Congratulations!

The score you earned on the ACT or the SAT was a remarkable achievement.

To take part in the Duke University Talent Identification Program (Duke TIP) 7th Grade Talent Search, students must score within the top 5 percent on an end-of-grade test, but your ACT or SAT score means you are part of a select group who is qualified to attend the Duke TIP Academy for Summer Studies. Not only that, but your score qualifies you for Duke TIP programs throughout your high school years—you do not need to retest each year.

Duke TIP’s summer programs are designed to motivate and challenge academically gifted students like you in a unique learning environment, and for over three decades these programs have created academic and social experiences that participants cherish for the rest of their lives.

We hope you will join us this summer to see why!
Duke TIP Summer Studies Programs are superb academic opportunities and dynamic residential and social experiences. The three-week sessions are intense and demanding, and students are challenged to think critically about themselves and their world.

Duke TIP offers:

• a community of motivated and engaged peers you won’t likely find anywhere else
• course topics and learning opportunities unavailable to most middle and high school students
• age-specific programs geared toward gifted students
• expert instructors, approximately 90 percent of whom hold or are working toward an advanced degree
• a stimulating educational model that promotes higher-level thinking through interactive, inquiry-based learning
• an intense, accelerated pace in the classroom: students attend a single class for seven hours each weekday and three hours on Saturdays
• engaging social and residential experiences to complement your academic endeavors

TIP is a second home to me. If you want to be surrounded by people like you who are accepting, intellectual and supportive, it really is the place to be.

—2015 Summer Studies participant

Campuses and Courses

Find the very best in age-appropriate academic and residential summer programs at Duke TIP. Three sites are exclusively for seventh and eighth grade students and three sites are dedicated to eighth, ninth, and tenth graders. The number of courses varies by site, and the average class enrollment is sixteen to eighteen students.

SEVENTH GRADE STUDENTS

Seventh grade students are integral to our program. Paired with eighth graders, this group generates tremendous energy, enthusiasm, and new ideas. Age-specific programming provides courses and residential activities geared toward you, enhancing and enriching your Duke TIP experience. Often, friendships formed during your seventh grade year at Duke TIP will continue throughout middle and high school.

EIGHTH GRADE STUDENTS

While some eighth grade students thrive in academic and residential settings with other middle school students, others benefit from being in a program with current high school students. As a result, Duke TIP allows you to choose which type of site would be the best fit for you.

Please review both site sections on pages 8–9 and pages 12–13 to see what is available to eighth grade students.

NINTH AND TENTH GRADE STUDENTS

Duke TIP’s age-appropriate programming also benefits high school students. You will have the chance to build upon your knowledge by taking courses designed specifically for academically gifted ninth and tenth graders like you. By dedicating sites to older students, we are able to offer a wide array of challenging, cutting-edge courses.

SEVENTH & EIGHTH GRADE SITES

Appalachian State University
Boone, North Carolina

Austin College
Sherman, Texas

Rollins College
Winter Park, Florida

EIGHTH, NINTH, & TENTH GRADE SITES

The University of Georgia
Athens, Georgia

Rice University
Houston, Texas

Duke University Marine Lab,
Beaufort, North Carolina

Blue indicates information about our seventh and eighth grade sites (pages 8–11).

Green indicates information about our eighth, ninth, and tenth grade sites (pages 12–16). Look for these color indicators throughout this catalog.
WHAT HAPPENS IN A DUKE TIP COURSE?

As a Duke TIP student, you will focus on one course for three weeks. Duke TIP courses are fast-paced and intense: they are often equivalent to one year of a high school course or one semester of a college course. They are designed to provide challenge, not extra help in a specific subject. Duke TIP instructors are committed to providing interesting, high-energy educational experiences that often differ from those students encounter in school. Duke TIP offers an ever-evolving curriculum that is driven by the expertise of our instructional staff, creating a setting in which you can explore cutting-edge research and ideas. Instructors employ a variety of instructional strategies to engage and challenge students, including:

- simulations of real-world activities
- peer teaching or presentations
- debates and roundtable discussions
- expert guest speakers
- laboratory experiences
- college-level research in state-of-the-art libraries
- field trips

Please note: Because of the level of commitment required of participants in this program, students should play an active role in deciding whether to attend and choosing the course they will study.

