

2016



vsa

VANDERBILT SUMMER ACADEMY

2016 CATALOG

VANDERBILT
PROGRAMS FOR
TALENTED YOUTH



*Developing talent in gifted students
and those who work with them*

DATES AND TUITION

Vanderbilt Summer Academy 2016 offers three sessions designed for different grade levels.

Applications are accepted beginning at noon on January 7 (CST). Many classes will fill during the application launch window from Jan. 7–14, 2016; therefore, we highly recommend submitting applications during this window for the best chance of placement in your first choice class.

Session I (one week)

Rising 8th Graders
(students entering 8th grade in fall 2016)

June 12–17

\$1,325*

Session II (two weeks)

Rising 9th and 10th Graders
(students entering 9th or 10th grade in fall 2016)

June 19–July 1

\$2,550*

Session III (three weeks)

Rising 11th and 12th Graders
(students entering 11th or 12th grade in fall 2016)

July 10–29

\$3,575*

*Unless applying for financial aid, all applications require a \$300 deposit. For more application information, see page 28.

#vsa2016

 **Vanderbilt SummerAcademy**

 **@vanderbiltpty**

 **@VanderbiltPTY**

VSA is an academic residential program that offers accelerated courses, dynamic recreational activities, and the opportunity for academically gifted students to learn from content experts and each other within a challenging yet supportive environment.

ELIGIBILITY

Students applying to Vanderbilt Summer Academy must submit qualifying documentation at the time of application. To be eligible for VSA, students may either submit ACT, SAT, or PSAT scores at the 95th percentile and above in one or both subject areas, or students may choose to submit a portfolio for further assessment and review. While standardized scores around the 95th percentile are typically a strong indication that VSA is an appropriate curriculum match for a student, we recognize that there are circumstances in which test scores are not the best indicator of a student's academic potential. For this reason, VSA also accepts a portfolio application composed of supporting documents that can provide a well-rounded picture of a student's academic performance. To learn more about qualifying test scores or the specific portfolio requirements, please refer to the columns below. Please note that any test scores or additional materials submitted to us are for our eligibility purposes only and are not forwarded to VU undergraduate admissions.

TEST SCORES

Students only need to qualify in one subject area, and scores are based upon the grade in which the student took the test. Once a student has qualified for VSA, he or she does not have to submit further test results for the following years.

| | SAT | ACT | PSAT |
|------|----------|------------|-----------|
| 7th | 20M or R | 500M or CR | 50M or CR |
| 8th | 22M or R | 550M or CR | 55M or CR |
| 9th | 25M or R | 590M or CR | 59M or CR |
| 10th | 27M or R | 630M or CR | 63M or CR |
| 11th | 29M or R | 670M or CR | 67M or CR |

You can register directly for either the SAT or the ACT through their websites (though an official report mailed directly from The College Board/ACT is not required):

collegeboard.com

Vanderbilt PTY code: SAT 3697

actstudent.org

Vanderbilt PTY code: ACT 5165

We also accept ACT/SAT scores achieved through Talent Search programs such as the Duke Talent Identification Program (TIP), tip.duke.edu, but you are not required to go through a Talent Search to apply to Vanderbilt Summer Academy. Recent individual ability and achievement assessments (i.e. EISC, Stanford-Binet, Woodcok Johnson, WIAT, etc.) are also accepted in lieu of ACT/SAT/PSAT scores.

PORTFOLIO

For students who wish to submit a portfolio of materials in lieu of SAT/ACT/PSAT scores, VSA offers a portfolio assessment option. To apply via portfolio, students should complete the VSA application and essays and submit the following items:

- Recent nationally normed school-based assessments indicating a 90th percentile or higher score in at least one full-section (e.g., total math, total reading, verbal, nonverbal). Acceptable assessments include but are not limited to: ERB, CogAT, Terra Nova, ITBS, Stanford Achievement Test, OLSAT, MAT.
- Two teacher recommendations, forms available online.
- School transcript or most recent report card (transcript preferred).
- Sample of recent course work relating to the VSA course the student wishes to take.

See pty.vanderbilt.edu/students/vsa for more details.

Once an online application account is created for your student, all qualifying documents can be uploaded into our online application system. Teacher recommendation forms can be automatically forwarded to the individual teachers from within the online application or from the website. If you'd prefer to deliver hard copies, teacher recommendation forms are also available for download from our website.

APPLICATION LAUNCH WINDOW: NOON, JAN. 7–NOON, JAN. 14, 2016

VSA offers both online and paper applications.

Visit pty.vanderbilt.edu/vsa to access the online application.

Paper applications are available for download from our website and located inside this catalog.

APPLICATION LAUNCH WINDOW

All applications received during the application launch window (noon, January 7–noon, January 14, CST) will be placed in a priority pool regardless of the particular date submitted. This means that any complete and qualifying application submitted during the application window has the same chance for course placement. At the close of this window, all applications received will be randomly assigned a number determining their placement in the review queue. Applications received after the application launch window will be time and date stamped upon arrival and reviewed in order of receipt.

FINANCIAL ASSISTANCE

Vanderbilt Programs for Talented Youth is committed to making programs available to academically gifted students regardless of a family's ability to pay the full tuition. Therefore, need-based financial aid is available based on income. The VSA application review process is need-blind and does not consider financial status. The \$300 deposit is waived for financial aid applicants.

Families who wish to apply for financial aid should submit a completed financial aid application along with a copy of their most recent federal tax return via fax, mail, or email. We will use this information to determine both eligibility for and award amount. Please note that all tuition awards are partial and you may apply for financial aid at any point during the admissions process. Payment plans are also available. Please contact PTY's Admissions Coordinator, Laura McLean, at 615-322-8261 or laura.mclean@vanderbilt.edu if you have additional questions about financial aid or setting up a payment plan.

CANCELLATION POLICY

The VSA application fee is nonrefundable. The tuition deposit will not be refunded for any reason after a student is admitted to a ranked course choice.

Cancellations made before the tuition due date will be eligible for a full tuition refund less the application fee and tuition deposit. Cancellations made after the tuition due date and before the refund deadline (VSA refund deadline: May 6, 2016 for Sessions II and III, May 20, 2016 for Session I) will be eligible for a 50% refund less the application fee and tuition deposit. After the refund deadline, no tuition refunds will be awarded.

CONTACT US

Phone: (615) 322-8261

Email: pty.peabody@vanderbilt.edu

Fax: (615) 322-3457

For questions regarding the application process and financial assistance:

Laura McLean, Admissions Coordinator

Phone: (615) 322-0133

Email: laura.e.mclean@vanderbilt.edu

In compliance with federal law, including the provisions of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, Executive Order 11246, the Uniformed Services Employment and Reemployment Rights Act, as amended, and the Genetic Information Nondiscrimination Act of 2008, Vanderbilt University does not discriminate against individuals on the basis of their race, sex, religion, color, national or ethnic origin, age, disability, military service, or genetic information in its administration of educational policies, programs, or activities; admissions policies; scholarship and loan programs; athletic or other university-administered programs; or employment. In addition, the university does not discriminate against individuals on the basis of their sexual orientation, gender identity, or gender expression consistent with the university's nondiscrimination policy. Inquiries or complaints should be directed to the Equal Opportunity, Affirmative Action, and Disability Services Department, Baker Building, PMB 401809, 2301 Vanderbilt Place, Nashville, TN 37240-1809. Telephone (615) 322-4705 (V/TDD); Fax (615) 343-4969

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On behalf of Vanderbilt Programs for Talented Youth, we invite you to join us this summer to experience campus living at one of the world's great universities.

For the academically gifted learner, Vanderbilt Summer Academy offers one-week, two-week, and three-week sessions, each taught by stellar Vanderbilt faculty and scholars. We maintain low faculty-student ratios so that you receive the individual attention necessary to pursue your academic interests through one of our intellectually rigorous courses. Each of our classes will develop your critical thinking skills, encourage intellectual exploration, and teach you how to thrive in a college classroom setting. At Vanderbilt Summer Academy, you will have the opportunity to push your intellectual limits alongside peers who also appreciate the sheer joy of learning and academic discovery.

Vanderbilt Summer Academy is unique among summer academic programs due to the high caliber of our faculty and access to university resources. You can study nanotechnology in a state-of-the-art lab, examine dental casts in Vanderbilt's osteology lab, or go on rounds with doctors at the VU Medical Center. We also provide ways to develop your social, emotional, and physical well-being. Each afternoon you will participate in an Areté class to clear your mind, body, and spirit and become physically active through courses such as yoga, dance, martial arts, fencing, and many others.

The quality of our residential facilities and beautiful, tree-lined campus nestled in the heart of Nashville's city center provides the perfect environment for learning. You will live in a first-year residence hall in The Martha Rivers Ingram Commons at Vanderbilt, enjoy pickup games of Ultimate Frisbee on the green lawns of historic Peabody campus, and embrace what Vanderbilt and Nashville have to offer.

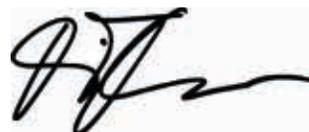
You will find that our programs have been designed specifically for students like you. VSA faculty and staff provide support and encouragement, inside and outside our classrooms, to help you succeed academically. Whether it's through expanding your knowledge in our accelerated courses, or at a cookout, dance, or campus concert, Vanderbilt Summer Academy is committed to making your experience one that you will remember forever.

As you look through this catalog, we encourage you to imagine yourself here at Vanderbilt University this summer—learning, growing, and enjoying life with peers who share similar academic abilities and interests and a faculty and staff who care about you.

We hope to see you soon!



Rosanna Forrest, M.F.A.
Assistant Director, Residential Programs
Vanderbilt Programs for Talented Youth



David Dunn, Ph.D.
Education Consultant
Vanderbilt Programs for Talented Youth



John M. Girdler
Communications and Residential Coordinator
Vanderbilt Programs for Talented Youth



PTY GOALS

01. Nurture giftedness through accelerated, pre-collegiate talent development opportunities and programs for K–12 students.
02. Develop parent and community awareness of the nature and nurture of gifted students through consultation, counseling, and community programs.
03. Provide quality professional development and course work on and off campus for professionals in gifted education.
04. Develop systemic models to promote services and to build collaborative partnerships with other organizations within and outside campus to complement the mission of PTY and Vanderbilt at large.
05. Conduct research that contributes to the knowledge of the field of gifted education.

PTY HISTORY

In 2000, Camilla Benbow, Patricia and Rodes Hart Dean of Education and Human Development and co-director of the Study of Mathematically Precocious Youth, founded Vanderbilt Programs for Talented Youth. At that time, Programs for Talented Youth staff led an academic, accelerated program in the summer for gifted middle and high school students. The program underwent significant changes and restructuring in 2006. Since that time, our student enrollment has tripled, and we now provide year-round accelerated academic course work for gifted students in kindergarten through high school, generally led by Vanderbilt faculty and graduate students. From 2008 to the present, we have consistently increased our scope of work to include consultation, professional development opportunities for educators, course work in gifted education, and academic research related to giftedness and effective services, including students of poverty.

PTY STUDENTS

We host students from across the globe. During a typical residential program year, at least 30 different states and at least two countries other than the U.S. are represented. Day programs for our younger students enjoy representation from multiple states including Tennessee, Alabama, and Kentucky, and as far away as Texas, Michigan, California, Pennsylvania, or Florida. Approximately 20 percent of our students receive some type of need-based tuition reduction.

“Accelerated academic programs at universities play a central role in the talent development process by enhancing the social, academic, and career development of gifted students. I am proud to assemble and support a passionate and caring team of experts in their respective fields to support our gifted students both in and out of the classroom.”

*Tamra Stambaugh, Ph.D.,
Executive Director, Programs for Talented Youth
Assistant Research Professor, Special Education*

WHY SHOULD WE CONSIDER OUT-OF-SCHOOL PROGRAMS FOR THE GIFTED?

