2016 Summer Enrichment Program

Session I: July 11–15     Session II: July 18–22

Morning Classes: 9 a.m.–12 p.m.
Afternoon Classes: 1 p.m.–4 p.m.

Center for Gifted Education

William & Mary

P.O. Box 8795, Williamsburg, VA 23187-8795

Phone: (757) 221-2166

Website: cfge.wm.edu
Center for Gifted Education

Established in 1988, the Center for Gifted Education (CFGE) at William & Mary is a learning community that values and fosters the talent development process and optional functioning of high-ability individuals over their lifespan.

Saturday/Summer Enrichment Programs

William & Mary’s SEP is an academically challenging program with an emphasis on inquiry-based learning for students enrolled in grades K-12. The program is not meant to supplant the regular school curriculum; rather, it recognizes the importance of allowing able youngsters to explore additional specialized areas of science, mathematics, humanities, and the arts. Course activities are compatible with the expected achievement of high-ability students at specific grade and age levels. Behaviors fostered by this program include the ability to:

- apply process skills used in individual field of inquiry,
- recognize problems and approaches to problem solving,
- understand and appreciate individual differences, and
- become a self-directed learner.

SEP is one of the precollegiate learner program offerings at William & Mary’s Center for Gifted Education. For more information about this program and other precollegiate programs, please contact the Center for Gifted Education at (757) 221-2166.

PRECOLLEGIATE LEARNER PROGRAMS STAFF

Dr. Mihyeon Kim
Director, Precollegiate Learner Programs

Ryan Thompson
Program Assistant

Contact Information
Phone: (757) 221-2166
E-Mail: sep@wm.edu

PROGRAM TIMELINE

June 13, 2016: Course assignment decisions made; classes that do not meet the minimum enrollment requirement will be cancelled

June 20, 2016: Session schedules and information packets mailed out to families

July 4, 2016: Deadline for payment of outstanding tuition balances

July 11/July 18, 2016: Classes begin

July 15/July 22, 2016: Final class
Session I: July 11–15
AM Session: 9 a.m. to 12 p.m.
PM Session: 1 p.m. to 4 p.m.

Course Descriptions

Rising Grades K–2

CODE: 16SUM1-01 PM
WATER WONDERS
Deanna Marroletti

Have you ever seen a cold glass of water on a hot day? What are those droplets of water doing on the outside of the glass? Is the glass leaking? Why is it that a board floats on top of the water, but a rock sinks? What happens to sugar when mixed with water? Does it disappear? What would you do on a day that is Cloudy With A Chance of Meatballs? Find the answers to these questions and more when you discover the wonders of water.

Rising Grades 1–3

CODE: 16SUM1-05 AM
CHAMPIONSHIP CHESS: GET INTO THE COMPETITION
Fred Poorbaugh

Got chess? Want to get into the game that challenges your mind with every move? Climb the steps to success and become a "Powerful Pawn," a "Battling Bishop," or even a "Mighty Knight." Put your mind to work as you build a strong chess foundation and build your problem-solving skills with play against the computer or against your classmates for the class championship. Start now to develop the skills that will make you a player and get you ready for tournament play.

Rising Grades 1–2

CODE: 16SUM1-02 AM
FUN WITH MATHEMATICS
Lillie O. Smith

Fun With Mathematics is a dynamic interactive approach to geometry where students explore the world of mathematics using tiles, cubes, and puzzles. The course incorporates hands-on activities to teach students mathematical concepts and ideas. Students explore various dimensions, create a pop-up, and gain an understanding of the wonderful world of mathematics.

CODE: 16SUM1-03 PM
LEGO WEDEO
Tim Beatty

LEGO WeDo is a new robotics system that combines science, math, and technology to facilitate hands-on, minds-on problem-solving skills, and creative thinking. Use a computer to program a LEGO robot that uses tilt and motion sensors. Create a crocodile that bites or a bird that dances when it senses motion. No previous experience with robotics or LEGO is needed.

Rising Grades 2–3

CODE: 16SUM1-06 PM
BEAUTIFUL MATH
Ellen Walter

This class will bring together art and math in a fun way. What we see as beauty in nature is sometimes simply beautiful order. While learning about pattern, symmetry, rotational symmetry, tessellations, the Fibonacci Sequence, and fractals, we will create hands-on art projects and spend time each day in the computer lab visiting sites that correlate with our projects.

CODE: 16SUM1-07 AM
LEGO WEDEO
Tim Beatty

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CODE: 16SUM1-04 AM
MUSICAL FRACTIONS
Victoria Daley

Come learn the basics of reading and writing music through the mathematical concept of fractions! The last day of class you will perform your own piece of music! Half music and half fractions equals a whole lot of fun!
Rising Grades 3-4

**CODE: 16SUM1-08 AM**
**THE ART AND SCIENCE OF OPTICS**
Ellen Walter

Optics is the study of light. Light is amazing! We wouldn’t see anything without it. We will have a lot of hands-on fun as we learn the science behind how and why we see things as we do. We will use our art skills to create optical illusions, rainbows, tie-dyed shirts, camera obscuras, and old-fashioned toys: kaleidoscopes, thaumatrope, zoetrope, and phanakroscope.

