*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 gladly 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 six and seven.** We are also offering programs for students who are currently in grades 4-5 and 8-10. If you are interested 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 2017 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, 2017**. Qualifying applications postmarked after February 15 will automatically be placed on our waiting list. Acceptances will be e-mailed on or before **April 15, 2017.**

**DIRECTIONS:** 1) This information page is to be completed by the student and a parent/guardian. 2) The student should review the 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, 2017 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:**

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Gender</th>
<th>DOB</th>
<th>Nickname</th>
<th>MM</th>
<th>DD</th>
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**Mailing Address**

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<tr>
<th>Street</th>
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<th>State</th>
<th>Zip</th>
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**Parent/Guardian Name:**

<table>
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<tr>
<th>Name</th>
<th>e-mail address</th>
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</table>

**Parent/Guardian:**

<table>
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<tr>
<th>Primary contact number</th>
<th>Alternate contact number</th>
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</table>

How did you hear about SEP?

Grade student is CURRENTLY in: (Circle one): 6  7

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

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.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>( )</td>
<td>Courtesy of the Common Circle</td>
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<tr>
<td>( )</td>
<td>The Engineering Toolbox</td>
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<td>Global Perspectives of the 21st Century World</td>
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<td>( )</td>
<td>Periodic Explorations</td>
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<td>( )</td>
<td>Podcasting</td>
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<td>( )</td>
<td>Reading and Writing Science Fiction</td>
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<tr>
<td>( )</td>
<td>Social Inequalities and Popular Culture</td>
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<tr>
<td>( )</td>
<td>World War I Technology</td>
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</tbody>
</table>
Grades 6 & 7 Prompt

As part of a plan to create different institutes that deal with the difficult challenges faced by our society, the University of Virginia recently created the UVA Brain Institute. The pan-University initiative will allow for collaboration between faculty from different disciplines. Having scholars with a variety of areas of expertise is crucial, as challenging problems cannot be solved within the constraints of a single discipline.

Your multi-step task is inspired by this initiative.

**Step 1:** Choose a neurological disease, disorder, or injury that you want to explore. Examples include Alzheimer’s, autism, concussion, and epilepsy—you can access a thorough list at [www.brainfacts.org/diseases-disorders/diseases-a-to-z-from-ninds/](http://www.brainfacts.org/diseases-disorders/diseases-a-to-z-from-ninds/)

**Step 2:** Choose at least two different disciplines that you think can work together to address the challenges created by the disease, disorder, or injury. Possible STEM disciplines include science, technology, engineering, and math; possible humanities subjects include visual and performing arts, English/reading, and social studies/history.

**Step 3:** Choose a format that will best allow you to explain how your chosen disciplines can work together to address the challenges created by the disease, disorder, or injury. Potential formats include advertisements, articles, artwork, brochures, comic strips, commercials, essays, letters, podcasts, and speeches.

To get a high score on this task, you must make sure that the rater can clearly identify your disease/disorder/injury of focus, the disciplines through which you are investigating it, and how you believe the disciplines can address the challenges created by the disease, disorder, or injury. The steps should be integrated into one cohesive response. Make sure to include an explanation if you create a response (e.g., painting) where the connections between these steps may not be as clear.

Sometimes applicants have questions about what outside help is allowed when working on an SEP application prompt. Part of adequately responding to this prompt may 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. **Suggested formats are .doc/.docx, .ppt/pptx, .pub, .jpg, and .pdf. If you submit another file format, we may not be able to open your response and it may delay the process.**

If you choose a non-traditional format (e.g., artwork with an explanation, video), we have some potential solutions:

- **Take a picture** of artworks/dioramas and upload the picture (or picture in a Word/PDF document)
- **Post a video/podcast** on YouTube (or a similar site) and upload a Word document with the link and any password information necessary to access the video (just make sure the links work properly before you submit!)
- **Combine multiple files** in Adobe PDF (usually you can select each file, right click it, and you get an option to combine the files in Adobe) to upload a multi-part response
- **Mail the response** and upload a Word document with the tracking number/date it was sent. Mailed responses should be postmarked by February 15.