When gifted students participate in extracurricular, accelerated academic programs, such as those offered by Vanderbilt Programs for Talented Youth, they:

- Are more likely to take advanced high school courses in mathematics, especially girls
- Are more likely to seek admittance into a highly selective college after high school
- Are more likely to pursue professional careers in mathematics
- Enjoy a high level of challenge and pacing, not otherwise provided by many schools
- Gain access to university faculty and content experts earlier in their academic career, which can fuel a lifelong pursuit of a key content area
- Are more likely to take academic risks
- Develop a sense of independence

Specifically our students say that when comparing one of our programs to their school, they:

- Find our courses more enjoyable and interesting
- Have more opportunities to engage in critical thinking
- Feel more supported and understood by their instructors
- Feel more supported by their peers
- Feel normal and accepted for who they really are
- Are more challenged and not bored

Programs like ours may also curb underachievement tendencies in students who may no longer engage in school because of a lack of interest, slow pacing, or little challenge.

WHY CHOOSE VANDERBILT PROGRAMS FOR TALENTED YOUTH?

- Vanderbilt University is known as a preeminent center for collegiate education and is a tier one research institution.
- PTY was founded by Camilla Benbow, Patricia and Rodes Hart Dean of Education and Human Development and co-director of the Study of Mathematically Precocious Youth, who was the protégé of the original founder of talent searches, Dr. Julian Stanley.
- Vanderbilt Peabody College of Education and Human Development has been named one of the nation's top graduate schools of education by U.S. News & World Report for five years in a row.
- PTY has highly qualified, experienced, and compassionate staff who are experts in their field and understand the academic and social-emotional needs of academically gifted learners.
- The majority of instructors and consultants are nationally and internationally known and widely published in their respective fields.

“The classes were the perfect level, challenging enough to push myself but not too hard to where I was completely lost. My experience this year was fantastic!”

Academic Life at Vanderbilt Summer Academy

OUR PHILOSOPHY

Vanderbilt Summer Academy offers a challenging introduction to the academic rigors of college life at Vanderbilt. You will enjoy the excitement of in-depth, accelerated study of a fascinating subject within a community of your intellectual peers. Our course catalog (beginning on page 12) is filled with wide-ranging, interdisciplinary topics such as nanotechnology, religious studies and philosophy, history, and medicine.

Regardless of where your interests take you, we have courses designed to provoke ongoing discussion and learning. Above all, Vanderbilt Summer Academy is a “risk-friendly” academic environment that will both challenge and foster your abilities.

OUR FACULTY

Vanderbilt Summer Academy instructors (profiles beginning on page 24) are drawn from the wealth of talented faculty and scholars here in the Vanderbilt University and Nashville communities and include many distinguished professors, scientists, and researchers. All instructors are carefully selected not only for achievements in their fields, but also for their commitment to excellence in classroom teaching. These outstanding VSA faculty serve as academic role models, providing instruction and insights into their areas of study. A teaching assistant (TA) with demonstrated expertise in the content area supports each class. The TA serves as a resource to the instructor and to the class—sharing his or her perspective on the subject matter and helping promote a secure learning environment.

Why VSA? We recognize that you have many choices of summer academic programs. Here are some things that set VSA apart.

- **Access to scholars.** Vanderbilt faculty and doctoral-level scholars teach most of our classes, so you'll work with true content-area experts.
- **Small classes.** Classes have 12–16 students in most cases.
- **Personalized attention.** Each class has a dedicated instructor and teaching assistant.
- **Opportunities for personal development.** From Areté classes, to talks on social and emotional growth, to sessions with admissions counselors, VSA celebrates the whole you!
- **Campus living.** VSA students reside in a state-of-the-art first-year residence hall designed for social interaction with your community of like-minded intellectual peers.
- **Parent education.** VSA offers a special opening-day lecture and information session for parents, covering a range of topics relating to gifted teens and college admission processes.



“VSA is a community of brilliant students and teachers who bring out the best of me.”

OUR COURSEWORK

The Vanderbilt Summer Academy course curricula are designed to meet the intellectual and cognitive needs of highly gifted youth.

Vanderbilt Summer Academy courses are:

- Accelerated and unique, offering you the opportunity to explore areas of study not typically available elsewhere
- Fast-paced and rigorous with an emphasis on critical and creative thinking
- Drawn from a broad range of disciplines in order to maximize the potential for interdisciplinary study
- Rooted in the rich academic and cultural environment of Vanderbilt University and the surrounding Nashville community

Vanderbilt Summer Academy offers the opportunity to explore exciting new areas of study—in and out of the classroom. You can study in campus libraries, laboratories, studios, and galleries, and enjoy many of the off-campus resources that Nashville provides. The innovative curricula allow you to learn through hands-on activities, real-world scenarios, laboratory experiments, lively group discussions, and self-directed projects.

With six hours a day devoted to learning, VSA courses allow for a satisfying level of focus and depth. And while the course work can be

exciting and intensive, homework assignments are kept to a minimum. When out of class, you will be able to fully enjoy the social and recreational activities Vanderbilt Summer Academy has to offer.

ASSESSMENT

So students can best experience the joy of learning within a group of true intellectual and social peers, VSA is a non-graded program and does not offer credit for course work. Rather, VSA promotes accelerated learning in an environment tailored to promote academic risk taking. We encourage you to push your intellectual limits without fear of failure. Rather than a grade, you will receive a performance evaluation. This thoughtfully prepared constructive feedback will help you accurately assess your achievements in the course work. More than a number or letter, this rubric is designed to help you understand your performance and abilities and to guide you in charting your future academic endeavors. Because Vanderbilt Summer Academy realizes that parents are important partners in the intellectual growth of their children, instructors make themselves available to parents for an optional end-of-session open house or conference.



Residential Life at Vanderbilt Summer Academy

Vanderbilt Summer Academy isn't only about the academic experience. We believe that life outside the classroom is just as important as what goes on inside. Each weekday, you will participate in an extracurricular Areté class, plus, every evening, you will be able to choose from a wide range of activities from Ultimate Frisbee and field days to tie-dyeing and talent shows. In addition, time is built into the schedule to allow plenty of opportunities for you to unwind and socialize with your new friends. Not only will you have the chance to live on a college campus,

but you will also get to sample some of the many cultural and entertainment offerings of Nashville through group outings and field trips.

HOUSING

Hank Ingram House, on The Ingram Commons, will be your "home away from home" at VSA. This building combines the best of modern conveniences within an elegantly classic exterior. This centrally air-conditioned house includes laundry facilities on the first floor and large





“The well blended mix of class and social interaction kept me busy and on my toes the entire time!”

common area for games and social interaction. Floors are separated by gender, and each has four communal bathrooms. Living in Hank Ingram House will give you a sneak peek into Vanderbilt’s residential experience for first-year students. Learn more at commons.vanderbilt.edu.

RESIDENTIAL STAFF

Our carefully selected and trained residential leadership team and proctors will supervise the residence hall and guide students through evening and weekend activities. Several VSA proctors will live on each floor near assigned same-gender proctor groups of 12–15 students. Proctor groups will meet each evening with their proctor and will enjoy occasional group outings together. Additionally, two permanent PTY administrative staff will reside in the hall to supervise the residential staff and ensure student safety.

DINING

Vanderbilt Summer Academy students will eat most of their meals in campus dining halls, which offer a wide variety of healthy and savory selections including vegetarian and vegan options. All meals served in the dining halls or at VSA-wide events are covered in the tuition. Several dining outlets sell coffee drinks and snacks during the day. Outside food purchases, such as snacks or ice cream, will be the responsibility of the student.

SAFETY, HEALTH, AND STUDENT SUPERVISION

Vanderbilt Summer Academy recognizes the importance of proper health and safety for everyone in our program. Our trained staff live in the residence hall, supervise activities, and maintain the overall well-being and safety of students during the program. Students will spend the majority of their evenings and weekends participating in supervised events and activities. Discretionary time will vary by session. The VU Police Department partners with VSA in securing the residence hall and campus. The VSA residence hall houses only program participants and authorized Vanderbilt staff. All students are provided with electronic access cards to the residence hall and keys to their dorm rooms in order to allow them to secure their belongings.

Because Vanderbilt Summer Academy is an opportunity to experience communal living, some of the responsibility for health and safety will rest with you. You will be informed of the program guidelines for behavior, participation, and campus boundaries in the *Vanderbilt Summer Academy Student Handbook*, which you will receive upon admission. All rules are designed to foster a healthful, respectful environment where everyone can find success and enjoyment.

In the event that you need medical attention, a staff member will accompany you to the Vanderbilt Student Health Center or the Monroe Carell Jr. Children’s Hospital at Vanderbilt, depending on the situation and time of day. Both facilities are nearby. The staff member will stay with you until the situation is resolved. The Vanderbilt Summer Academy office will contact your parents or guardians and will keep them informed. VSA also has established procedures for the handling of routine medications. Details will be provided upon admission to the program.

ARETÉ PROGRAM

One of the highest values in ancient Greek philosophy and literature was the concept of ἀρετή (Areté, pronounced ah-reh-tay). Often translated simply as “virtue,” it more accurately denotes the ideal of human excellence and well-roundedness. At VSA, we have chosen the concept as a guide to the integration of classroom learning with out-of-classroom opportunities. We want you to work hard and challenge yourself in class, but we also want you to make friends and have fun.

We will provide opportunities for you to relax and socialize on campus and to enjoy some of the sights and sounds of Nashville as well. In addition, our residential life program encourages students to share their talents and leisure interests with the VSA community. Whether you are interested in self-defense, want to learn stage combat, or seek to amaze your friends with illusions, we invite you to share your enthusiasms, hobbies, and talents with your fellow VSA students and staff.

The Areté program kicks off each weekday afternoon with specialty classes. Areté classes typically explore areas of the performing, physical, martial, and visual arts, giving you a chance to sample something new and different. They will help you transition from your busy class day into the more leisurely pace of the evening. See a sampling of Areté offerings listed below. Remember, absolutely no prior experience is necessary! Areté options are subject to change. You will receive detailed information about Areté classes in your VSA welcome packet.

Juggling

Even if you are all thumbs, you can learn to juggle! Juggling is great fun, and it also teaches you amazing hand-eye coordination. You’ll wow your friends with your newfound juggling skills.

Martial Arts & Self Defense

The odds are that you’ll never be attacked or mugged. Still, wouldn’t it be nice to know what to do if you were? This class will teach you basic techniques drawn from different martial arts to learn effective methods of self-defense. You’ll learn creative ways to disable an opponent no matter your height or body strength.



Improv

Take advantage of the moment and make people laugh. In this introduction to improvisational comedy, you will learn techniques to perfect comic timing, perform spontaneous scenes, and play off cues from your audience. Improv also teaches valuable life skills such as listening, communication and self-confidence while developing individual creativity through the use of theatre games and exercises.

Yoga

Meaning “to unite,” yoga promotes balance of mind and body through a series of postures and mindful breathing. Yoga derives from an Indian spiritual tradition that is over 5,000 years old. You’ll leave this class calm, centered, and energized!

And MANY more...

“I really enjoyed the Areté classes, because they gave me unique experiences I wouldn’t have had otherwise.”



The Ingram Commons at Vanderbilt University

“The best aspects of VSA were the times we could hang out with other students and just be our fun, ‘nerdy’ selves.”

Vanderbilt leads the country in its commitment to create the best possible undergraduate learning environment. At the heart of this objective lies the mission of The Ingram Commons—a unique program designed to make the first-year experience challenging, fun, and fulfilling. This collaborative community nurtures and develops proactive, intentional learners and invites an invigorating exchange of ideas. To learn more about The Ingram Commons, please visit commons.vanderbilt.edu.