**CODE: 16SUM1-09 PM**
**THE UNSEEN WORLD OF SCIENCE**
Victoria Daley

Come and learn the building blocks of Chemistry! We will do hands-on activities to help explain the things you cannot see! From the very tiny atom to why explosions happen, we will cover a wide variety of topics. Hope to see you!

**CODE: 16SUM1-10 PM**
**WHAT’S THE MATTER**
Jeff Fry

Calling all scientists... ready to watch things change? In this course, we will be exploring matter and energy. We will ask: How can we change the things around us? What energies and forces cause change? Can we do something to stop matter from changing? We will conduct experiments on the states of matter (solids, liquids, and gases) and come to conclusions about how and why things change. Students will also act like scientists and prepare and present discoveries at a mock science conference.

Rising Grades 3-5

**CODE: 16SUM1-11 PM**
**CHAMPIONSHIP CHESS: GET INTO THE COMPETITION**
Fred Poorbaugh

Got chess? Want to get into the game that challenges your mind with every move? Climb the steps to success and become a "Powerful Pawn," a "Battering Bishop," or even a "Mighty Knight." Put your mind to work as you build a strong chess foundation and build your problem-solving skills with play against the computer or against your classmates for the class championship. Start now to develop the skills that will make you a player and get you ready for tournament play.

**CODE: 16SUM1-12 AM**
**CODE: 16SUM1-12 PM**
**CHARGED UP!**
Lydia (Lassalle) Hoffman

Get charged up for a week of electrifying experiments! Take a journey through the history of electricity and how it changed the world. From the light bulbs to communication, students will build working models of world changing inventions, like the telegraph, motors, and speakers. Build your electrical knowledge, and build something new every day! Join us for a shocking good time!

**CODE: 16SUM1-13 AM**
**ENGINEERING: IT’S ALL AROUND US**
Jeff Fry

Engineer, create, and build a variety of engineering projects that will test your skills and abilities. The students will be presented with various problems to solve and will choose from a variety of materials to create their solutions. Possible activities include pneumatic flying vehicles, cardboard bridges, rooftop egg drops, racing vehicles with various propulsion systems, ATV to navigate a course with sand, rock, and water vehicles and designing catapults. Come prepared to think outside of the box.

Rising Grades 4-6

**CODE: 16SUM1-14 PM**
**CREATIVE DIGITAL IMAGING OF AMERICAN HISTORY**
Carlo La Fiaandra

This course is intended to bring out your creative inner self. Each day we will have a classroom discussion of one of five specific topics of colonial history in Williamsburg. The class will then explore the Historic area, which is rich in photographic possibilities. The Historic area will provide each student with the opportunity to create a unique photographic interpretation of the classroom topic. They will be supported and encouraged to capture, in their own creative manner, the vivid sights surrounding them using their digital camera. On the spot review and recapture of the digital images will be encouraged to provide the best possible learning experience. The topics of discussion will include the people and their buildings and gardens, the methods of commerce, the effects of the American Revolution, the courts and punishment system, and the evolution of our system of government.
Course Descriptions - Session I

CODE: 16SUM1-15 AM
CODE: 16SUM1-15 PM
LEGO ROBOTICS I
Penny Brown

Always wonder how things work? In this course, class participants will explore the ever-changing world of robotics. Using the new NXT robots, students will have the rare opportunity to build, program, and test the function of various robots. Students will explore ways to program robots to accomplish given tasks and be there to watch it happen. These aspiring scientists will use problem-solving and critical thinking strategies to take their basic knowledge to new levels. The final products are amazing! Your personal creativity is the only limit.

CODE: 16SUM1-16 AM
SO YOU WANT TO BE A DOCTOR
Deanna Marroletti

Are you fascinated by the human body? Do you like to help people? In this course, you will learn what it’s like to be a medical student, what different kinds of physicians do, and what the world of medicine is all about. Course activities range from basic science to medical procedures to medical ethics. Come see if wearing a stethoscope is for you!

Rising Grades 5–6

CODE: 16SUM1-17 AM
ALGEBRAIC THINKING
Vicky Mignogna-Smith

The students who enroll in this course will be able to see the number line algebraically, use Alge Blocks to better understand variables, balance equations physically, graph coordinates in a game format, and find slope while doing a project.

Rising Grades 6–7

CODE: 16SUM1-18 PM
ALGEBRAIC THINKING
Vicky Mignogna-Smith

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Rising Grades 7–9

CODE: 16SUM1-19 PM
CREATE YOUR OWN VIDEOGAME
Bonnie Adams

Have you ever wanted to create your own video game? Here is your chance! Design and build your VERY own video game, using Game Maker software, relate it to a learning outcome, and submit it in the 2017 National STEM Video Game Design Contest!

CODE: 16SUM1-20 AM
CREATIVE DIGITAL IMAGING OF
AMERICAN HISTORY
Carlo La Fandra

This course is intended to bring out your creative inner self. Each day we will have a classroom discussion of one of five specific topics of colonial history in Williamsburg. The class will then explore the Historic area, which is rich in photographic possibilities. The Historic area will provide each student with the opportunity to create a unique photographic interpretation of the classroom topic. They will be supported and encouraged to capture, in their own creative manner, the vivid sights surrounding them using their digital cameras. On the spot review and recapture of the digital images will be encouraged to provide the best possible learning experience. The topics of discussion will include the people and their buildings and gardens, the methods of commerce, the effects of the American Revolution, the courts and punishment system, and the evolution of our system of government.

