Past with Technology

Have you heard about the destruction of art and historical monuments lately in the news? Did you know that there is a way for YOU to help reconstruct them? In this course, we will explore how technology offers a critical opportunity for artists, scholars, and preservationists to reconstruct lost artifacts and preserve threatened ones. You will learn how to compile simple photographs into a 3D model so we can participate directly in a world-wide project to digitally preserve the treasures currently threatened in the Middle East. You will also learn how to compile and alter your own models, locate open access resources, crowd-source materials, and even 3D print a design of your own! No technological knowledge required! We will learn the basics collaboratively and have the opportunity to talk with other scholars in the area about their own research using these digital tools.

University of Virginia Summer Enrichment Program Teacher Recommendation

Please submit this recommendation form in a sealed envelope signed by school personnel across the flap. The student should include the sealed recommendation with their full application.

PART I   *To be completed by a parent/guardian*

Parents/Guardians: you must PROVIDE one test score below, and SIGN the form giving your child's school permission to answer the questions on the back of this form:

_____

Child's full name   Child's current grade

_____

Full name of school

1. Parents, please enter the score of ONE of the following:
   - Nationally normed achievement test data within the past two years reported in national percentiles (Stanford 9; ITBS/Iowa Assessment.) OR:
   - Aptitude test scores (Cognitive Abilities Test, OLSAT, WISC, PSAT/SAT, etc.) Please submit the most recent test scores. OR:
   - Most recent achievement scores on a state standardized test (SOL for Virginia.)

_____   _____   _____

Name of Test   Date of Test   Score

2. I hereby authorize my child's teacher or other school official to submit a confidential recommendation for my child in support of his/her application to the UVa Summer Enrichment Program.

_____

Parent/Guardian signature   Date

B) TEACHER RECOMMENDATION: Your comments are always confidential, so please give us your honest assessment of this student. Thank you.

Please rank the following:

	Not at all 1	2	Moderate 3	4	Superior 5
Enjoys the challenge of new tasks and experiences					
Pursues interests to understand or satisfy curiosity; wants to know the 'how and why'					
Generates questions of his/her own; questions the common, ordinary, or unusual					
Comprehends in-depth and complex ideas					
Enjoys self-directed learning; highly motivated to pursue own goals					
Sees a problem through in assigned tasks					
Divergent thinking; preference for the unusual, original, and creative responses					

Please give examples or comment on the following:

SOCIAL-EMOTIONAL DEVELOPMENT/MATURITY:

TASK COMMITMENT:

ABILITY TO WORK INDEPENDENTLY:

ABILITY TO WORK COOPERATIVELY:

INTELLECTUAL RISK TAKING:

____Highly recommend   ____Recommend   ____Recommend with reservations   ____Do not recommend

_____   _____
School Personnel Signature   In what capacity have you worked with this student?

University of Virginia Summer Enrichment Program
❧ Financial Aid Form ❧

This is an application for <u>financial assistance</u> if accepted to the program not an application for admission to the Summer Enrichment Program.

The distribution of financial aid for this program will be based solely on need. Anyone at any income level may apply for financial aid, but due to limited funds, financial assistance has often not been available for families earning over $40,000 per year. The information requested below will be used to help us make judgments about the relative need of accepted students. All information will be considered strictly confidential. Do not wait until notification of acceptance to submit this form. In order to be considered for financial aid**, THIS FORM MUST BE PRINTED**, filled out, signed and postmarked no later than March 1, 2016. Mail this form **AND** a copy of your **2015 W-2 Form(s)** to:

Summer Enrichment Program
University of Virginia
P.O. Box 400264
Charlottesville, VA. 22904-4264

Child's Name_____Current Grade level_____

Parent/Guardian Name_____ Profession_____

Parent/Guardian Name_____ Profession_____

Address_____
        Street   City   State   Zip

INCOME STATEMENT FOR 2015: Total family income $ _____
(BEFORE DEDUCTIONS) including welfare payments, wages
of all working members, social security, dividends, child support
payments, interest, veterans benefits, and all other income for 2015.
You must indicate your total yearly income in the space at the right
and attach a <u>COPY of your W-2 form</u> in order to be considered for financial aid.