At Vanderbilt Summer Academy, you don’t have to wait until you are a college student to enjoy The Ingram Commons experience. The Dean of The Ingram Commons and the staff of Vanderbilt Summer Academy have worked together to create programming designed to enlighten and to stimulate thinking for VSA students. You will have the opportunity to learn and to be inspired as you talk over the lunch table with faculty and staff from all parts of Vanderbilt University or as you share your own interests at informal colloquia that you and your friends and colleagues design. You can work together to create your own community of scholarship and fun.



Frequently Asked Questions from VSA Applicants

Why do I take only one class? We believe that students need opportunities to immerse themselves in a content area of interest, in order to develop expertise; therefore, each VSA course is designed to be an accelerated, in-depth look at its respective content area.

How should I select my class? We recommend that you choose your class based on what interests you. We encourage you to rank at least three or four classes, but be sure that any course you rank on your application is something you'd be willing to take and pay for. Once you are placed in a class you ranked, your deposit will be non-refundable. Apply early to have the best chance for placement in your first choice!

Will I receive a grade or credit for my class? No, VSA does not give grades or award credit. We want you to stretch your intellectual capacity without fear of failure. Your instructor will evaluate your progress, and you will receive a course evaluation report from your instructor after VSA. The report will detail your progress on a variety of factors and aims to give you a broad picture of your academic growth in the course.

Where will I live? Hank Ingram House on The Ingram Commons at Vanderbilt was opened in 2008. It has many fine amenities and a prime campus location. It is fully air-conditioned and has comfortable rooms and resident lounges on each floor.

Will I have a roommate? Yes. All Hank Ingram rooms are double rooms. Two students (same gender) will be assigned to each room. Each floor of Hank Ingram House has four same-gender communal baths.

May I choose my own roommate? To enhance the community experience, VSA typically assigns roommates through a randomized process. Housing limitations also prevent us from accepting roommate requests. If you have a specific concern regarding the roommate assignment process, please contact the VSA office.

What are proctors and what do they do? Proctors are residential counselors. They are specially trained undergraduate and graduate students who live in the residence hall with

VSA students and will organize the residential recreational and social activities with support from VSA's head of student life. Each student will be assigned to a proctor group. Your proctor will check in on you on a regular basis and help you make the best of your VSA experience.

May I bring a car to campus? No. VSA is an intense summer experience, and student safety is always a priority. Students will neither have the time nor need to leave campus in a personal vehicle.

How much freedom will I have to go off campus and do my own thing? The VSA daily schedule and level of supervision is comprehensive. We follow Vanderbilt University's policies regarding the presence of minors on campus, and student safety is prioritized above all else. While we understand that students are responsible individuals, VSA requires free time and recreational activities to be fully supervised and every student to be accounted for at all times. We want you to have a wonderful time while you're with us on campus, and we encourage new friendships and community building at every turn.

May I bring a cell phone, iPad, or other electronic device? Yes. However, we do have restrictions on the use of these devices, which we will ask you to follow. The policy for use of electronics will be outlined in your student handbook.

Do I need a computer? Some students do find that a computer is beneficial, but it is not required. Students will have access to three computer labs, which will be accessible at certain hours of each weekday. Also, there are many public-use computers around campus.

What should I wear? VSA is an academic environment that requires a casual but appropriate dress code. We ask that students use good judgment in packing for the session. Clothing with offensive language, symbols or designs is unacceptable. Revealing clothing is also unacceptable. Nashville is hot outside in the summer, but inside is often cool with ample air conditioning. Be comfortable and bring layers!

Will I do my own laundry? Yes. Students attending Sessions II or III will do their own laundry. Laundry facilities are available in the residence hall. Don't forget to pack extra quarters, a laundry bag or hamper, laundry detergent, fabric softener, etc. If you've never done laundry, you might want to ask your family for a crash course before you arrive at VSA!



"I was really nervous before coming but once I got here it was fine and it really helped to show me how I should get out of my comfort zone."

Session I Course Catalog

RISING 8TH GRADERS • JUNE 12–17 • \$1,325
 (For students who will be entering 8th grade in fall 2016)

We have carefully designed this one-week session for middle school students to provide plenty of exciting activities outside of the classroom. You will be able to choose from a variety of games, sports, crafts, and other activities each evening after dinner. You and your parents can rest assured that our VSA community is self-contained and well supervised. Our staff will work hard to ensure that you won't feel lost or overwhelmed during your stay at Vanderbilt. At the end of the week, you will leave with many new friends, the great satisfaction of succeeding in a fast-paced and rigorous classroom, and the wonderful feeling of being a part of Vanderbilt's community of scholars.



A DAY IN THE LIFE AT VANDERBILT SUMMER ACADEMY SESSION I*

| | |
|-------------------|--|
| 8:00 – 8:45 a.m. | <i>Breakfast</i> |
| 9:00 a.m. – Noon | <i>Class</i> |
| Noon – 1:00 p.m. | <i>Lunch</i> |
| 1:00 – 3:00 p.m. | <i>Class</i> |
| 3:00 – 4:00 p.m. | <i>Study Hall with TAs</i> |
| 4:15 – 5:15 p.m. | <i>Areté Class</i> |
| 5:15 – 6:00 p.m. | <i>Free Time</i> |
| 6:00 – 6:50 p.m. | <i>Dinner</i> |
| 7:00 – 9:00 p.m. | <i>Planned Recreational Activities</i> |
| 9:00 – 10:00 p.m. | <i>Proctor Meeting and Free Time on Hall</i> |
| 10:00 p.m. | <i>Room Curfew/ Call Parents</i> |
| 10:30 p.m. | <i>Lights Out</i> |

* Subject to change

Qualifying scores based on grade in which student took test:

7th Grade
 SAT—500 M or CR
 ACT—20 M or R

Session I Course Titles
 Cultural Linguistics
 Pop Culture & Philosophy
 Religion in Graphic Lit
 The Craft of Fiction
 Stories from Auschwitz
 Game Theory
 Complex Systems Science
 Intro to Nanotechnology
 Psychology of Memory
 Applied Statistics
 The Changing Earth

A WORD ABOUT COURSE CHOICE

Courses fill quickly! Please consider your course choices carefully. While we will do our best to place you in your first-choice course, it may be filled, and we often have to place students in second- or third-choice courses. As you review these course descriptions, please rank-order as many courses as you'd like, knowing that you may not get your first choice. Your deposit becomes non-refundable once we place you in a course that you have ranked. So, rank only those courses that you are truly willing to take—and pay for!





CULTURAL LINGUISTICS

Focus: Linguistics, Anthropology

When you see a character on TV with a thick Southern accent, what is that show trying to convey? What about a guy from “the Bronx”? Relatively small variations in how people speak are frequently linked with larger issues of race, gender, class, education, and power. In other words, language says a lot about who we are (and not all of it is true). In this class, we will study language the way scientists do. You will learn to transcribe speech into the International Phonetic Alphabet to better understand dialectal differences in yourself and others, listen for and replicate those differences through hands-on activities, and finally consider the complex interactions between the way people speak and their implications for human culture and identity.

—Mike Kohut

POP CULTURE AND PHILOSOPHY

Focus: Philosophy, Media Studies

Do Marvel comics teach us anything about metaphysics? What might Plato or Hobbes have to say about the popular television series *Scandal*? When we evaluate what Foucault’s account of panopticon might mean for Facebook, we will—inversely—have the opportunity to reflect upon popular culture by way of philosophy. From exploring how contemporary

obsession with vampires (*Twilight*, *Vampire Diaries*) and zombies (*Walking Dead*, *Zombieland*) reflect Descartes’ mind-body distinction, to critically examining *Keeping Up with the Kardashians* in light of existentialist philosophy, this course will provide an introduction to a range of thinkers and theories in western philosophy by way of popular culture.

—Brandy Daniels

RELIGIOUS IMAGERY IN GRAPHIC LITERATURE

Focus: Literature, History, Religious Studies

Comic books and graphic novels are fun to read, but dig a little deeper and you’ll find that they can provide key insights into culture. Graphic novels have a little-known history of drawing from ancient mythologies and narratives about religion to make a larger point about the world around them (such as the way the writers of *Superman* used Jewish symbolism to criticize the fascism of Hitler). In this course, you will learn about this history and see how authors today use this genre to address larger social and ethical issues. You will hone your literary analysis skills through engaging discussions and presentations. And you will collaborate with your peers to craft your own story—trying your hand at your own (literary) battle for truth and justice today.

—Chris Paris

THE CRAFT OF FICTION

Focus: Creative Writing, Literature

What makes a story interesting and engaging? What techniques do writers use so that readers feel like they are inside the mind of someone who may be very different from themselves? How do authors create characters that may make poor decisions, but that readers still care about? In this course, you will examine stories in order to better understand the craft of writing fiction, including the importance of point of view, pacing, description, and narrative arc. You will also develop and revise stories of your own, which we will read and discuss together in class. Ultimately, we will explore the impulses that lead each of you to write in the first place, while also considering the ways writing fiction might deepen our understanding of our own lives and communities.

—Lee Conell

STORIES FROM AUSCHWITZ: HISTORY AND LITERATURE OF THE HOLOCAUST

Focus: History, Literature, Religious Studies

How do you begin to make sense of an atrocity that seems to lack any discernible meaning? There are no easy answers to the questions the Holocaust asks of us, but there are stories — stories from Auschwitz and other concentration camps, stories of victims, stories of survivors, and stories from their descendants. Needless to say, the content of this class will be difficult, and you should keep that in mind before deciding whether to sign up for it. While it will certainly involve some background history, we will spend most of our time reading and discussing memoirs, semi-autobiographical narratives, and imaginative fiction. We will also discuss at length some of the complex issues these stories raise, such as conceptions of God and justice in Jewish theology, the role of memory in personal identity, and how exclusion and alienation can bring a people together by ripping society apart. Don't expect easy answers to these and other questions—maybe no answers at all—but this class will help you think about history, life, and literature with greater empathy and depth.

—Lucas Wilson

GAME THEORY

Focus: Mathematics

Game theory is the mathematics of strategy and rational decision-making. Game theorists use math to try to understand and respond to

human behavior in situations both common and strange, such as the soccer team that tried to win a tournament by scoring on its own goal. We will learn about common and uncommon scenarios that involve game theory (and maybe create some of our own), and we will practice expressing these scenarios in mathematical terms. Ultimately, this class will help you think more strategically by learning how to model human behavior mathematically, taking into account what we know and what we might not know, in order to better predict, and even achieve, the best possible outcome.

—Zach Gaslowitz

COMPLEX SYSTEMS THEORY

Focus: Complexity Science, Sociology, Economics

In this class you will enter into the emerging field of complex systems research, which includes subjects as diverse as ant colonies, the Internet, and the neurons in your brain. You will learn what a complex system is and how scientists try to measure and define complexity. You will use some of the same tools they use to try to explain how and why seemingly disconnected events affect each other (why, for example, an outbreak of avian flu in China might mean higher profits for organic farmers in the U.S.). Not only will you explore current topics in complex systems research, and use programming to model how complexity emerges from small and simple interactions, you will gain a new way of thinking about the world.

—Ashlyn Karan

INTRODUCTION TO NANOTECHNOLOGY

Focus: Engineering, Nanotechnology

In the world of nanotechnology, less is more. This course will introduce you to the broad field of science and engineering at the atomic scale. You will explore nanoscale technology through cutting-edge examples and hands-on experience in self-assembly, surface science, molecular engineering, nanomaterials fabrication, and nanobiotechnology. We will explore questions such as: What makes certain molecules self-assemble into useful nanoscale structures? How do you design a surface to specifically detect a virus? Can we create materials that contain as much surface area as a football field in a single gram? You will discover the answers to these and other problems in the intricate science of small things.