CODE: 16SUM1-21 AM
THE GREAT BRAIN
Kevin Kendall

This course will teach the basics of how the brain is built and how it works. We will also learn about brain-based learning. Throughout the class, students will study a “great brain” from any field (science, art, engineering, literature, etc.) and create a PowerPoint presentation demonstrating the value of their Great Brain’s contributions to his or her field and society as a whole. Students will also do a creative project/poster/sculpture/song, etc. to represent their Great Brain.
Course Descriptions - Session I

CODE: 16SUM1-22 PM
INTRODUCTION TO PLAYWRITING
Kevin Kendall

Shakespeare taught us that “all the world’s a stage,” but without great playwrights the “players” (actors) would be wandering through the world without a script. Students in this class will learn to write for the stage beginning with monologues (what Shakespeare called “soliloquies”) and moving into dialogues and more complex scenes. Students will write both drama and comedy. Professional playwrights used as models will include Shakespeare, Arthur Miller, August Wilson, and Tom Stoppard. Students will also work with some screen adaptations of Jane Austen and selected scenes from popular “western” screenplays like True Grit and The Lone Ranger to build their skills in characterization through conversation. This course will use a variety of brainstorming strategies, including some improvisational theater exercises to get the creative ideas flowing. On the final day of the class, students will share selected pieces through a “reader’s theater” type of forum, reading dramatically from their written scripts. No previous acting experience is required to succeed. Students will help each other present scenes that require two or more actors.

CODE: 16SUM1-23 AM
MAPPING OUR WORLD
Shonia Holloway

Ever wonder how your devices figures out where you are in the world? Ever wonder how the location of something in space and time can relate to something else in space and time – maybe even you? If you hear people talking about the cloud, even when the sky is clear, and you wonder what they are seeing that you are not then this is the course for you! Come learn how geographic information is collected, how you can find data for just about anything on the web, how you can push all you know and learn to the cloud, and then share it with others. Learn about the Geographic Information Systems (GIS) and Information Technology (IT) industries and how they move you - and the world.

CODE: 16SUM1-24 AM
PROJECT YOURSELF
Bonnie Adams

"Do you read other people's blogs? Listen to podcasts or podcasts? Watch YouTube videos? Do you have something to SAY?!! Get out there and make your voice heard!! Create your own website! Tell the world what you are passionate about! Make videos! Broadcast them on YouTube and on your website! Create podcasts! Make your voice heard!"

CODE: 16SUM1-25 AM
SPEAK SO PEOPLE WILL LISTEN. WRITE SO PEOPLE WILL BELIEVE.
Lisa Cooper Scrivanich

Have you ever considered a career in Law? Business? Communications? Two key skills needed to succeed as a lawyer, business executive, or communications personnel are PUBLIC SPEAKING and PERSUASIVE WRITING. We will practice the art of speaking in public and craft persuasive pieces of writing applicable to these three fields. Some of our other exciting activities include creating commercials, participating in mock trials, and becoming a television news anchors or reporters. Possible guest speakers from applicable fields and a potential field trip to W&M’s own law school will be scheduled.

Rising Grades 10–12

CODE: 16SUM1-26 AM
INVESTIGATING CARBON, CLIMATE, & ENERGY RESOURCES
Peter Berquist

We’ve all heard about climate change and carbon in the atmosphere. This class will go into greater depth about how exactly carbon plays such an important role in Earth’s climate through investigating climate change in the geologic past, examining recent changes, and determining factors affecting carbon cycles throughout earth. We will use data from microfossils, ancient gas bubble trapped in snow, and current observations of atmospheric carbon dioxide to interpret how carbon has impacted the climate in the past. We have a plethora of interactive activities to help you to think more critically about climate myths, misconceptions, and legitimate claims and to make connections between climate change, energy sources, and the moral, societal, and economic costs of policy options.

CODE: 16SUM1-27 PM
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Course Descriptions

Session II: July 18–22
AM Session: 9 a.m. to 12 p.m.
PM Session: 1 p.m. to 4 p.m.

Rising Grades 1–2

CODE: 16SUM2-01 AM
FUN WITH MATHEMATICS
Lillie O. Smith

Fun With Mathematics is a dynamic interactive approach to geometry where students explore the world of mathematics using tiles, cubes, and puzzles. The course incorporates hands-on activities to teach students mathematical concepts and ideas. Students explore various dimensions, create a pop-up, and gain an understanding of the wonderful world of mathematics.