SAVINGS: $ _____

NUMBER OF DEPENDENTS (Please use IRS guidelines i.e. children, persons
over 65 for whom you are financially responsible <u>not including yourself</u>)   _____

EXTRAORDINARY COSTS/CIRCUMSTANCES FOR 2015:   **YES**   **NO**
On an additional sheet please list and explain any extraordinary costs/circumstances you have occurred.

CHECK ONE:
    ____It would be impossible for my child to attend without financial aid. We would need $_____in support.

    ____ It would be possible for us to pay full tuition, but it would be a great financial hardship.

STATEMENT OF RESPONSIBILITY: I hereby certify that all of the above information is true and correct to the best of my information and belief. I understand that submitting this form does not guarantee financial aid.

_____   _____

Signature of Parent/Guardian   Date

Please consider contacting your local school's PTA / PTO, local church organizations, civic or philanthropic groups, local businesses, or private donations for additional financial assistance.

University of Virginia Summer Enrichment Program
FREQUENTLY ASKED QUESTIONS

How are students selected for the program?
The application has been designed to give us as complete a picture as possible of each applicant. Each application is rated by two independent raters who are experienced educators. All rated parts of the application are reviewed: the student's response to the prompt, test results, and the teacher's recommendation. The student's response to the prompt is the most important part of the rating process and should reflect the applicant's best effort. Please make sure that the work is entirely the student's own. The prompt is directed toward the goals of our program: problem solving, critical inquiry, task commitment and creativity. The test information is a good indicator of a child's exceptional ability in a variety of areas and the teacher's recommendation gives us insight into how the child performs in a classroom setting.

The teacher's recommendation is confidential and will not be shared with the applicant. The ratings are computed and the selection process begins by placing the highest rated students in their first choices of session and area. Sometimes it is necessary to use a second or third choice of session or class in order to place qualifying students. Therefore, the more flexibility you can give us the better the chance a qualified student may be placed. We start with a clean slate each year in our rating process (i.e., no consideration given to previous acceptance) so that every student has the same opportunity to be accepted.

What test scores should be submitted with my application?
Please list scores of **ONE** of the following below (do not mail in actual documents and records please).
1) Nationally normed achievement test data within the past two years reported in national percentiles (Stanford 9; ITBS/Iowa Assessment).
2) Aptitude test scores (Cognitive Abilities Test, OLSAT, WISC, PSAT/SAT, etc.). Please submit the most recent test scores.
3) Most recent achievement scores on a state standardized test (SOL for Virginia).

What are the chances that siblings will be accepted to the same session?
If siblings have received ratings that qualify them for the program, we make every effort to place them in the same session if requested on the application. However, it sometimes happens that one sibling is accepted and the other is either placed on the waiting list or not accepted. We understand that this may be a problem for some families, but our rating process is blind to this issue as well as to previous application or attendance in the program.

After submitting the application, can I change my choices of session or class?
The electronic application allows you to change your preference of session and class until our admission process begins at the end of March/beginning of April. Once we receive your paper application, we will create an electronic record for you. After April 15, if you are accepted and wish to attend, but must attend a different session, please contact our office with your request and we will make every effort to make the requested change.

How many students apply relative to the number accepted?
We have a total capacity of around 800 students across all three sessions and all age groups. Our selection process is competitive. For the past several years we have had approximately 500 more students apply as we have spaces available. We generally receive more applications from girls than boys.

Will I automatically receive an application for the next summer?
You will receive notification from us in December that applications are available on our website for the following year's Summer Enrichment Program. This year we will mail a postcard and send an e-mail.

Additional information regarding our program can be viewed at our website at:
http://curry.virginia.edu/sep