—Ian Njoroge and Max Robinson



NEUROSCIENCE AND THE PSYCHOLOGY OF MEMORY

Focus: Psychology, Neuroscience, Child Studies

Scientists have learned a lot in recent years about how memories are encoded and retrieved, but there is still a lot that we do not understand (like why you can remember the way your birthday cake tasted last year, but not the name of a person you just met). In this course, we will examine the cognitive and neural foundations of memory as well as how memory changes across the lifespan. Some of the topics we will cover include the different kinds of memory, how they relate to brain anatomy, and how scientists measure memory through psychological experiments as well as high-tech tools, like functional magnetic imaging and/or electrophysiology. You'll do the work of a real neuroscientist as you read scholarly articles, conduct experiments, collect data, and collaborate with your peers to try and solve the mysteries of memory.

–Ayzit Doydum

INTRODUCTION TO APPLIED STATISTICS

Focus: Mathematics, Quantitative Research Methods, Psychology

Media stories about “the latest scientific findings” can range from the plausible to the silly. This class will help you learn to separate truth from fiction by introducing you to the basic statistical methods and tools used in psychological research.

You will learn to use R, a free and powerful statistical software package, to conduct and interpret basic scientific statistical tests. You will begin to recognize the difference between proper and improper use of data, especially the distinction between correlation and causation (e.g., why margarine consumption does not actually lead to more divorces in the state of Maine). For the final project, you will formulate and answer your own scientific research question using these new tools and real psychology data.

–Mason Garrison

THE CHANGING EARTH: HUMAN-ENVIRONMENT INTERACTIONS

Focus: Ecology, Computer Modeling, Behavioral Studies

Most ecology courses focus on watersheds, bunnies, and food webs. What they often leave out is us. Humans! We are a part of the ecosystem too. We change the natural world, and we change in response to the changes we have caused. The earth is a complex system made up of interconnected and interdependent subsystems, and in this class you will use scientific data-collection and modeling technologies—especially geospatial and satellite imaging—to learn to think deeply about how these human and environmental systems interact. You will explore earth from space to study the past, better know the present, and begin to solve complex multi-stakeholder human-environmental problems for the future.

–Emily Burchfield



Session II Course Catalog

RISING 9TH AND 10TH GRADERS • JUNE 19–JULY 1 • \$2,550

(For students who will be entering 9th or 10th grade in fall 2016)

Session II strives to reach the right combination of free time coupled with structured activities outside of class, allowing you to choose recreational and social experiences that appeal to you. On the Session II weekend, we will arrange outings around Nashville and possibly an all-VSA recreational outing such as ice skating or laser tag. Throughout your session, you will also find a diverse selection of unique evening activities from seminars on choosing a college to intramural Ultimate Frisbee competitions to film screenings to just hanging out with your new friends. Our goal is for VSA Session II students to experience an age-appropriate sampling of campus life, living in a residence hall and creating a close-knit community among like-minded peers.



A WORD ABOUT COURSE CHOICE

Courses fill quickly! Please consider your course choices carefully. While we will do our best to place you in your first-choice course, it may be filled, and we often have to place students in second- or third-choice courses. As you review these course descriptions, please rank-order as many courses as you'd like, knowing that you may not get your first choice. Your deposit becomes non-refundable once we place you in a course that you have ranked. So, rank only those courses that you are truly willing to take—and pay for!

A DAY IN THE LIFE AT VANDERBILT SUMMER ACADEMY SESSION II**

Weekday Schedule

| | |
|-------------------|--|
| 8:00 – 8:45 a.m. | <i>Breakfast</i> |
| 9:00 a.m. – Noon | <i>Class</i> |
| Noon – 1:00 p.m. | <i>Lunch</i> |
| 1:00 – 3:00 p.m. | <i>Class</i> |
| 3:00 – 4:00 p.m. | <i>Study Hall with TAs</i> |
| 4:15 – 5:15 p.m. | <i>Areté Class</i> |
| 5:15 – 6:00 p.m. | <i>Free Time</i> |
| 6:00 – 6:50 p.m. | <i>Dinner</i> |
| 7:00 – 9:00 p.m. | <i>Recreational Activities</i> |
| 9:00 – 10:00 p.m. | <i>Proctor Meeting and Free Time on Hall</i> |
| 10:00 p.m. | <i>Room Curfew*</i> |
| 10:30 p.m. | <i>Lights Out*</i> |

* *Room Curfew and Lights Out times may be extended on Friday and Saturday nights.*

** *Subject to change*

Qualifying scores based on grade in which student took test:

7th Grade

SAT—500 M or CR
ACT—20 M or R

8th Grade

SAT—550 M or CR
ACT—22 M or R

9th Grade

SAT—590 M or CR
ACT—25 M or R

If you have taken the PSAT, add a zero to get your SAT score.

Session II Course Titles

Agents of Change
Identity in the 21st Century
Comparative Elections
Environmental Law
Secret Shakespeare
Poetry & Free Verse
Combinatorics
Math & Music
Astrophysics
Microbiology & Immunology
Nanotech & Engineering





AGENTS OF CHANGE

Focus: Rhetoric, Public Policy

Do you want to make a difference in the world? Here's a place to stoke that fire. Taught by a Vanderbilt professor and modeled after a coveted (and challenging) freshman seminar, this course will help you apply Aristotelian rhetoric to influence political, economic, and social change. You will identify and research multiple sides of contemporary social issues, make your case, and defend it. You will learn and practice fundamentals of public speaking, and more importantly, you will learn how to think critically, argue effectively, and mobilize support for the issues that matter to you.

– John English

IDENTITY IN THE 21ST CENTURY

Focus: Philosophy, Media Studies

What does it mean to have a self? To be a person? To have a physical body in space and time? In this class, you will explore these questions by learning about the many social, historical, political, and cultural factors that shape markers of identity, and you will evaluate how these and other factors contribute to the ways in which certain identities are perceived and valued. Expect deep discussions about what it means to be *you* in the modern world. Philosophy and critical theory—and

in particular the unique interdisciplinary perspective of Women's and Gender Studies—will provide us with key tools to analyze media, social science, and art and pop culture. You will even create works of your own that communicate your own critical thinking about how identities are formed and understood in the modern world.

PLEASE NOTE: This class will involve scholarly consideration of issues relating to race, class, ability, gender, sexuality, etc. Students (and parents) should thus carefully consider whether this course is a good fit for them at this time.

–Brandy Daniels

COMPARATIVE ELECTORAL POLITICS

Focus: Political Science, Sociology

In any game, the best players are not always the winners; the winners are those who best understand the rules. The same is true in politics. There are many different electoral systems in use around the world: single-member plurality, two-round runoff, and ranked-choice voting, to name just a few. When underdog candidates suddenly rise to the top, it is often because they "use" the rules in their local system better than their opponents. This class will equip you to begin to master politics by teaching you about other voting systems. In the process, you



will learn about how those different systems impact vote choice, representation, party viability, as well as how political actors can (and do!) select and change the rules of the game to their own advantage.

—Sheahan Virgin

ENVIRONMENTAL LAW

Focus: Law, Public Policy, Ecology

The environment is changing, and what we should do about it—and *how*—is one of the most pressing and controversial issues we face today. Environmental law places you on the front lines of these complex issues. Of course you can expect some talk of ecology in this class, but it will also ask you to wrestle with other big questions. What is the role of government in society? What should be the cost of a safer and healthier environment, and who should pay it? This class will also give you a hands-on introduction to the life of an environmental lawyer. You will experience a day in the life of a law student at Vanderbilt's School of Law, study case law, write motions, and argue a mock environmental case.

—Leah Dundon

SECRET SHAKESPEARE

Focus: Literature, Theatre

Shakespeare is widely recognized as one of the greatest literary figures of all time, and his plays have been performed countless times and in an endless array of contexts. This class will immerse you in the world of Shakespeare and his plays. (And the secret, of course, is that his plays were never meant to be experienced as words on a page but as bodies on a stage.) We will approach Shakespeare's plays not as rigid texts but dynamic scripts that are meant to be performed, and whose performances reshape the meaning of the plays again and again (you never *exactly* see the same play twice). You will learn how Shakespeare's plays would have been staged in Elizabethan England, research performance history, and evaluate modern stage and film performances of his works. The performances we study will also include a number of his lesser-known productions. Drawing on essential techniques for textual analysis, film studies, and dramaturgy, this course will give you the keys to unlock the amazing complexity of the plays in performance and to express your own creative visions for interpretation.

—Jane Wanninger

WRITING POETRY AND FREE VERSE

Focus: Creative Writing

This writing class will help you find and express your poetic voice. By studying different kinds of poetry through daily writing activities, group collaboration, and peer review, you will work toward building a comprehensive collection of your own original poems. We will pay particular attention to free verse, the frontier of poetry beyond meter, with a focus on a world of diverse voices. The writing skills you learn will not only help enhance your poems but also other writing challenges. Above all, by the end of our time together, our goal is that you will worry less about getting poems "right" so that you can focus more on writing great poems.

—Jan Harris

COMBINATORICS

Focus: Mathematics

How many ways are there to scoop three different flavors of ice cream? Now, what if you want your two favorite flavors stacked on top of the third? Combinatorics starts with simple questions like these to build powerful techniques used throughout mathematics. This exploration will lead us to graph theory, which covers everything from the fastest way to send information through a network to the best way to schedule events without conflicts. Merging the tangible with the abstract, combinatorics and graph theory explore the beauty and function of advanced mathematical ideas, revealing how abstract constructions can be natural tools for describing our world.

—Zach Gaslowitz

MATH AND MUSIC

Focus: Music Theory, Mathematics

The dance between math and music is an intricate one. From Brahms to the Beatles, Bartók to Ben Folds, the points at which mathematics and music collide open up both worlds as expressions of beauty and wonder. This course will examine topics such as set theory, musical scales, frequency, matrices, serialism, compositional techniques, and the Fibonacci sequence to help you reach a synthesis between the fields of math and music. A musical background is helpful but not required.

—Dawson Gray

ASTROPHYSICS

Focus: Physics, Astronomy, Computer Science

There are a lot of things that we don't know about the universe (yet), but fortunately, astrophysics gives us many of the tools we need to find the answers. Astrophysicists use computer modeling and advanced mathematics to answer their research questions, and in this course, you'll learn to do the same. We'll discover how to construct a good research question, where to find the data you need, and how you can use computer models to test your hypotheses. We'll observe the laws of physics on Earth and see if our observations match what computer models predict. This course will help you answer questions as wide and diverse as the universe itself.

–Erika Grundstrom

MICROBIOLOGY AND IMMUNOLOGY*

Focus: Human Pathology, Biology, Biomedicine

Fact: About 90% of your body is germs. Yes, *germs!* Microbes don't just make you sick. In fact, a lot of them are keeping you alive! Delicate and complex interactions are always taking place between your body and the microorganisms that call you home. You will learn about this balance from your professor (a Vanderbilt immunologist), guest presentations from other research scientists, observations of an infectious disease lab at Vanderbilt (with standard safety protocol and only strains approved by a Biosafety Officer), and by developing and testing your own microbiological research question. You should also be prepared to discuss controversial issues relating to human pathology.

*Prerequisites: Biology

Additional Application Materials: Transcript

The material in this class is *extremely* challenging. Applicants who have not taken and excelled in biology should (1) include work samples demonstrating a thorough grasp of cellular biology and (2) make a strong case for their enrollment in their application essay.

–Holly Algood

NANOTECHNOLOGY AND ENGINEERING

Focus: Engineering, Nanotechnology, Chemistry

The "next big thing" in engineering isn't big at all. Nanotechnology is revolutionizing how we interact with our own world. In this class you will survey this fascinating field, with a broad focus on the topics of energy and health. You will conduct hands-on experiments that will help you understand how nanotechnology makes life-saving drugs more effective, converts solar energy into electrical power, and much more.