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LEGO WEDO I
Tim Beatty

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Victoria Daley

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Rising Grades 2–3

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Jeff Fry

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Rising Grades 3–4

CODE: 16SUM2-04 AM
CHAMPIONSHIP CHESS: GET INTO THE COMPETITION
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Course Descriptions - Session II

Rising Grades 3–5

CODE: 16SUM2-08 PM
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Fred Poorbaugh

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ENGINEERING: IT’S ALL AROUND US
Jeff Fry

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Rising Grades 4–5

CODE: 16SUM2-10 AM
BATTLE AND THE BARD
Lisa Cooper Scrivaniich

William Shakespeare also known as The Bard wrote 37 plays and 154 sonnets. His plays are full of conflict—between man and woman, between man and the spirits, and man and nature. We will explore the key element of conflict in five of his plays, such as A Midsummer Night’s Dream, Hamlet, Taming of the Shrew, etc. Shakespeare intended for his plays to be experienced, so with this in mind, we will assign roles and perform several scenes from each play. In addition, we may have visiting actors present scenes. Each week, we explore the history of the time period by creating a project in class to take home, such as a replica of the Globe Theatre, Tower of London, a Navigator’s Quadrant, Tudor Mask, and more.

CODE: 16SUM2-11 PM
CREATIVE DIGITAL IMAGING OF AMERICAN HISTORY
Carlo La Fiandra

This course is intended to bring out your creative inner self. Each day we will have a classroom discussion of one of five specific topics of colonial history in Williamsburg. The class will then explore the Historic area, which is rich in photographic possibilities. The Historic area will provide each student with the opportunity to create a unique photographic interpretation of the classroom topic. They will be supported and encouraged to capture, in their own creative manner, the vivid sights surrounding them using their digital camera. On the spot review and recapture of the digital images will be encouraged to provide the best possible learning experience. The topics of discussion will include the people and their buildings and gardens, the methods of commerce, the effects of the American Revolution, the courts and punishment system, and the evolution of our system of government.

CODE: 16SUM2-12 AM
CREATIVE ENGINEERING
Pennie Brown

Engineer, create, and build a variety of engineering projects that will test your skills and abilities. The students will be presented with various problems to solve and will choose from a variety of materials to create their solutions. Possible activities include pneumatic flying vehicles, cardboard bridges, rooftop egg drops, racing vehicles with various propulsion systems, and ATV to navigate a course with sand, rock, and water obstacles.

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THE GREAT BRAIN
Kevin Kendall

This course will teach the basics of how the brain is built and how it works. We will also learn about brain-based learning. Throughout the class students will study a “great brain” from any field (science, art, engineering, literature, etc.) and create a PowerPoint presentation demonstrating the value of their Great Brain’s contributions to his or her field and society as a whole. Students will also do a creative project/poster/sculpture/song, etc. to represent their Great Brain.
Course Descriptions - Session II

**Rising Grades 5–7**

**CODE: 16SUM2-14 AM**

**INTRODUCTION TO CODING**

Bonnie Adams

Students will learn the basics of programming through a variety of game-based tutorial programs, such as Blockly, Scratch, Code Monkey and others. As students move from game-based to "real-life" text-based tutorials, they will experience the application of coding in the "real world." No previous coding experience is necessary.

**CODE: 16SUM2-18 AM**

**UNRAVELING GENETICS**

Deanna Marroletti

Tired of learning science from a textbook? Get your hands messy as we unwind DNA from peas, puzzle out pedigrees, and examine the tools used by scientists in the field. This class puts students into the role of a genetics researcher to explore heredity, genetic diseases, and other real-world problems faced by geneticists today.

**Rising Grades 6–7**

**CODE: 16SUM2-19 PM**

**ALGEBRAIC THINKING**

Vicky Mignegna-Smith

The students who enroll in this course will be able to see the number line algebraically, use Alge Blocks to better understand variables, balance equations physically, graph coordinates in a game format, and find slope while doing a project.

**Rising Grades 6–8**

**CODE: 16SUM2-20 PM**

**PRE-MED: THE ANATOMY OF A DOCTOR**

Deanna Marroletti

Take a tour of human anatomy and physiology in this course that includes participating in virtual and actual dissection labs, evaluating body systems, taking and interpreting vital signs, and exploring disease processes and treatments. Really want to try out med school? This could be the last time it will be so much fun!

**Rising Grades 5–6**

**CODE: 16SUM2-17 AM**

**ALGEBRAIC THINKING**

Vicky Mignegna-Smith

The students who enroll in this course will be able to see the number line algebraically, use Alge Blocks to better understand variables, balance equations physically, graph coordinates in a game format, and find slope while doing a project.
Course Descriptions - Session II

Rising Grades 7–9

**CODE: 16SUM2-21 AM**
**CREATIVE AMERICAN HISTORY WITH A DIGITAL CAMERA**
Carlo La Fiandra

This course is intended to bring out your creative inner self. Each day we will have a classroom discussion of one of five specific topics of colonial history in Williamsburg. The class will then explore the Historic area, which is rich in photographic possibilities. The Historic area will provide each student with the opportunity to create a unique photographic interpretation of the classroom topic. They will be supported and encouraged to capture, in their own creative manner, the vivid sights surrounding them using their digital camera. On the spot review and recapture of the digital images will be encouraged to provide the best possible learning experience. The topics of discussion will include the people and their buildings and gardens, the methods of commerce, the effects of the American Revolution, the courts and punishment system, and the evolution of our system of government.

**CODE: 16SUM2-22 PM**
**CREATE YOUR OWN VIDEOGAME**
Bonnie Adams

Have you ever wanted to create your own video game? Here is your chance! Design and build your VERY own video game, using Game Maker software, relate it to a learning outcome, and submit it in the 2017 National STEM Video Game Design Contest!