Please call us at 434-924-3182 or e-mail us at [curry-sep@virginia.edu](mailto:curry-sep@virginia.edu) prior to February 15 if you need assistance.
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Grades 6 &amp; 7: Morning Course Choices for 2017</strong></td>
<td></td>
</tr>
<tr>
<td>Courtesy of the Common Circle: Exploring the Intricacies of Geometric Thought from the Greeks to 2017</td>
<td>What do the ancient Greeks, Alexander Graham Bell and MC Escher all have in common? They each explored the secrets of circles, and used them to produce an astonishing number of shapes and designs. We will start in the footsteps of the Ancient Greeks, then travel into the future to see the work modern inventors, designers, and artists. In addition to creating beautiful art, you will invent and build strong structures that serve a variety of purposes, such as sport, shelter, and flight. Sign up and you’ll get to go “round” the World!</td>
</tr>
<tr>
<td>The Engineering Toolbox</td>
<td>Have you ever encountered a problem you had no clue how to solve, or a complex project you didn't know how to start? The ability to produce solutions to difficult problems and projects is in high demand. Engineers are renown for this ability, and this course will teach you the methodology and tools they use, which can actually be applied to various career fields. Using a variety of activities, this class will delve into problem-solving theory and its application to a variety of problems. We'll deal with how to make simplifying assumptions, to apply constraints to problems, and to use estimation to improve your results. We'll also explore ways to evaluate solutions through deep analysis and critical thinking. Fun projects and competitions will help you learn to practically apply those concepts to various situations.</td>
</tr>
<tr>
<td>Global Perspectives of the 21st Century World: A Cultural Investigation Beyond Borders</td>
<td>Imagine the world around you—what do you know about it? Who can you communicate with? What are the ways in which people your age interpret the world and live their everyday life? In this course, we will complete activities to investigate the diversity that exists across the globe and discuss our thoughts and findings while focusing on various topics, such as language, traditions, music, art, film, and beyond! Though you won't have to travel very far, you will be able to interact with the mosaic of cultures and traditions from near and far that make up the 21st century world.</td>
</tr>
<tr>
<td>Periodic Explorations</td>
<td>What's your first impression when you see the periodic table: Intimidating? Fascinating? Facts to be memorized for a test? Most chemists will be happy to tell you that the periodic table represents an amazing summary of the building blocks of matter that make up the world around us. In this hands-on course, you will discover a variety of chemical reactions that help us understand various patterns and trends in the periodic table. We will also study the scientists who made important contributions to the table, from Lavoisier and Mendeleev to Seaborg and Hofmann. Both future chemists and non-scientists will find something to capture their interest. You'll go back to &quot;elementary&quot; school in this course as you explore the periodic table!</td>
</tr>
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</table>

More choices are on the next page!
Podcasting: Hear All about It!

Podcasting has become one of the best ways for anyone to tell a story, to make a point, or to take a stand. In this class, students will learn all about the background and nuances of what a podcast is; find/listen to podcasts about their favorite topics; discuss what makes a good podcast; and learn how to record, produce, and release a podcast for an audience of their choice. Grab the microphone and say what you want people to hear and create one of the many stories that are out there just waiting to be heard!

This Rough Power: Reading and Writing Science Fiction

Science fiction (SF) has been called many things, such as the literature of ideas, 90 percent rubbish, and the successor to the Gothic. The genre includes everything from Star Trek to Eternal Sunshine of the Spotless Mind to Neuromancer to The Island of Dr. Moreau, collecting under one name a collage of works that, at first glance, have almost nothing in common with each other. The enormous area enclosed by SF—and the constant efforts of artists to expand it—suggests the richness at the heart of the question SF usually attempts to answer: “What if?” We’ll engage this question by examining how changes in technology (social, industrial, practical) change both our lives and the stories we tell about them. To that end, we’ll combine experiences of short-form SF works, experiments in how we use technology, and set out on our own writing projects. Over the course of the class, each student will develop an understanding of a few touchstones in the field of SF, the history of science, and the craft of writing. They will finish with new tools for interdisciplinary thinking, a new body of knowledge about the world, and a draft of their own creative project—likely a short story or screenplay.

Social Inequalities and Popular Culture

What do Beyoncé, Star Wars, and Snapchat have in common? They are all rich sites for studying our society! Popular culture is all around us, reflecting the social forces that move and shape our lives. In this course, we put pop culture under the lens of sociology, exploring how music, television, the Internet, and more can illuminate the structure of social inequalities. Through our readings, discussions, and exploratory projects, we will learn to critically analyze the world around us while developing answers to central questions that motivate much sociological research: what does society look like, why does it look that way, and who does it benefit?

The War to End All Wars: World War I Technology

Nearly 100 years ago, technology had a huge impact on the events of World War I. This technology helped to shape the outcome of the war as well as world events of the next century. Students will not only learn the impact of that technology, but also attempt to make similar technology using basic, everyday items using the scientific method and STEAM approaches. The culminating event will be a hands-on museum experience where the students, as docents, will share their creations along with WWI labels.
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
   - Most recent aptitude test scores (Cognitive Abilities Test, OLSAT, WISC, PSAT/SAT, etc.) 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:

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>1</th>
<th>2</th>
<th>Moderate</th>
<th>3</th>
<th>Superior</th>
<th>4</th>
<th>5</th>
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<tr>
<td>Enjoys the challenge of new tasks and experiences</td>
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<td></td>
<td></td>
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<tr>
<td>Pursues interests to understand or satisfy curiosity; wants to know the “how and why”</td>
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<tr>
<td>Generates questions of his/her own; questions the common, ordinary, or unusual</td>
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<td>Comprehends in-depth and complex ideas</td>
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<td>Enjoys self-directed learning; highly motivated to pursue own goals</td>
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<td>Sees a problem through in assigned tasks</td>
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<td>Divergent thinking; preference for the unusual, original, and creative responses</td>
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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 financial assistance 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, 2017. Mail this form AND a copy of your 2016 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 2016: 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 2016. You must indicate your total yearly income in the space at the right and attach a COPY of your W-2 form 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 not including yourself) _______________

EXTRAORDINARY COSTS/CIRCUMSTANCES FOR 2016: 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.
**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 to 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 in the middle of March. 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. You cannot make any changes between mid-March and April 15.

**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](http://curry.virginia.edu/sep)