–Vanderbilt Institute of Nanoscale Science and Engineering (VINSE) Faculty, including Greg Walker, Richard Haglund, Sandra Rosenthal, Jason Valentine, David Cliffler, Cary Pint, and Risia Bardhan.

This course has a special scholarship fund for Tennessee residents who meet certain criteria.

To apply go to, pty.vanderbilt.edu/cms/wp-content/uploads/Scholarship-Eligibility-Assessment.pdf

"I greatly enjoy the in-depth study... I would never get to learn about this in my regular school."



Session III Course Catalog

RISING 11TH AND 12TH GRADERS • JULY 10–29 • \$3,575

(For students who will be entering 11th or 12th grade in fall 2016)

Qualifying scores based on grade in which student took test:

7th Grade

SAT—500 M or CR
ACT—20 M or R

8th Grade

SAT—550 M or CR
ACT—22 M or R

9th Grade

SAT—590 M or CR
ACT—25 M or R

10th Grade

SAT—630 M or CR
ACT—27 M or R

11th Grade

SAT—670 M or CR
ACT—29 M or R

If you have taken the PSAT, add a zero to get your SAT score.

Session III Course Titles

New Problems in Law
Medicine, Health, & Society
Novel Writing
Phenomenology of Confession
The Global War on Drugs
Mathematical Reasoning
Special Topics in Math
Ecological Paleontology
Adaptive Engineering
Med School 101
Mental Illness in Media

Designed especially for rising juniors and seniors, VSA Session III models itself on The Ingram Commons, Vanderbilt's concept of campus living designed to create community, develop responsibility, and foster the growth of each individual. To promote these goals, students in Session III have more free time and greater discretion in how to use it. During designated times, you will have the option to sign out and go off campus to nearby Hillsboro Village with a group of your new VSA friends.

Weeknights offer a variety of recreational, educational, and leisurely activities from which to choose and often include a casual soccer match outside, a panel discussion on college life, a trip to Vanderbilt's rec center, or an impromptu dance party. You'll also have plenty of time to hang out in The Commons Center, engaging in discussions or just enjoying an espresso and a game of foosball with your fellow VSA students.

Weekends feature dances, group outings, inter-house competitions, talent shows, and much more. On Sunday mornings, you'll have the option of attending religious services or sleeping until 11:00 a.m. Sunday afternoons and evenings are set aside for doing laundry, catching up on class readings, or enjoying a variety of informal activities or small-group outings designed to relax and prepare you for the week ahead.

A DAY IN THE LIFE AT VANDERBILT SUMMER ACADEMY SESSION III**

Weekday Schedule

| | |
|-------------------|---|
| 8:00 – 8:45 a.m. | <i>Breakfast</i> |
| 9:00 a.m. – Noon | <i>Class</i> |
| Noon – 1:00 p.m. | <i>Lunch</i> |
| 1:00 – 3:00 p.m. | <i>Class</i> |
| 3:00 – 4:00 p.m. | <i>Study Hall</i> |
| 4:15 – 5:15 p.m. | <i>Areté Class</i> |
| 5:15 – 6:00 p.m. | <i>Free Time</i> |
| 6:00 – 6:50 p.m. | <i>Dinner</i> |
| 7:00 – 9:30 p.m. | <i>Free Time (Mon.–Thurs.) or VSA-sponsored seminars, activities, and outings</i> |
| 9:30 – 10:30 p.m. | <i>Proctor Meeting and Free Time on Hall</i> |
| 10:30 p.m. | <i>Room Curfew*</i> |
| 11:00 p.m. | <i>All Quiet*</i> |

* *Later Curfew/All Quiet on weekends*

** *Subject to change*





NEW PROBLEMS IN LAW

Focus: Psychology, Neuroscience, Law

Can a brain tumor make someone break the law? How would you even punish that person? What about musicians who copy melodies they believe they've never heard before? Why is it so hard to mount an insanity defense for someone who is completely insane? New findings in the social and neurosciences constantly challenge how lawyers, judges, and juries interpret the law. In this class, you will wrestle with these questions too. You will learn how lawyers bring a case to trial, argue before a judge, and file an appeal; you will even get a little practice at mock legal proceedings yourself. Throughout this process you will review the research of scientists who study human behavior and debate what their findings mean both practically and ethically for the American legal system today.

—Chris Jaeger

MEDICINE, HEALTH, AND SOCIETY

Focus: Anthropology, Sociology, Medicine

What happens when doctors and patients question conventional wisdom about modern healthcare—the diagnoses and treatments we take for granted? Welcome to the multidimensional world of medical anthropology! In this class, you will consider how culture influences our ideas about the

human body and what it means to be “sick,” “healed,” and “healthy.” We will read and discuss case studies from Africa, Asia, and Latin America that prompt debate about the merits and drawbacks of Western “biomedical” and non-Western “ethnomedical” approaches to healthcare. Guest speakers, hands-on projects, and immersive experiences will both challenge and deepen what you know (or think you know) about modern medicine.

—Monte Talley

NOVEL WRITING

Focus: Creative Writing

It only took Herman Melville the better part of one summer to write *Moby Dick*, and Jack Kerouac famously bragged that he wrote *On the Road* in just three weeks. In this class we hope to give those literary giants a run for their money. Often, aspiring novelists are daunted by the scope of the task in front of them. In this class, you will hone the arsenal of tools necessary for successful completion of a writing project of extended length. We will talk about conquering writer's block, structuring narratives, developing characters, and manipulating plots. Most importantly, you will have the opportunity to get started on your own voyage to the next great American novel.

—Jan Harris

A WORD ABOUT COURSE CHOICE

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PHENOMENOLOGY OF CONFESSION

Focus: Cultural Studies, Philosophy, Media Studies

Is confession good for the soul? What about the mind? Or might confession make for a good story? Rituals of confession take many forms — political, legal, literary, and even personal. A movie villain who reveals his plot to the seemingly helpless hero is confessing. So are you whenever you send a tweet or post to Instagram. This class will help you think about confession in new and interesting ways. You will come to understand how it acts as a powerful cultural force, shaping the way people understand deep concepts, such as power, guilt, and personal identity. You will learn about the medieval roots of confession and study critical theories that reveal its power dynamics. Then you will “interrogate” (so to speak) the role confession plays in many different texts and contexts, including detective fiction, modern poetry, Supreme Court cases, and contemporary social media platforms. These explorations will equip you to begin to answer some of life’s big questions about how power shapes identity, language shapes truth, and why we keep secrets from others and even ourselves.

—Jane Wanninger

THE GLOBAL WAR ON DRUGS

Focus: History, Public Policy, Political Science

In this course you will take a close look at twentieth century drug policy and consider its many social, cultural, and political effects, both positive and negative. We will start by looking at the origins of the drug trade and its historical trajectory, particularly as it relates to drug-related violence. In addition to examining

the role of narcotics in U.S. society, you will “travel” to places like Myanmar, Mexico, China, Colombia, and Bolivia to gain perspective from the impoverished societies that grow them. Additionally, we will study drug addiction and treatment in western countries, the origins of drug cartels in Latin America, and politicians’ efforts to halt the global drug trade. Finally, this class will culminate with a presentation that challenges you to apply what you have learned, taking what you know about the past, and applying it to the present, to propose what you think will be the most comprehensive and effective set of drug policies for the future.

—Aileen Teague

MATHEMATICAL REASONING: THEOREMS, PROOFS, AND REFUTATIONS

Focus: Mathematics

If you were to ask a professor of mathematics what it means to do math, you are not likely to hear much about numbers, equations, and quick answers. Really advanced mathematicians think mathematically, and that is what you will be doing in this class. Using logic to solve problems, you will quickly learn that there are a number of different ways to reach a single solution. You will use logic to explain the inner workings of “true” statements, but you will also get some practice using logical arguments to disprove false ones. The concepts we learn in this course will build a bridge to other advanced mathematical concepts such as set theory, number theory, combinatorics, and real analysis.

—Kelly O’Connell

SPECIAL TOPICS IN MATHEMATICS*

Focus: Mathematics

This course offers a unique opportunity for highly motivated students to expand their knowledge and comprehension of math. We will push the limits of your mathematical understanding through whole-group discussion as well as independent work. Students will study aspects of linear algebra, combinatorics, probability, number theory, logic and game theory, among other topics. You will leave this class with a sampling of higher-level topics, a deeper understanding of the math you have already learned, and an increased awareness of how math is used in the world today.

*Prerequisites: Geometry, Algebra II

Additional Application Materials: Transcript

—Dawson Gray



ECOLOGICAL PALEONTOLOGY

Focus: Ecology, Paleontology, Climatology

As a result of anthropogenic climate change, modern organisms are becoming extinct more rapidly than ever before, and many scientists believe we are experiencing the Earth's sixth mass extinction. But fully understanding the cascading ecological effects of these extinctions is challenging without a detailed understanding of how ecosystems functioned prior to human interference. This class will immerse you in the emerging field of conservation paleontology, which studies climates of the past to plan for the future. You will participate in ecological research simulations and field work (including a trip to an ancient fossil bed right down the road from Vanderbilt), read and discuss the latest scientific research, and practice advanced methods for quantifying and modeling ancient and ongoing climate change. The skills and knowledge you acquire in this course will give you a new perspective on our changing world.

–Jennifer Bradham

ENGINEERING IN ADAPTIVE TECHNOLOGIES*

Focus: Biomedical Engineering

In the world of adaptive engineering, technological innovation happens on an almost individual level. Adaptive engineers develop special equipment to help people with disabilities learn, play, and live productive lives. You will learn some of the skills of mechanical, electrical, and biomedical engineering to begin to build your own engineering skill set. This course will feature multiple hands-on activities, research, guest speakers, and field trips. We will also partner with the Technology Access Center to adapt toys for individuals with disabilities. You will learn to read circuit diagrams, analyze stress-strain graphs, and understand how engineers use physiology to develop adaptive technologies, medical diagnoses, and treatments. So get creative, and start applying your own problem-solving skills to some of the real challenges engineers face every day!

*Knowledge of physics recommended.

–Amanda Lowery

MED SCHOOL 101

Focus: Medicine, Biology, Chemistry

Vanderbilt University Medical Center (VUMC) is one of the top hospitals in the country, so it is no surprise that the medical school is at the forefront when it comes to technology and teaching. In this course, you will work with many of the same computer and other virtual medical simulations as Vanderbilt medical students, and use problem based Learning to analyze and diagnose real medical case studies. Taught by a team of medical students, this course will utilize small group discussions, faculty lectures, lab exercises, and the latest resources and technologies from the Vanderbilt School of Medicine to learn about the practice, ethics, and social impact of modern medicine.

Please note that VUMC insurance and safety regulations state that students must be 16 years old by July 10 to participate.

*Prerequisites: Biology, Chemistry
Additional Application Materials: Transcript;
Two letters of recommendation
Please visit pty.vanderbilt.edu/cms/wp-content/uploads/VSATeacherRecForm.pdf to access the recommendation form.

MENTAL ILLNESS IN MEDIA

Focus: Psychology, Media Studies, Medicine

Depictions of mental illness in the media are both very common and very difficult to get right. In this class you will explore psychiatric disorders, developmental disabilities, and acts of violence and abuse from a clinical perspective, and you will take a critical look at books, films, and other sources with portrayals of mental illness. As a class, we will weigh the benefit of increased awareness of mental health issues in popular culture against the sometimes questionable accuracy of these depictions. In addition to multiple guest speakers in the field of psychology and psychiatry, anticipate field trips to an inpatient psychiatry unit, children's hospital, and/or Electroconvulsive Therapy suite.

Because of the sometimes personal nature of these issues, consider carefully your own background, and speak to the necessary professionals about whether this class would be a good fit for you.

–Michelle Reising



“My class presented me with engaging activities and material that pushed me to work hard and think critically.”