**CODE: 16SUM2-23 AM**
**MAPPING OUR WORLD**
Shonia Holloway

Ever wonder how your devices figures out where you are in the world? Ever wonder how the location of something in space and time can relate to something else in space and time—maybe even you? If you hear people talking about the cloud, even when the sky is clear, and you wonder what they are seeing that you are not—then this is the course for you! Come learn how geographic information is collected, how you can find data for just about anything on the web, how you can push all you know and learn to the cloud, and then share it with others. Learn about the Geographic Information Systems (GIS) and Information Technology (IT) industries and how they move you—and the world.
Program Information

Tuition: The tuition fee is $350 per course. A deposit of $50 must accompany the application packet. Deposits will only be refunded if a course is cancelled.

Minimum course enrollment: Approximately one month prior to the start of the session, the program staff will review course enrollment to ensure classes have met the minimum enrollment requirement. Courses that do not meet the minimum enrollment number of 8 participants will be cancelled.

Class placement and size: Class size will be limited to a maximum of 20 participants (with rare exceptions) to provide an optimal learning environment. Program staff will not process a participant’s application until all required forms and the tuition deposit have been received. Class assignments will be made once a complete application is received. If a student has selected a course that has already reached its maximum capacity, or has been cancelled due to low enrollment, the student will be assigned to his or her second or third choice. If no alternate courses have been identified, a staff member will contact the student’s parent/guardian to discuss available options.

Course withdrawals: Request to withdraw from a course must be made in writing prior to the start of the session. Tuition refunds will be provided for payments made minus the deposit. Refunds will not be provided for withdrawals occurring after the start of the session.

Dropping off and picking up: Students must be escorted to and from their classroom. Parents are asked to drop off and pick up their child(ren) from designated classrooms within 10 minutes of the start/end of the scheduled class time and to refrain from sitting in vacant classrooms, hallways, and stairwells. Anyone arriving to pick up a child, including the parent or guardian, will need to furnish a government-issued photo ID. This is a requirement at each pick up regardless of whether or not the individual has previously picked up the child.

Permission for emergency medical treatment: For the safety of your child, parents/guardians must provide an individual health form for each program participant. A new form should be completed with each application packet even if the child has participated in SEP before. Applications will not be processed unless accompanied by a completed and signed health form.

Medication: Program staff may not administer any medication to students, except for emergency use of an EpiPen for students with extreme allergies. If a child requires medication during program hours, a parent must be on site to administer it.

Faculty: Courses are taught by a variety of talented instructors, including teachers of gifted and talented learners, graduate students, faculty of William & Mary, and content-area professionals.

Discipline policy: The expectation is that students will take responsibility for their own behavior and act appropriately during class to foster a positive learning environment for all students. If a student becomes disruptive, a warning will be issued to the student and parent/guardian on the day of the infraction. If the inappropriate behavior recurs in a second session, the child will be removed from class and may be removed from the program. If a child is removed from the program due to inappropriate behavior, a refund will not be provided.

Lost and found: Personal items that are inadvertently left behind by students will be kept at the Center for Gifted Education for 30 days following the conclusion of the session. After this time, they will be donated to charity or disposed of.

Lunch: Children enrolled in morning AND afternoon courses should bring lunch daily. These students will have a supervised lunch period. Therefore, parents need not return to campus during lunch time in such cases. We will take children to their next class. Please have students bring lunch daily.
Admission Requirements

Returning Participants
Completed program application form and all required documentation.

New Applicants
1. Test scores
Students who have scored in the upper 5th percentile (95th percentile or above) on a nationally normed aptitude or achievement test are eligible. Application test scores at the 95th percentile or better must be in at least one of the following areas: reading comprehension, vocabulary, language total, math total, math concepts, math problem-solving, science, social studies, or the composite. Contact your child’s school to determine if it has participated in a qualified test and if the scores may be made available to you.

If documented test scores are not available for your child, please contact the Center for Gifted Education at (757) 221-2362 to schedule a screening appointment. Assessments are conducted on Saturdays at the Center’s main office (301 Monticello Ave., Williamsburg, VA 23185). Screening is conducted by appointment only and should be scheduled at least one month prior to the start of the program session to ensure results are available prior to the start of classes. Parents/guardians are responsible for the screening cost, which is due at the time of testing.

2. Recommendations
For new applicants, a recommendation from a teacher, principal, or counselor must be included with the application packet.