WHO TEACHES AT DUKE TIP?

Instructors at Duke TIP’s Summer Studies Programs represent a diverse set of talented individuals who embrace their role in the academic development of young scholars. Instructors are selected for their expertise in their field of study, and the instructional staff is composed of accomplished college and university instructors, exceptional graduate students enrolled in master’s or doctoral programs, and outstanding teachers from public and private schools. Each instructor works with a teaching assistant chosen from a competitive pool of outstanding undergraduate and graduate students with a passion for teaching.

HOW WILL I BE EVALUATED?

Duke TIP does not assign letter or numeric final grades. Instructors evaluate you using educationally appropriate criteria such as journal writing, presentations, creative writing, individual research, and the occasional test or quiz. The nongraded approach encourages a less competitive environment in which you will become comfortable taking intellectual risks you might otherwise avoid in a stressful, grade-driven environment. At the end of the term, your instructor will complete a rubric evaluation to assess your performance. This evaluation indicates your academic performance, learning behaviors, work habits, and peer interactions. In addition, parents are strongly encouraged to schedule face-to-face or telephone conferences with course instructors on the last day of the term.

TIP is an experience that should not be passed up, no matter who you are. It is an unforgettable time that allows you to blossom and find who you are in an environment full of intelligent people like you. —2015 Summer Studies participant

Residential Life

Outside the rigorous classroom atmosphere, Duke TIP students become members of a residential community while making new friends in a variety of social and recreational settings. This opportunity to socialize and form bonds strengthens the Duke TIP community both in and out of the classroom and often results in lifelong friendships.

You will experience a structured version of college life and participate in social and recreational activities that offer the chance to bond with students from other classes and residential groups. Undergraduate and graduate students serve as residential counselors, creating a positive residential group where you will make friends and share experiences. Residential staff plan a wide variety of activities that appeal to Duke TIP students’ many different interests. Programming and community-building activities follow the Duke TIP STAR Programming Model, which focuses on five points (represented by a star):

- Diversity: Understanding and embracing the differences within ourselves and the world around us.
  (Sample activities: community mural; history of hip-hop and freestyling; capoeira and Brazilian culture; “salsa and salsa,” i.e., both making the food and learning the dance)
- Service: Supporting the people within our own and surrounding communities through volunteerism and compassion.
  (Sample activities: Project Linus, i.e., crochet making for a cause; random acts of kindness competition; cards for the troops; neighborhood clean-up; park revitalization)
- Leadership: Helping students grow to become stronger people while exploring and defining their own values, ethics, and identity.
  (Sample activities: college expo, personality tests, debates, research opportunities, LeaderTIP Academy)
- Health and Wellness: Intentionally creating an atmosphere in which residents are exposed to information that will enable them to make healthy lifestyle choices.
  (Sample activities: yoga, TIPStar Boot Camp, cooking lessons, spa night and healthy snacks, Field Day or Quad Fest, Ultimate Frisbee competition)
- Fine Arts: Fostering the opportunity for students to share their originality through performing arts, creative arts, visual arts, media, and entertainment.
  (Sample activities: painting without brushes, “kookies and karaoke,” jam sessions, playwriting, poetry night, improvisation, TIPSync, dances, talent show)

HOUSING

While at Duke TIP you will live in college residence halls and are usually assigned one or two roommates as part of a twelve-to-sixteen student residential group. Duke TIP students may live on floors with members of another gender; however, all halls have adult staff supervision, same-gender residential groups, and same-gender bathroom facilities. Students are only allowed to have their assigned roommate(s) in their room, and participants from other programs are not allowed in Duke TIP halls or areas. All residential rooms, classrooms, and labs are air conditioned at Academy for Summer Studies sites, except for a few classrooms at Appalachian State.

DINING

You will eat meals in campus dining halls alongside residential and instructional staff members. Food is served cafeteria-style, and vegetarian meals are routinely served at all campuses. With advanced notice, we can accommodate most specialized dietary restrictions.

TIP COMMUNITY

To develop a positive and supportive community, Duke TIP sets high academic and social standards for students. Residential and academic staff members will supervise you and help you understand and adhere to Duke TIP’s behavioral expectations. The Duke TIP Community Standard and other general behavioral guidelines can be found at www.tip.duke.edu/SSPgguide.