Vanderbilt Summer Academy Faculty

Holly Algood is an assistant professor with the Departments of Medicine and Pathology, Microbiology and Immunology at Vanderbilt University School of Medicine. Her lab researches the body's immune response to bacteria which can chronically infect humans including *Helicobacter pylori*, a pathogen which can lead to peptic ulcers and gastric cancer, and *Mycobacterium tuberculosis*, a pathogen which compromises lung function. Her long-term research interests involve understanding the interactions between disease-causing pathogens, the immune system, and normal microbes found inside the human body. Algood received her Ph.D. from the University of Pittsburgh in 2003, and her research has appeared in *The Journal of Immunology* and *PLoS Pathogens*.

Jennifer Bradham is a Vanderbilt Ph.D. candidate in the Environmental Engineering and the Earth and Environmental Sciences Departments. She researches the movement and dietary ecology of ecosystem engineers in Brazil to understand how ecosystems will respond to future climate change and habitat fragmentation. Jen also has a master's degree in paleontology and teaches yoga. In her spare time, she enjoys playing with her dog and reading fantasy/science fiction novels.

Emily Burchfield is a doctoral candidate in environmental engineering, policy, and management at Vanderbilt. Her doctoral work focuses on understanding how human systems

like institutions, economics, infrastructure, and culture affect how agricultural communities respond to environmental disasters. She makes extensive use of geographic information technologies and satellite images in her research. Much of her spare time is spent cooking good food, exploring the beautiful nature around Nashville, and getting lost biking around town.

Lee Conell is a fiction writer who has taught creative writing and English courses at Vanderbilt University, SUNY New Paltz, and with PTY. She is a graduate of Vanderbilt University's Creative Writing M.F.A. program, where she was the 2014–2015 fiction fellow. Her fiction has appeared or is forthcoming in *Guernica*, *Glimmer Train*, *American Short Fiction*, *Crazyhorse*, and elsewhere.

Brandy Daniels is a Ph.D. candidate in theological studies and a fellow in theology and practice at Vanderbilt University. She has an M.Div. and an M.A. in comparative literature and African American studies from Duke University. Her research interests center around questions of theological anthropology at the intersections of systematics, critical theory, and ethics. Brandy has taught at Rutgers and Pace University, and she has published on topics ranging from Bonhoeffer and Foucault on racial identity to poststructuralism and liberation theology. In her free time, Brandy enjoys running, hiking, watching *Jeopardy!*, and eating ice cream.



Ayzit Doydum is a Ph.D. student in the psychological sciences at Vanderbilt's Peabody College of Education. Her research focuses on the development of executive function skills in childhood and how these skills impact math learning. She is active in organizing science outreach activities with campus organizations such as Vanderbilt Women in Science & Engineering and Vanderbilt Student Volunteers for Science. Ayzit has published in the journals *Child Development* and *Journal of Experimental Child Psychology*. Outside of the lab, she can be found riding her bike and exploring Nashville.

Leah Dundon is an attorney with over 15 years of experience at Beveridge & Diamond, P.C., one of the nation's premier environmental law firms, and for the past six years she has served as the chair of the American Bar Association's Section of the Environment, Energy, and Resources Committee on Innovations, Management Systems, and Trading. At present, Dundon is working on her doctorate in the Department of Civil and Environmental Engineering, with a focus on environmental management and policy. Her research has appeared in *Energy Policy*.

John English is a senior lecturer in communication studies at Vanderbilt University. He is a nationally recognized communication consultant and motivational speaker who specializes in executive presentation skills, sales training, speech writing, and marketing communications. He has received the Harriet S. Gilliam award for Excellence in Teaching and was recognized by the International Churchill Society for his outstanding class entitled "The Visionary Rhetoric of Sir Winston Churchill."

Mason Garrison is a Ph.D. student in the psychological sciences with a focus on quantitative methods; she also has a B.A. in economics from Washington University in St. Louis. Mason studies the impact of personality and intelligence on important life outcomes. Her research is funded by the National Science Foundation. In her spare time, she enjoys taking her cat, Tukey, on long walks, recovering lost psychology studies, and editing Wikipedia.

Zachary Gaslowitz is a mathematics Ph.D. student here at Vanderbilt, studying structural graph theory, a field of discrete math. He has taught with PTY for the past two years, and he has long been passionate about math education. Apart from academics, he enjoys

juggling, computer programming, and crafting lampworked glass art.

Dawson Gray is in his twelfth year with Vanderbilt Programs for Talented Youth. After graduating from Vanderbilt University with a double major in piano performance and mathematics, Gray completed a master's degree in education at Vanderbilt's Peabody College, where his major focus was secondary education with an emphasis on math. He currently teaches at Battle Ground Academy in Franklin, Tennessee, where he teaches calculus and statistics and serves as the Mathematics Department Chair for grades 5-12.

Erika Grundstrom loves sharing the wonder of the universe with everyone young and old and has done so for seven years with Programs for Talented Youth. She is the director of astronomy labs and outreach in the Department of Physics and Astronomy at Vanderbilt University, and her research combines interests in massive stars, spectroscopy, and astronomy education. She received a Ph.D. from Georgia State University in 2007. Education and outreach have brought her (and often an inflatable planetarium) into schools throughout the Nashville region as well as provided opportunities to develop and teach curriculum for fifth-, sixth-, and ninth-grade students. Outside the classroom she loves to partner dance, play sand volleyball, and travel.

Jan Harris is a poet, an avid reader, and an accomplished VSA instructor whose popular courses have included "Writing and Visual Literacy" and "Creative Writing: Autobiography." She received her Ph.D. from the University of Alabama in 2008. Harris is a published author whose poetry has appeared in *Anthology* and *Event*.

Chris Jaeger is a lawyer and a psychology Ph.D. student at Vanderbilt. Chris graduated from Vanderbilt University Law School in 2009, then spent one year as a law clerk to a federal appellate judge in Kansas City, Missouri, before returning to Nashville to practice law at Stites & Harbison, PLLC. After four and a half years of private practice, Chris returned to Vanderbilt to explore his research interests at the intersection of psychology and law.



"I rarely have the ability to interact with individuals on my academic level in school, so talking to, working with, learning from, and becoming friends with the students here was a great experience."



Ashlyn Karan is a Ph.D. student in Peabody's Department of Teaching and Learning. As an undergrad at Duke, Ashlyn studied environmental science and public policy and researched environmental solutions to waste problems on the more than 2,200 hog farms in North Carolina. She also led environmental education programs for Durham students and became interested in math and science education. She taught high school math and middle school science in Nashville, where she started incorporating programming and modeling into her classes. Now, she researches learning about complex systems, programming, and modeling. She spends her free time running, rock climbing and reading.

Mike Kohut is a Ph.D. candidate in the Department of Anthropology with interests in cognition and culture, religion, and public understandings of science. He is currently working on his dissertation, which examines the ways in which evolution is taught to students in Tennessee public schools. He has conducted extensive ethnographic fieldwork in rural Tennessee. Kohut also has extensive teaching experience, which includes Pierre Laclède Honors College, the University of Missouri, and Sewanee: The University of the South.

Amanda Lowery is an assistant professor in biomedical engineering at the Vanderbilt University School of Engineering. She earned her Ph.D. in bioengineering from Rice University. Lowery teaches a number of different bioengineering courses and is a contributor to the Department of Biomedical

Engineering's Laboratory for Bionanotechnology and Biomedicine.

Ian Njorge is a second-year Ph.D. student in the Chemical and Biomolecular Engineering Department. He is currently performing research in the area of surface engineering, in particular in the design and fabrication of surfaces that exhibit excellent lubrication and wear properties.

Kelly O'Connell is a graduate student in the Mathematics Department at Vanderbilt, studying graph theory. In particular, her research focuses on hamiltonicity of graphs. Although she has been living in Nashville for a few years now, she is originally from New Zealand (and yes, she has been to Hobbiton!). When Kelly is not thinking about math, chances are good you'll find her out on the frisbee field, getting ready for a game with her ultimate frisbee team.

Chris Paris graduated from Vanderbilt University with a Ph.D. in religion. He teaches courses in Bible, English, comparative religion, and cultural studies. He wrote the book *Narrative Obtrusion in the Hebrew Bible*. His research focuses on narrative criticism and pop culture. His courses often feature representations of scripture in pop culture, and he is always on the lookout for biblical references in books, movies, television shows, songs, etc. He particularly enjoys reading comic books and graphic novels and discussing their connections to the Bible and various religions.

Michelle Reising is a licensed clinical psychologist and an assistant professor of the practice in the Department of Psychology and Human Development at Vanderbilt. She completed her Ph.D. in Vanderbilt's Clinical Psychology Program, with a focus on the effects of stress on higher order cognitive processes, prefrontal cortex function, and emotion regulation in at-risk children and adolescents. Michelle then completed her internship and postdoctoral fellowship at Ann & Robert H. Lurie Children's Hospital in Chicago before returning to Nashville.

Max Robinson is a Vanderbilt Ph.D. student in chemical and biomolecular engineering under the direction of Professor G. Kane Jennings. Max's research focuses on the incorporation of the naturally abundant photosynthetic protein Photosystem I (PSI) within a variety of novel device architectures for solar energy conversion. He received his bachelor's degree in chemical engineering from Trinity University in 2013.

Monte Talley is a Ph.D. candidate in the Department of Anthropology at Vanderbilt University and has an M.A. in sociology. Over the last two years, she conducted 16 months of fieldwork in the Brazilian Amazon, examining the paradox of "sustainable consumption" of internationally exported, environmentally friendly rainforest products. Her research specifically addresses children's labor contributions in the production of the highly popular Amazon berry, açaí, and how its increasing global demand affects children's health, education, and well-being in the communities of Curralinho and Gurupá, Pará. Monte has taught cultural anthropology courses at Sewanee: The University of the South and various courses over the last four years for Vanderbilt Programs for Talented Youth.

Aileen Teague is a Ph.D. candidate in the Department of History at Vanderbilt. She researches U.S. interactions with Latin America (particularly Mexico), U.S. national security policy, the role of militaries in society, and drug history. Aileen's academic work examines the effects of U.S. drug policies in 1960s and 1970s Mexico; she spent the 2014–2015 academic year in Mexico City gathering data in support of her project. Her opinion pieces have appeared in *History News Network*, *The Global Intelligence*, and *Time*. Prior to entering graduate school, Aileen served in the U.S. Marines. Outside of her research, Aileen enjoys long distance running, travel, and karaoke.

Sheahan Virgin is a Ph.D. student in political science at Vanderbilt University, specializing in electoral systems and institutional reform. He previously earned a B.A. (2008) and an M.A. (2010) in political science from Grinnell College and from the University of Chicago, respectively. In his spare time, he enjoys tennis and classical music.

Greg Walker is an associate professor of mechanical engineering, holding several appointments at Vanderbilt, including in the Interdisciplinary Materials Science program, the Thermal Engineering Lab, the Advanced Computing Center for Research and Education, and the Vanderbilt Institute of Nanoscale Science and Engineering. His research interests include the modeling and simulation of non-equilibrium, coupled energy transport in electronic and energy conversion materials. To learn more, visit engineering.vanderbilt.edu/me/faculty-staff/greg-walker.php

Jane Wanninger earned her Ph.D. in English with a certificate in gender studies from Vanderbilt in 2012, where she is a lecturer and academic adviser. Wanninger's scholarship focuses on gender, performance, and power in English Renaissance drama. In particular, her project explores the social and subjective dynamics of confession in the works of Shakespeare and his contemporaries. She's also done research on early modern witch plays, which included getting to study 450-year-old witchcraft accounts in London's British Library! She loves cooking, hiking, ceramics, and all sorts of games—especially trivia!