3. Completed program application form and all required documentation.

Examples of Accepted Nationally Normed Tests

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<th>American Testanics</th>
<th>Differential Ability Scales (DAS)</th>
<th>Metropolitan Achievement Tests (MAT)</th>
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<tr>
<td>Brigance Basic Skills (Pre-K)</td>
<td>Differential Aptitude Tests (DAT)</td>
<td>Metropolitan Readiness Test</td>
<td>Stanford Achievement Test</td>
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<tr>
<td>California Achievement Tests</td>
<td>Iowa Tests of Basic Skills (ITBS)</td>
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<tr>
<td>Cognitive Abilities Test</td>
<td>Kaufman Assessment Battery</td>
<td>National Tests of Basic Skills</td>
<td>Terra Nova (CTBS)</td>
</tr>
<tr>
<td>Cognitive Assessment System (CAS)</td>
<td>Kaufman Brief Intelligence Test (K-BIT)</td>
<td>Otis-Lennon</td>
<td>Test of Language Development</td>
</tr>
<tr>
<td>Columbus Mental Maturation Test</td>
<td>Kaufman Test of Educational Achievement (K-TEA)</td>
<td>Peabody Individual Assessment Test</td>
<td>Universal Nonverbal Intelligence Test (UNIT)</td>
</tr>
<tr>
<td>Comprehensive Inventory Basic Skills (CIBS)</td>
<td>KeyMark</td>
<td>Ravens Progressive Matrices</td>
<td>Wechsler Intelligence Scale for Children (over age 6)</td>
</tr>
<tr>
<td>Comprehensive Test of Basic Skills (CTBS)</td>
<td>Kuhlmann-Anderson Measure of Academic Potential</td>
<td>Screening Assessment for Gifted Elementary and Middle School Students (SAGES-2)</td>
<td>Wechsler Preschool and Primary Scale of Intelligence Test (WPPSI-III) (under age 6)</td>
</tr>
<tr>
<td>Comprehensive Testing Power (CTP)</td>
<td>Leiter International Performance Scale</td>
<td>SAT</td>
<td>Wide Range Achievement Test</td>
</tr>
<tr>
<td>Degrees of Reading Power (DRP)</td>
<td>Matrix Analogies Test (MAT)</td>
<td>Slosson Intelligence Test (SIT)</td>
<td></td>
</tr>
</tbody>
</table>

Please contact the Center for Gifted Education at (757) 221-2166 for other accepted tests and questions.
SEP APPLICATION FORM
Summer 2016 • Williamsburg, VA
SESSION I • July 11–15

Student’s Name: _______________________________ Last First M.I.

Date of Birth (mm/dd/yy) Race (For statistical purposes only) Gender (M/F) Student’s Grade Level (in Fall 2016)

Student’s Age Home Phone # E-Mail Address

Home Address: __________________________________________
Number/Street City State Zip Code

School Name and Address: ________________________________
Name Number/Street City/State/Zip Code

School Division or District Name: ___________________________ __Private __Public

• Has the student previously attended SEP? __Yes __No If yes, when: __________________________________________
If the student has not previously attended, how did you hear about SEP? __________________________________________

• Has the student been formally identified for a school-based gifted program? __Yes __No

• Are you interested in participating in a carpool? __Yes __No

Help another child attend SEP by giving a tax-deductible donation to support scholarships for families in need. If you are interested, please send a separate check for the amount of your donation made payable to William & Mary. Include the account number 2552 in the memo section.

| Course Preferences - Please include course code and title below (ex. 16SUM1-01 PM WATER WONDERS). |
| AM Session (9 a.m. — 12 p.m.) | PM Session (1 p.m. — 4 p.m.) |
| 1st choice: 16SUM1- ____ __________________________ | 1st choice: 16SUM1- ____ __________________________ |
| 2nd choice: 16SUM1- ____ __________________________ | 2nd choice: 16SUM1- ____ __________________________ |
| 3rd choice: 16SUM1- ____ __________________________ | 3rd choice: 16SUM1- ____ __________________________ |

• Please indicate if you are currently involved at William & Mary as a __faculty member __staff member __student

• Please indicate if you are enrolling a second child: __second sibling discount

• Do you wish to be considered for a partial need-based scholarship? __Yes __No

If so, please include a copy of your most recent, signed federal tax return. Requests will not be considered without this documentation.

Parent/Guardian Signature: ___________________________ Date: ____________

Application Packet Checklist
__$50 Deposit, please make checks payable to William & Mary
__Student health form
__Copy of medical insurance card
__Pickup form
__Interview and photograph release form
For First-Time Applications (in addition to above items)
__Copy of test scores
__Student recommendation form

Please submit the completed application packet by June 6, 2016. At this time, we will mail final class assignment decisions and courses may be cancelled due to low enrollment. Please send all application materials to Center for Gifted Education, SEP, William & Mary, P.O. Box 8705, Williamsburg, VA 23187-8705

OFFICE USE ONLY

Packet Received: ____________ Class/EO #: ____________ Class/EO Date: ____________

Amount $ ____________ Entered: ____________
SEP APPLICATION FORM
Summer 2016 • Williamsburg, VA
SESSION II • July 18–22

Student’s Name: ____________________________________________ __________________________
                                                                                     Last                      First                      M.I.

Date of Birth (mm/dd/yy)       Race (For statistical purposes only)       Gender (M/F)       Student’s Grade Level (in Fall 2016)

Student’s Age       Home Phone #       E-Mail Address

Home Address: ____________________________________________________________
Number/Street       City       State       Zip Code

School Name and Address: ________________________________________________
Name       Number/Street       City/State/Zip Code

School Division or District Name: ____________________________________________

☐ Has the student previously attended SEP? _Yes    _No
If yes, when: ____________________________________________________________
If the student has not previously attended, how did you hear about SEP?
______________________________________________________________

☐ Has the student been formally identified for a school-based gifted program? _Yes    _No

☐ Are you interested in participating in a carpool? _Yes    _No

Help another child attend SEP by giving a tax-deductible donation to support scholarships for families in need. If you are interested, please send a separate check for the amount of your donation made payable to William & Mary. Include the account number 2552 in the memo section.