For information on placement and course credit, please see page 20.

learn more online www.tip.duke.edu/academy
SAMPLE WEEKDAY SCHEDULE

Monday–Friday
7:45–8:45 a.m.  Breakfast
8:45–9 a.m.  Meet teaching assistant, walk to class
9 a.m.–noon  Class
Noon–1 p.m.  Lunch
1–4 p.m.  Class
4–5 p.m.  Free time
5–6 p.m.  Dinner with residential living group
6–7 p.m.  Evening study with teaching assistant (Monday–Thursday)
7–9:30 p.m.  Evening residential activities
9:30–10 p.m.  Free time
10–10:45 p.m.  Check-in with residential counselor, students must remain on the hall
10:45 p.m.  Lights out

WEEKENDS

Classes meet from 9 a.m. until noon on Saturdays, while the rest of the weekend offers a variety of social and recreational options. During blocks of staff-supervised free time, you can participate in optional group activities, attend religious services available in the area, hang out, read, or do laundry. And, of course, Duke TIP traditions continue with campus-wide tournaments, off-campus trips, theme dances, and field days.

Attendance is required at all activities except breakfast. Staff members supervise students throughout the day. Times may vary slightly at different campuses.

A Day in the Life

TIP is absolutely amazing! The TIPsters, staff, and classes are all great. At TIP, you are able to meet friendly, open, and like-minded people. TIP is definitely going to be the highlight of every summer!

–2015 Summer Studies participant

Duke TIP Guide to Summer Studies

Once you accept a course placement, you will want to review our 2016 Guide to Summer Studies. The guide highlights the Duke TIP experience and provides in-depth information on the program’s policies, procedures, and expectations.

The guide can be accessed on our website at www.tip.duke.edu/SSPguide.

I had the most fun I ever had while I was here at TIP. The classwork is challenging, engaging, and suited to my academic needs. The people here are some of the best friends I’ve ever made. TIP is my home.

–2015 Summer Studies participant
The Academy for Summer Studies courses at Appalachian State University, Austin College, and Rollins College are specifically designed for gifted middle school students. They offer an array of subject matter across a variety of academic disciplines. Many of these courses take advantage of the unique locale and the departmental strengths of the host site.

DUKE TIP AT APPALACHIAN STATE
Boone, North Carolina
Cost: $4,000
Appalachian State University (ASU) is the sixth-largest university in the University of North Carolina system and is home to almost eighteen thousand students. US News & World Report’s 2015 college rankings place ASU ninth among public universities in the South. ASU has been among the top fifteen “Southern Regional Universities” for over thirty years. The Princeton Review lists ASU as one of its “Best in the Southeast” for 2016. ASU is located in the heart of the picturesque Blue Ridge Mountains, a beautiful setting for Summer Studies and outdoor pursuits.

Courses (descriptions on pages 10–11)

Term 1: June 12–July 2
- Choosing Sides: Debate and Persuasion
- Creative Writing: Express Yourself
- Design Challenges: Physics and Engineering
- Developing Nations, Democratization, and Discontent
- Experiments in Science: Biology, Chemistry, and Physics
- From Wonderland to Hogwarts
- The Human Body
- Math, Money, and You
- Mathematical Arts
- Myths and Legends
- Psychology
- Science on the Appalachian Trail

Term 2: July 10–30
- Algebra I
- Anthropology: Individuals, Societies, and Cultures
- Creative Writing: Express Yourself
- Design Challenges: Physics and Engineering
- Experiments in Science: Biology, Chemistry, and Physics
- From Wonderland to Hogwarts
- The Human Body
- Mathematical Arts
- Myths and Legends
- Psychology
- Science on the Appalachian Trail
- Theater Arts

DUKE TIP AT ROLLINS COLLEGE
Winter Park, Florida
Cost: $4,000
Chartered in 1885 as a coeducational liberal arts college, Rollins is the oldest recognized college in the state of Florida. For twenty consecutive years, it has been ranked among the top two regional universities in the South and first in Florida by US News & World Report. Rollins College is located in Winter Park in an attractive and historic residential community adjacent to the city of Orlando. The seventy-acre campus is situated on the shores of Lake Virginia and features a lakeside beach and walking path. Known for its Spanish-Mediterranean architecture, Rollins was named one of the “50 Most Amazing College Campuses” by The Best Colleges, 2011–2014. Campus facilities include a four-level, fifty-four-thousand-square-foot library and a fine arts museum with six display galleries.