Luke Wilson holds an M.T.S from Vanderbilt University with a graduate certificate in Jewish studies. He recently received the Zaglembier Society Scholarship, awarded by The Friends of Simon Wiesenthal Center for Holocaust Studies. He has presented his work on Jewish, Holocaust, and second-generation literature at conferences across the country. He currently teaches English at Lipscomb University and is an intern at the Tennessee Holocaust Commission, working specifically with second-generation Holocaust survivors. His research interests include second-generation Holocaust literature, Nazi propaganda, Jewish-American modernisms, Holocaust video testimony, and Canadian literature.

"The teachers were energetic, dedicated, and interesting, fostering an environment that promoted intellectual and personal growth."



Frequently Asked Questions from Parents

What is the “application launch window”? How does it affect my student’s application?

All applications received during the application launch window (noon, January 7- noon, January 14) will be placed in a priority pool regardless of the particular date submitted. This means that any complete and qualifying application submitted during the application window has the same chance for placement. At the close of this window, all applications received will be randomly assigned a number determining their placement in the review queue. Applications received after the application window will be time and date stamped upon arrival and reviewed in order of receipt. *What does this mean to your student?* Because our courses fill so quickly, we highly recommend that you submit your student’s application during our application window for the best chance at placement in his or her top ranked course.

When are applications due? While most classes fill within the application launch window (noon, January 7— noon, January 14), we will continue to accept applications throughout the spring until all classes are filled.



Why does VSA use ACT/SAT/PSAT scores to determine eligibility? VSA specifically designs courses for academically gifted and advanced learners. Our instructors teach their courses at an accelerated pace and at a level of depth which research suggests works particularly well with academically gifted students. We use ACT/SAT/PSAT scores as one reliable measure in determining a student’s ability to succeed at this accelerated and in-depth pace.

If my child doesn’t have ACT/SAT/PSAT scores or if I feel his/her scores are not the best indicator of his/her academic ability, is there an alternative qualifying method? Yes. In addition to ACT/SAT/PSAT scores, we also offer a portfolio option. Please be sure to read about the materials required on the inside cover of this catalog. There is no admission advantage to either qualifying method.

What is your cancellation policy? A student who has not been placed in a course and remains on a waiting list may withdraw from the waiting list and receive a refund for the tuition deposit. A student who withdraws from the program *after* being placed in a course will receive a tuition refund (less the tuition deposit and application fee) *if* VSA is notified in writing before April 22, 2016 for Sessions II and III or May 6, 2016 for Session I. Sessions II & III students who withdraw between April 23, 2016 and May 6, 2016 may be eligible for a 50 percent refund (less the deposit and application fee). Session I students who withdraw between May 7, 2016 and May 20, 2016 for Session I may be eligible for a 50 percent refund (less the deposit and application fee). After May 20, 2016, requests for tuition refunds will not be granted.

Do I get my deposit back? Deposits are refundable **ONLY** if a student is **NOT** placed in a class. Once we place a student in a class, deposits are non-refundable. Therefore, we highly recommend that students only rank classes they are willing to take and pay for.

Will attending VSA help my student get into Vanderbilt University? No. However, attending VSA will provide an inside look at Vanderbilt and opportunities to learn more about the typical college admissions process than you typically would get from a regular admissions visit.

Will I get to meet my student's instructor?

Yes, if you wish. Optional parent/teacher conferences or classroom open houses will be available to parents and guardians on check-out days.

Who will supervise VSA students in the residence hall? The VSA residential staff consists of a four-person residential leadership team, including the VSA program director, and three full-time residential supervisors, all who reside in the residence hall for the duration of the program. Additionally, three program office staff members live in-house, as do 15-18 residential counselors (VSA proctors) who live on the residential floors near their students.

May I visit my student during VSA?

Other than check-in and check-out days, we respectfully request that families remain off campus while VSA is in session. However, during sessions that include weekends, families may sign their students out on Sunday mornings. See your student's welcome packet for details.

Are all meals included? Yes.

Can VSA accommodate dietary restrictions?

Yes, in most cases, with adequate prior notice.

Should I send any spending money with my student? We recommend about \$30 per week for incidentals and occasional optional outings for an ice cream cone or souvenirs from the VU bookstore.

How does VSA determine financial aid eligibility/awards? Eligibility for financial aid and the financial aid award amount are determined based on financial need. Families must submit their most recent federal tax return, the completed financial aid application, and any other documents that might prove helpful in order to demonstrate need. We will contact you shortly thereafter with the award amount. All admissions decisions for VSA are need-blind. No commitment to the program is required until you receive your financial aid decision and subsequent tuition balance.

I am applying for financial aid. Should I send the financial aid application along with my student's application for admission? Do I pay the tuition deposit?

When applying for admission to VSA, be sure to indicate, when prompted, that you will be applying for financial aid. You will complete the admissions application and submit it (online)



or mail it (paper application) along with the \$40 application fee. The tuition deposit is waived for anyone applying for financial aid. Once the admissions application is received, you will receive an email with the financial aid application attached. You can fill out the financial aid application and mail/email/fax it along with any relevant documents to our office.

Mailing Address:
Vanderbilt PTY
Peabody #506
230 Appleton Place
Nashville, TN 37203-5721

Email: pty.peabody@vanderbilt.edu

Fax: (615) 322-3457

Does VSA award full scholarships? No.
All financial aid awards are partial.

Application Instructions and Timelines

APPLICATION CHECKLIST

Incomplete applications will not be reviewed. Make sure to include all required materials:

- Admission application, completed and signed
- Qualifying documents (first-time VSA students only). Copy of ACT, SAT, or PSAT scores OR portfolio application materials (see inside cover for list of documents).
- Application Fee of \$40 (Non-refundable, required for ALL applicants)
- Tuition Deposit: \$300 (As a separate check or money order from application fee)
Financial Aid applicants are not required to submit a tuition deposit.
- Essays, completed and signed

Supplemental Materials

(If applicable; not all courses require supplemental materials. See course listing to determine if you need to send supplemental materials)

- Transcripts
- Two Letters of Recommendation
(Submitted electronically per online application instructions or in sealed envelopes that your recommender has signed across the seal.)
- Financial Aid Application and supporting documents (if applicable)

If Applying for Financial Assistance

A financial aid application and supporting documents may be submitted at the time of application for admission or submitted separately.

If applying online, be sure to indicate when prompted that you are interested in applying for financial aid, and you will receive the financial aid application via email.

Otherwise, you may submit the financial aid form and supporting documents at any time during the admissions process.

Please see the inside cover of this catalog for more information on the financial assistance application process.

TO APPLY

Visit pty.vanderbilt.edu/vsa to access our online application or to download a paper application. The online application will be available beginning at noon on January 7, 2016. The application launch window is **noon, January 7—noon, January 14.**

Submit your application during the application launch window in order to have the best chance of receiving your first-choice course. Applications received prior to January 7, 2016 will be considered within the application launch window regardless of receipt date.

ADMISSION NOTIFICATION

Students will receive an acknowledgement email upon initial receipt of their applications. Only complete applications are processed. If any items are missing, we will contact you to alert you to the incomplete status, and you will have five business days to submit the missing items. In most cases, once a completed application has been submitted, a student can expect an admissions notification within two to three weeks of the initial “application received” email. The admissions notice will include the tuition statement. For families who have applied for financial aid, financial aid information may be included in the admissions notice if financial aid materials have already been submitted.





Tuition Deadlines and Refunds

SESSIONS II AND III

Beginning January 7, 2016

Applications for admission and financial aid may be submitted.

April 22, 2016

Final tuition payment due for all Sessions II and III admitted students. Failure to submit tuition by this date could result in forfeiture of enrollment at VSA. This is also the last day for full tuition refund (less deposit and application fee).

May 6, 2016

Last day to withdraw with 50% tuition refund (less deposit and application fee).

SESSION I

Beginning January 7, 2016

Applications for admission and financial aid may be submitted.

May 6, 2016

Final tuition payment due for all admitted students. Failure to submit tuition by this date could result in forfeiture of enrollment at VSA. This is also the last day for full tuition refund (less deposit and application fee).

May 20, 2016

Last day to withdraw with 50% tuition refund (less deposit and application fee).

COURSE PLACEMENT

Rank your course choices in order of preference, with 1 indicating your first choice. You may rank as many choices as interest you. We will make every effort to place you in your first choice. However, courses fill very quickly, and we will place you into your highest-ranked course based on seat availability at the time we review your application. **Thus, rank only courses you are willing to take and pay for.** Once you are placed in a course you ranked, your deposit is non-refundable.

Following the application launch window, all courses will be filled first-come, first-served, based on eligibility. However, in some instances, VSA may make adjustments to balance class enrollments. We strongly encourage students to submit applications as early as possible to have the best chance of placement in higher-ranked class choices.

Waiting lists will be maintained for applicants for whom all course choices are full; however, there is no guarantee that spots will open in a class.

When students are placed on a waiting list, deposit checks will be held, but not cashed. Deposit checks will be cashed upon the student's placement in a class or returned if the student does not gain admission to the program.

FINANCIAL ASSISTANCE

Need-based financial aid is available to qualifying families. Families applying for financial aid must include copies of their most recent federal income tax return (1040, 1040A, 1040EZ), including any schedules, attachments, and W-2 forms. Financial aid decisions are calculated independently of admissions decisions and are for partial tuition only.

REMINDER: Financial aid applications may be submitted at anytime during the admissions process.

PAYMENT

All applicants must submit a non-refundable application fee of \$40, payable by check or money order to Vanderbilt University-PTY. Submit a separate check/money order for the tuition deposit with applications. Deposits will be refunded only if the student is not admitted to the program.

Tuition balance may be paid by check, money order, or credit card. Credit card payments are subject to an administrative processing fee. Payroll deduction is available to Vanderbilt

employees. To apply for payroll deduction, email pty.peabody@vanderbilt.edu

NOTE: Please make all checks/money orders payable to Vanderbilt University-PTY.

CANCELLATION POLICY

The \$40 application fee will not be refunded for any reason. The \$300 tuition deposit will not be refunded for any reason after a student is admitted to a ranked course choice.

A student who has not been placed in a course and remains on a waiting list may withdraw from the waiting list and receive a refund for the tuition deposit. A student who withdraws from the program after being placed in a course will receive a tuition refund (less the tuition deposit and application fee) if VSA is notified before April 22, 2016 for Sessions II and III or May 6, 2016 for Session I. Sessions II & III students who withdraw between April 23, 2016 and May 6, 2016 may be eligible for a 50 percent refund (less the deposit and application fee). Session I students who withdraw between May 7, 2016 and May 20, 2016 for Session I may be eligible for a 50 percent refund (less the deposit and application fee). After May 20, 2016, requests for refunds are not granted.



Vanderbilt Summer Academy

ADMISSION APPLICATION

Please type or print in blue or black ink. You may photocopy this application for family or friends.

Applicant's name

Last

First

Preferred name

Date of birth ____/____/____ Gender Male Female Current grade (School year 2015/2016) 7th 8th 9th 10th 11th
Month Day Year

Race/Ethnicity (optional) African American/Black Asian/Pacific Islander Caucasian/White
 Hispanic Native American Multiracial Other

Mailing address

Number and street, or box

City, State, ZIP

Home telephone () _____ Applicant email _____

Applicant cellphone () _____

Are you applying for financial aid? Yes No

If yes, you may enclose a completed financial aid application at this time, or when you have gathered all supporting documents. Financial aid applicants are not required to submit the \$300 tuition deposit.

CONTACT INFORMATION

Primary Contact:

First

Last

Relationship to Student

()

Email Address

Preferred Phone #

Secondary Contact:

First

Last

Relationship to Student

()

Email Address

Preferred Phone #

We will send most VSA correspondence via email, including admission notices, to student and primary contact emails. Please ensure that email addresses are accurate and legible.