Course Preferences - Please include course code and title below (ex. 16SUM2-01 AM FUN WITH MATHEMATICS).

<table>
<thead>
<tr>
<th>AM Session (9 a.m. — 12 p.m.)</th>
<th>PM Session (1 p.m. — 4 p.m.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st choice: 16SUM2- _____     1st choice: 16SUM2- _____</td>
<td></td>
</tr>
<tr>
<td>2nd choice: 16SUM2- _____     2nd choice: 16SUM2- _____</td>
<td></td>
</tr>
<tr>
<td>3rd choice: 16SUM2- _____     3rd choice: 16SUM2- _____</td>
<td></td>
</tr>
</tbody>
</table>

☐ Please indicate if you are currently involved at William & Mary as a __ faculty member    __ staff member    __ student

☐ Please indicate if you are enrolling a second child: __second sibling discount

☐ Do you wish to be considered for a partial need-based scholarship?    _Yes    _No
If so, please include a copy of your most recent, signed federal tax return. Requests will not be considered without this documentation.

Parent/Guardian Signature: ____________________________________________ Date: __________________

Application Packet Checklist
☐ $50 Deposit, please make checks payable to William & Mary
☐ Student health form
☐ Copy of medical insurance card
☐ Pick-up form
☐ Interview and photograph release form

For First-Time Applications (in addition to above items)
☐ Copy of test scores
☐ Student recommendation form

Please submit the completed application packet by June 6, 2016. At this time, we will make final class assignment decisions and courses may be cancelled due to low enrollment.
Please send all application materials to:
Center for Gifted Education, SEP, William & Mary, P.O. Box 8795, Williamsburg, VA 23187–8795

OFFICE USE ONLY
Packet Received: ___________ Check/MO #: ___________ Check/MO Date ___________
Amount $ ________ Entered: ___________
SEP PICK-UP FORM
Summer 2016 - Williamsburg, VA
Please complete a separate form for each child.

A parent or guardian must complete this form. List below the person(s) allowed to pick up your child from class. Your child’s teacher will only release your child(ren) to an individual listed below. Anyone picking up your child, including yourself, will need to provide a government-issued photo ID as proof of identity each time he or she picks up the child.

I give permission for the following individual(s) to pick up my child from the Saturday/Summer Enrichment Programs. I understand that a government-issued photo ID will be required as proof of identity. I also understand that my child will not be released to any individual(s) not on this list or who are unable to provide proof of identity.

Please print or type names clearly. Be sure to include your own name as well as the names of others authorized to pick up your child. If you need to make changes at a later date, please submit an amended list.

______________________________________  ______________________________________
______________________________________  ______________________________________
______________________________________  ______________________________________
______________________________________  ______________________________________

Parent/Guardian Name (please print): ______________________________________________________

Parent/Guardian Signature: ____________________________________________________________________

Child’s Name: ____________________________________  Date: ____________________________________

________________________________________________________________________________________

Optional
Parent Release Form

Allowing students in grade 7 or higher to walk unattended to the parking lot.

Use the pick-up form above if you want your seventh-grade or older child to be picked up from the classroom. If, instead, you prefer to give permission that allows him or her to walk to the parking lot unescorted, you must complete and sign this optional section:

I give permission for ______________________________________ to leave the classroom and walk

(Student’s Name)

unescorted to the parking lot. I will not hold the class instructor, the Saturday/Summer Enrichment Programs, the Center for Gifted Education, or William & Mary responsible in any way for my child’s welfare after he or she departs from the classroom.

Parent/Guardian Name (please print): ______________________________________________________

Parent/Guardian Signature: ____________________________________________________________________

Child’s Name: ____________________________________  Date: ____________________________________
SEP HEALTH FORM
Summer 2016 - Williamsburg, VA

Student’s Name__________________________________________________________

Last                             First                              M.I.

Parent/Guardian Name_________________________________________________________________

Last                             First                              M.I.

Relationship to Student          Work Phone #

Parent/Guardian Name_________________________________________________________________

Last                             First                              M.I.

Relationship to Student          Work Phone #

    Cell #

In case of emergency, please notify (if different from above)

Last                             First                              M.I.

Relationship to Student          Phone #

Student’s Medical Details

Does your child have any special needs? ___Yes ___No If yes, please specify:___________________________________________

Current medication(s) and reason(s):________________________________________________________

Allergies_________________________________ Date of Last Tetanus/Diphtheria:________________________

Family Physician:________________________ Phone:_______________________________________________

Family Dentist:_________________________ Phone:_______________________________________________

Health Insurance Provider/Subscriber’s Name:_________________________________ Policy Number

Please attach a copy of your medical insurance card

Is there any further information that may have impact on the student’s participation in SEP or the provision of medical care to him or her in the event of an accident? (Include any special dietary restrictions, chronic health conditions, or learning disabilities) Attach a separate page if necessary.

________________________________________________________________________________________________________

I give permission to the attending physician to hospitalize and secure treatment for my son/daughter/ward as a minor in the case of a surgical, medical, or psychiatric emergency; or any necessary medical treatment, provided the physician is unable to contact me reasonably soon, and according to his or her best professional judgment if further delay would in fact jeopardize the patient’s health or life.