Courses (descriptions on pages 10–11)

Term 1: June 12–July 2
- Aerospace Engineering
- Aquatic Biology, Conservation, and Policy
- Creative Writing: Express Yourself
- Crime Scene Investigations
- Design Challenges: Physics and Engineering
- From Code to Construction: The Many Layers of 3-D Printing
- The Human Body
- Mathematical Problem Solving
- Psychology
- Theater Arts

Term 2: July 10–30
- Aquatic Biology, Conservation, and Policy
- Choosing Sides: Debate and Persuasion
- Creative Writing: Express Yourself
- Crime Scene Investigations
- Design Challenges: Physics and Engineering
- From Code to Construction: The Many Layers of 3-D Printing
- From Wonderland to Hogwarts
- The Human Body
- Psychology
- Theater Arts

DUKE TIP AT AUSTIN COLLEGE
Sherman, Texas
Cost: $4,000
Located on an eighty-five-acre campus just north of Dallas, Austin College is a private, coeducational liberal arts college offering a variety of academic and cultural opportunities. Founded in 1849, Austin College is among the oldest colleges in Texas. Austin College is recognized nationally for academic excellence in the areas of international education, preprofessional training, and leadership studies. Most Austin College courses will be taught in the IDEA Center, a multidisciplinary building that incorporates high-performance green building standards with contemporary classrooms and multipurpose laboratories to support hands-on, experiential science curricula.

Courses (descriptions on pages 10–11)

Term 1: June 12–July 2
- Algebra I
- Choosing Sides: Debate and Persuasion
- Creative Writing: Express Yourself
- Design Challenges: Physics and Engineering
- Disasters in Engineering: Fatal Flaws
- Experiments in Science: Biology, Chemistry, and Physics
- Field Biology
- The Human Body
- Programming for the Web
- Psychology

Term 2: July 10–30
- Algebra I
- Choosing Sides: Debate and Persuasion
- Design Challenges: Physics and Engineering
- Developing Nations, Democratization, and Discontent
- Disasters in Engineering: Fatal Flaws
- Field Biology
- The Human Body
- Mathematical Problem Solving
- Programming for the Web
- Psychology

The coursework was intriguing and interesting. Being in an environment with other smart kids is great. It was an unforgettable time both socially and academically and I would not have wanted to spend my time doing anything else.

~2015 Summer Studies participant

It was absolutely the best experience of my life. I learned so much both academically and socially. It overall made me a better person.

~2015 Summer Studies participant
FIRE ARTS
Theater Arts
Terms 1 and 2: Rollins | Term 2: Appalachian State

Unlike other forms of literary drama, drama is not meant to be read; it is meant to be performed for an audience. Much like a piece of sheet music, a play provides a score for a performance. Discover how theater is made through the exploration of classic plays. Analyze various texts and experience drama from the point of view of those who create it, those who perform it, and those who appreciate it. Learn to work with different roles and character choices. Write short dramas and perform short works.

HUMANITIES
Choosing Sides: Debate and Persuasion
Terms 1 and 2: Appalachian State | Term 1: Rollins

A sound argument can transform public opinion, move people to their feet, and change the faces and minds of local, national, and international leaders. Learn to create a persuasive writing, public speaking, and various forms of debate as you study historical debates and learn to construct your own competing arguments. Practice your debating skills through written and oral performance in a variety of formats—including public forums, Lincoln-Douglas debate, and parliamentary debate—while learning to analyze multiple viewpoints of a single issue.

Creative Writing: Express Yourself
Terms 1 and 2: Appalachian State, Rollins | Term 1: Austin

Examine, discuss, and explore numerous genres, including fiction, nonfiction, and poetry, to understand the decisions writers must make to create meaningful, lasting works. Learn to develop your best creative writing through reading, discussion, and writing exercises within each genre. Balance the creative processes of invention and craft with the technical components of revision, editing, and the ability to create a writing portfolio. Honor your critical thinking skills as you assess and edit the writing of others in peer review workshops.