ADDITIONAL INFORMATION

T-shirt size (Adult sizes) Small Medium Large Extra large

How did you hear about Vanderbilt Summer Academy?

I am a returning student Catalog Mailing Teacher School Counselor Web Search Postcard Friend Open House
 E-Newsletter Vanderbilt Publication Duke TIP Social Media Other: _____

2016 APPLICATIONS ACCEPTED BEGINNING JANUARY 7, 2016
APPLICATION LAUNCH WINDOW: NOON, JANUARY 7–NOON JANUARY 14
APPLICATIONS ACCEPTED UNTIL ALL COURSES ARE FILLED.
Session I: June 12–17, 2016 • Session II: June 19–July 1, 2016 • Session III: July 10–29, 2016

Send completed application to:

Vanderbilt Summer Academy Admissions
PMB 506 • 230 Appleton Place • Nashville, TN 37203-5721
(615) 322-8261 • pty.vanderbilt.edu

COURSE INFORMATION

Please rank your course choices in order of preference. You may rank as many choices as interest you. We will place you in your highest ranked classes based on available openings. Rank only those classes that you are willing to take and **pay for**. Deposits are non-refundable once you are placed in a class you ranked.

Session 1: June 12–17, 2016

(Rising 8th graders)

- Cultural Linguistics
- Pop Culture & Philosophy
- The Craft of Fiction
- Complex Systems Science
- Game Theory
- Applied Statistics
- Intro to Nanotech
- Psychology of Memory
- Religion in Graphic Lit
- Stories from Auschwitz
- The Changing Earth

Session II: June 19–July 1, 2016

(Rising 9th and 10th graders)

- Agents of Change
- Astrophysics
- Combinatorics
- Comparative Elections
- Environmental Law
- Identity in the 21st Century
- Math & Music
- Microbiology & Immunology*
- Nanotech & Engineering
- Secret Shakespeare
- Poetry & Free Verse

Session III: July 10–29, 2016

(Rising 11th and 12th graders)

- Ecological Paleontology
- Adaptive Engineering
- Mathematical Reasoning
- Med School 101*
- Medicine, Health, & Society
- Mental Illness in Media
- New Problems in Law
- Novel Writing
- Phenomenology of Confession
- Special Topics in Math*
- The Global War on Drugs

*These courses require additional application materials. Documentation in the form of transcripts, grade report, or other record of current courses is required. See catalog course listings for details, or visit pty.vanderbilt.edu/vsa.

SCHOOL INFORMATION

School name

City/State

QUALIFYING OPTIONS

Students may qualify for VSA in one of two ways. Please submit either a copy of your qualifying test scores or a portfolio along with your application. For more information please refer to the catalog or our website.

| Test scores - based on the grade in which the student took the test. | | | | Portfolio |
|--|------------|----------|-----------|---|
| Grade | SAT | ACT | PSAT | |
| 7th Grade | 500M or CR | 20M or R | 50M or CR | <ul style="list-style-type: none"> • Most recent test scores on a nationally-normed, grade level test (ERB, Terra Nova, SAT-10, etc.) • School Transcript • Two Teacher Recommendations • Sample of Relevant Coursework |
| 8th Grade | 550M or CR | 22M or R | 55M or CR | |
| 9th Grade | 590M or CR | 25M or R | 59M or CR | |
| 10th Grade | 630M or CR | 27M or R | 63M or CR | |
| 11th Grade | 670M or CR | 29M or R | 67M or CR | |

Please read, sign, and date the following certification. We certify that all statements and supporting documents submitted in the application process are truthful, accurate, and complete. We also agree that the intentional submission of false or misleading statements or supporting documents constitutes cause for denial of admission or dismissal from the program.

Signature of parent or legal guardian

Date

Signature of applicant

Date

VSA is committed to principles of equal opportunity and does not discriminate on the basis of race, ethnicity, religion, sexual orientation, gender, or gender identity.

Vanderbilt Summer Academy

ESSAY 1

Student's name

In 200–300 words, please tell us why you think your first-choice course is a good fit for you.
You may use a separate sheet of paper, if needed.

Note: Please speak freely. We use these essays to learn more about you. They may be shared with VSA faculty and staff.

I hereby certify that the words and ideas above are my own.

Signature

Vanderbilt Summer Academy

ESSAY 2

Student's name _____

Please write an original response to one of the following in 200–300 words:

- If your life were a comic book, who would be your nemesis, why would they oppose you, and how would you convince them to change their evil ways?
 - Socrates said, “To know the good is to do the good.” But what is the good, and how do you know if you are doing it?
 - Seven years from now you are elected President of Earth. What is the most important part of your platform, and how do you accomplish it?
-

I hereby certify that the words and ideas above are my own.

Signature _____

Vanderbilt Summer Academy Admissions

PMB 506 • 230 Appleton Place • Nashville, TN 37203-5721

(615) 322-8261 • pty.vanderbilt.edu

Vanderbilt Summer Academy

FINANCIAL AID APPLICATION

Please use this form to apply for financial aid and submit it either with the admission application or separately. We will use this information to determine your eligibility for financial aid and the amount of aid to be awarded. Please type or print.

- Financial aid awards are strictly need-based. The VSA application process is need blind and does not consider financial status. Please note that we do not provide full funding.
- Financial aid awards cannot be processed until we have the completed financial aid application with all appropriate tax information, as well as the \$40 application fee.
- Financial aid applicants are not required to submit the \$300 deposit at the time of application.

APPLICANT INFORMATION (Please type or print)

Applicant's name _____
Last First Middle

Date of Birth _____

HOUSEHOLD INFORMATION

Guardian/Mother's name _____ Occupation _____

Daytime telephone () _____ Employer name _____

Guardian/Father's name _____ Occupation _____

Daytime telephone () _____ Employer name _____

Parents' current marital status Married Divorced Separated Single Widowed

Applicant lives with (check all that apply) Mother Father Guardian Grandparent(s)

List the names of all people living in the applicant's main household, related or not, such as grandparents, other relatives, friends.
(You may use a separate piece of paper if needed)

Name and relationship to the applicant (List the applicant first) _____ Age _____

Name and relationship to the applicant _____ Age _____

Name and relationship to the applicant _____ Age _____

Name and relationship to the applicant _____ Age _____

Name and relationship to the applicant _____ Age _____

HOUSEHOLD INCOME INFORMATION

Do you or any people living in the student's main household (grandparents, other relatives, friends, etc.) receive:

Child support payments? Yes No If yes, \$ _____/month

Social Security payments? Yes No If yes, \$ _____/month

SSI payments? Yes No If yes, \$ _____/month

Welfare, or any other public assistance? Yes No If yes, \$ _____/month

Does applicant qualify for free lunches at school? Yes No

Housing, food, or other living allowances paid to members of the clergy, military, and others?

(Do not include Military Housing Privatization housing allowance)

Yes No If yes, \$ _____/month

Financial assistance from people who are not members of the household?

(Include expenses paid on your behalf)

Yes No If yes, \$ _____/month

Untaxed workers compensation, disability, retirement, or veterans' benefits?

Yes No If yes, \$ _____/month

Any other income not listed above and not reported on your federal tax return?

Yes No

If yes, list type of benefit(s) and amount(s) below:

| | |
|-------|----------------|
| _____ | \$ _____/month |
| _____ | \$ _____/month |
| _____ | \$ _____/month |

ASSETS INFORMATION

| | |
|---|----------|
| Current value of cash/savings/checking | \$ _____ |
| Current value of stocks and investment accounts | \$ _____ |
| Current value of your business(es) or farm(s) | \$ _____ |
| Balance of associated loan(s) | \$ _____ |
| Current value of other real estate owned | \$ _____ |
| Balance of associated loan(s) | \$ _____ |
| Current value of your home (if you own) | \$ _____ |
| Balance of associated loan(s) | \$ _____ |

EXPENSES

| | |
|--|----------|
| Monthly rental payment if you rent your home | \$ _____ |
| Monthly mortgage payment if you own your home | \$ _____ |
| Annual child support/alimony payment | \$ _____ |
| Annual amount you pay out of pocket for family medical expenses not covered by insurance | \$ _____ |
| Annual amount of out-of-pocket expense for tuition and fees | \$ _____ |
| Travel expense to program | \$ _____ |
| Number of children in college | _____ |

Please explain any special circumstances that we should consider when awarding financial aid.

All financial aid applications must include a signed copy of your most recent federal income tax return or free lunch letter.

Include copies of all forms and schedules listed below that were included in your tax return, including:

W-2 Forms • Form 1040, 1040A, or 1040EZ • Form 4562 • Schedule A • Schedule C and/or F • Schedule D

If you are divorced, you are required to include tax forms for only the custodial parent.

If you are completing your financial aid application before you have completed your 2015 tax return, you may send a copy of your 2014 tax return and all applicable schedules and forms. Please also attach copies of your 2015 W2 forms for all wage earners in the household. If you have not yet received a 2015 W2 form, you may substitute a copy of your 2015 year-end pay stub, if it includes 2015 year-end earnings information. If it does not, you may substitute a signed statement from your employer on company letterhead.

I certify that all statements, information, and attachments submitted with this form are truthful, accurate, and complete.

Signature of parent or legal guardian

Date

“In my experience, universities can play a role in encouraging and supporting the most talented young learners. And it is important that we do so—for their well-being and for our common future.”



Dean Camilla Benbow, an internationally recognized researcher of gifted and talented youth, co-director of the Study of Mathematically Precocious Youth, and Patricia and Rodes Hart Dean of Education and Human Development at Peabody College, founded Vanderbilt Programs for Talented Youth (PTY) in 2000 as a summer residential academic program on the campus of Vanderbilt University.

Vanderbilt Programs for Talented Youth would like to thank the following individuals and programs of the Vanderbilt community for their support.

| | |
|---|--|
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| Jeff Balser, M.D., Ph.D., Vice Chancellor for Health Affairs and Dean of the School of Medicine | mc.vanderbilt.edu |
| Camilla Benbow, Dean of Peabody College of Education and Human Development | peabody.vanderbilt.edu |
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"I welcome your young scholar to campus, and I trust that the opportunities for interaction with like academic peers and work with leading content experts will be an unforgettable and life-changing event for your gifted student."



*Tamra Stambaugh, Ph.D.,
Executive Director, Programs for
Talented Youth, and Research Assistant
Professor of Special Education*

Vanderbilt University's Programs for Talented Youth

Developing Talent in Gifted Students and Those Who Work with Them

For students who will be entering grades 8-12:

SAVY–Saturday Academy at Vanderbilt for the Young

Day Program—Held each fall and spring, students in grades K-6 engage with like-ability peers in accelerated courses over six consecutive Saturdays.

SAVY–Summer Academy at Vanderbilt for the Young

Day Program—Each summer rising 1st-7th grade students take part in a variety of advanced courses taught by content experts. Weekly sessions are available for all grades in the months of June and July.

WAVU–Weekend Academy at Vanderbilt University

Residential Program—An intensive two-day residential accelerated learning program held each fall and spring for current 7th-10th graders.

VSA–Vanderbilt Summer Academy

Residential Program—For students entering grades 8–12, VSA offers accelerated courses in 1–3 week summer sessions. Students live on campus and take advanced level courses taught by VU faculty and graduate students in a challenging yet supportive environment.

For Educators and Parents:

- **GEI–Gifted Education Institute**
GEI offers professional development opportunities to educators and parents of high-ability learners throughout the summer. Access summer workshops and courses on our website: pty.vanderbilt.edu/educators/gifted-education-institute
- **Parent education groups and lectures.**
- **Professional development workshops for educators each fall, spring, and summer, including the Tennessee Employment Standard.**
- **Research grants to support talent development.**

If you are interested in learning more about new and growing programs, please contact us through our website at pty.vanderbilt.edu or email pty.peabody@vanderbilt.edu.

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