Signature:_________________________________________ Date:__________________________________
SEP PERMISSION TO INTERVIEW AND PHOTOGRAPH FORM

Summer 2016 - Williamsburg, VA

The Center for Gifted Education at William & Mary is constantly striving to have the wonderful projects and experiences students take part in during our programs recognized. To this end, we routinely work with reporters from local news outlets on program publicity. We plan to invite members of the media to visit and engage with the students at some point during the program. We ask your permission as the student’s parent or guardian to interview and take photographs of your child for possible inclusion in press materials. Please indicate your willingness to have your child interviewed and/or photographed by selecting the appropriate statement below.

_______ I am willing to have my child interviewed and/or photographed and to have his or her name included in the local newspaper, text of a William & Mary press release, or photograph caption.

_______ I am willing to have my child interviewed and to have his or her name included in the local newspaper or text of a William & Mary press release.

_______ I am willing to have my child photographed and to have his or her name included in the local newspaper, text of a William & Mary press release, or photograph caption.

_______ I prefer that my child not be interviewed or photographed.

________________________________________________________________________

Child’s Name: ___________________________________________ Date: ______________________

Parent’s Name: __________________________________________________________________

Parent’s Signature: __________________________________________________________________

Please note that until the time of publication, we are unaware of which class(es) and/or students will be included in press materials.
STUDENT RECOMMENDATION FORM

Saturday/Summer Enrichment Programs
William & Mary
Center for Gifted Education
P.O. Box 8795
Williamsburg, VA 23187-8795
Telephone: 757-221-2166   Email: scp@wm.edu

Parent/Guardian: Please complete Section A, and then give this form to your child’s principal, guidance counselor, gifted program coordinator, or teacher. Letters of recommendation should be mailed or e-mailed directly to the Center for Gifted Education.

Section A
Name of Applicant: ____________________________________________________________
Last                        First                        M.I.

Principal, guidance counselor, gifted program coordinator, or teacher: Please complete this form and either mail it to the above address or send it via email to scp@wm.edu.

Section B
Recommender’s Name: __________________________________________________________
Last                        First                        M.I.

School Name: __________________________________________________________________
Position: ____________________________________________________________________

School Address: __________________________________________________________________
City                        State                       Zip                        Phone: ______________

1. Number of years acquainted with student:  __ 0-1 year   __ 1-2 years   __ 2-3 years   __ 3-4 years   __ 5+ years

2. What is your relationship to the applicant? ________________________________

Intellectual curiosity
Very Superior    Superior    Above Average   Average    Below Average

Demonstrated academic ability

Academic potential

Problem-solving ability

Study and organizational skills

Verbal reasoning ability

Mathematical reasoning ability

3. Please rate this student in the following categories:

4. Please characterize the level at which the student is currently working:
   __ at grade level   __ 1 grade above   __ 2+ grades above   __ Don’t know

5. Rank the student’s likelihood of success in a high-ability enrichment program:
   __ very likely   __ likely   __ somewhat likely   __ unlikely   __ very unlikely

Comments:
__________________________________________________________________________
__________________________________________________________________________

If you would like to include additional comments, please use the back of this form.
The Internet is an electronic highway connecting millions of computers and computer users from all over the world. The Internet offers:
- electronic mail communications with people from all over the world
- access to many library catalogs from all over the world
- information and news from a wide variety of electronic sources
- public domain software and shareware of all types
- access to world wide discussions groups

Parental Permission
Students under the age of 18 years of age must have a parent/legal guardian sign this form before the first use of the Internet.

E-mail
E-mail accounts will be assigned to students only for the duration of the teacher-directed project.
Hate mail, harassment, discriminatory remakes and other inappropriate behaviors are prohibited on the network.
Receipt of inappropriate mail should immediately be reported to a teacher and to the SEP staff.

Copyright and Citations
Any copyrighted materials are subject to the Fair Use provision of copyrighted materials as it related to education.
Internet materials used in reports or other documents must be cited. If there is no direct citation the Uniform Resource Location (URL) must be cited.

Undesirable Materials
Students, teachers, and assistants in the SEP program must accept responsibility for restricting access to undesirable materials.
Students who gain access to undesirable Internet materials must report this material to their teacher.
Teachers who gain knowledge of undesirable Internet materials must report this material to the SEP staff at the Center for Gifted Education.

Games
Games may not be downloaded from the Internet without approval from the teacher or the SEP staff.

Listservs
Listservs may not be subscribed to without approval from a teacher or the SEP staff.

Commercial Use
Commercial use of the Internet by individuals participating in SEP is forbidden.

Network Etiquette:
You are expected to abide by the general accepted rules of network etiquette. These include, but are not limited to, the following:
Be polite. Do not send abusive messages to other users.
Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.
Do not reveal your or anyone else’s personal address or phone number.
Please note that e-mail is not guaranteed to be private.

I agree to the above stipulations and understand that any misuse or abuse of the Internet may result in the suspension or revocation of my Internet account.

Date: ______________________  Student’s Signature: __________________________________________

Parent or Guardian’s Signature: ______________________________________________________

Course: ____________________________________________________________________________