From Wonderland to Hogwarts
Terms 1 and 2: Appalachian State | Term 2: Rollins

Travel through the minds of writers who have shaped the genre of fantasy literature. Discover how the fantastical can be used to explore the strange and familiar friends, fight frightening foes, and return (hopefully) in one piece from our journey with a far greater understanding of home. Consider the intersection of scientific theory and the significant a piece of cultural history. Together, we will travel through the landscapes of Alice’s Adventures in Wonderland, James and the Giant Peach, and the works of J.K. Rowling. This course is recommended for students with SAT Math ≥ 500 OR ACT Math ≥ 18 (if tested in seventh grade) or have taken TIP’s America and the World: Challenges and Opportunities.

SCIENCE
Aerospace Engineering
Terms 1 and 2: Rollins

Explore aviation history, physics, and engineering concepts related to flight: atmospheric conditions, aerodynamics, propulsion systems, aircraft structures, and aeroplane performance, analysis, stability and control, automated aerodynamics, and an introduction to airplane design. Apply these principles through hands-on engineering projects, software, workshops, and contests. This course is math-intensive. Prerequisite: Geometry

Aquatic Biology, Conservation, and Policy
Terms 1 and 2: Rollins

Explore aquatic biology by studying the ecology and behavior of plants, animals, and microbes living underwater in our oceans, lakes, and inland waters. Use standard field methodology to collect and trace aquatic plants and animals in aquatic and terrestrial ecosystems of Lake Virginia, which is located on the Rollins College campus. Investigate ecological and biological principles and understand the importance of aquatic and terrestrial ecosystems.

Crime Scene Investigations
Terms 2 and 1: Appalachian State

Go beyond the simplified forensics science that has been popularized in the media; learn the real techniques forensic investigators use to gather and analyze evidence at a crime scene and in the lab. Plat and process a mock crime scene, and discover the science behind DNA analysis, fingerprinting, and facial reconstruction. Discuss the forensic evidence in famous solved and unsolved cases. Explore what it means to be an expert witness and what skills are needed in the forensic sciences.

Astronomy
Terms 1 and 2: Appalachian State, Austin, Rollins

Discover how engineers design the materials and devices to use before building a structure. Utilize math, physics, and engineering to complete hands-on problem-solving and model-building activities. Explore advances in technology and their effect on design.

In the “21st Century” World, how can you become a mathematician, a computer programmer, a forensics expert, or even a civil engineer? Do you see yourself working for NASA, the CIA, or the FBI? Do you dream of launching into space or discussing the world market? As the world becomes more complex, the need for individuals skilled in mathematics increases. In this course, you will learn the basic foundation of mathematics, including logic, sets, counting, and probability. You will learn how to use mathematics to model real-world situations and solve problems in a variety of fields.

Disasters in Engineering: Fatal Flaws
Terms 1 and 2: Austin

Some disasters should not be forgotten. As humans have exponentially increased our ability to accomplish magnificent feats of engineering, the risk of failure has increased. These projects have also escalated. Learn to leverage the tools used in complex system-safety analysis and apply your new skills to historical disasters such as the sinking of the Titanic, the nuclear meltdown at Three Mile Island, and the September 11th attacks. Finally, you will complete a project examining the Design Spectrum of a project, the legal impact of, and the loss of the space shuttle Challenger. Examine current safety technology and forecasting techniques. Learn current methods for industry, and infrastructure. Debate the argument between safety and cost, and the need for proper precautionary measures.

Experiments in Science: Biology, Chemistry, and Physics
Terms 1 and 2: Appalachian State | Term 1: Austin

Investigate science through the process that has driven discovery for centuries: experimentation. Experiments are what allow scientists to connect their ideas and theories with the practical nature of the real world. Research and conduct experiments in a wide range of scientific fields, including molecular genetics, the earth’s history, field ecology, alternative energy technologies, and a wide variety of other topics, not only how to design and conduct informative experiments, but also how to interpret the results in a way that helps us understand more about the world in which we live.

Forces and Motion
Terms 1 and 2: Austin

While great science is conducted in laboratories around the world, some of the most fascinating aspects of biology can only be studied by exploring outdoors and detailing the ways animals interact with their habitat and environment. A complex web of biological and environmental forces drives every action animals make, such as birds foraging for food, mice hiding to avoid predators, and turtles choosing a nest site. Take advantage of Austin College’s setting and examine the complex interworking of the local ecosystem. Activities will involve field work, hands-on classroom activities, labs, and student research.

The Human Body
Terms 1 and 2: Appalachian State, Austin, Rollins

The human body is a network of interconnected systems. Explore the systems of the human body and examine how they work together. Study basic anatomy and physiology as well as the chemical processes that allow the body to carry out its functions. Through laboratory activities and integrated debates, become familiar with the complex workings of the body and current issues while preparing about their potential impact on Modern Medical Sciences should not enroll in this course due to overlap in content

Science on the Appalachian Trail
Terms 2 and 1: Appalachian State

The southern Appalachian Mountains have a vast history that encompasses hundreds of millions of years. The mountains of Boone, North Carolina, and the Great Smoky Mountains represent a beautiful and unique landscape that has shaped the human history of this region. Students will engage in an interdisciplinary project that explores a specific aspect of the southern Appalachian Mountains.

Social Science
Anthropology: Individuals, Societies, and Cultures
Terms 1 and 2: Appalachian State

Why do we set fire to a line to celebrate birthdays? Why do some cultures celebrate losing baby teeth by throwing the teeth off a roof? Why do people and society change? Learn how anthropologists analyze cultures symbols, language, and rituals. Anthropologists seek to understand human history from the beginning of the time to the present day. Study themes in anthropology such as ethnicity, language, adaptation, kinship, and social stratification. Compare and analyze differences between “us” and “them” both within American culture and abroad. Explore the range of contemporary anthropological work that is taking place in diverse settings: cultural, forensic, crime labs, museums, and even underwater archaeological sites.

Developing Nations, Democratization, and Discontent
Term 1: Appalachian State | Term 2: Austin

Power dynamics across the world continue to shift. The political and economic interconnection of countries, non-profits, corporations, and other groups around the globe increasingly complicates the concepts of nationhood, “people,” and autonomy. How can a balance be struck? What determines policy, and what are the limits on those policies? Evaluate various perspectives on issues such as trade, emerging economies, environmental responsibility, and terrorism. Challenge yourself by studying competing theologies, cultural world views, and foreign policy. Participate in simulations, debates, and research. Note: students who have taken TIP’s America and the World: Challenges and Opportunities should not enroll in this course due to overlap in content.

Science on the Appalachian Trail
Terms 2 and 1: Appalachian State

The southern Appalachian Mountains have a vast history that encompasses hundreds of millions of years. The mountains of Boone, North Carolina, and the Great Smoky Mountains represent a beautiful and unique landscape that has shaped the human history of this region. Students will engage in an interdisciplinary project that explores a specific aspect of the southern Appalachian Mountains.

TECHNOLOGY
From Code to Construction: The Many Layers of 3-D Printing
Terms 1 and 2: Rollins

Quick! Name another technology that can reconfigure disappearing coral reefs, allow injured people to walk again, produce an automobile in under 24 hours, or replicate one-of-a-kind ancient fossils for study? Additive manufacturing, also known as 3-D printing, can do all this and more—why is its 3-D printing the revolutionizing the aerospace, defense, and medical fields. Explore the many applications of this rapidly developing technology, from home arts projects to complex jet turbines and space vehicles. Students will learn the economics of these developments, weigh the benefits, drawbacks, and ethics of being able to replicate objects in a new field by learning to program and create their own 3-D printing projects.

Programming for the Web
Terms 1 and 2: Rollins

There is an increasing demand for computer applications to be collaborative, dynamic, and tied to the user instead of a computer or mobile device. As applications move off the computer and into the “cloud,” web applications representing a new programming process to be a critical part of the next computing revolution. Learn about the basic principles of web application programming and the unique considerations of programming for the web. By the end of the course, develop an original web application.
Important date information: Term 1 at most sites culminates on Friday, July 1, with an important night of residential programming. The entirety of Saturday, July 2, is dedicated to the check-out and departure process. Students who have holiday or family obligations that would require them to leave the program before departure day should not sign up to attend Term 1 at these sites.
Eighth, Ninth, & Tenth Grade Courses

FINE ARTS

Architecture in the Urban Environment
Terms 1 and 2

Cities are tight spaces. Designing buildings for an urban setting requires the ability to work creatively within tight constraints. Technology has made a huge impact on how cities are developed, and architects are tasked with creating significant and functional spaces within the urban environment. While some architects focus on designing new structures, others bring nature back to the city, or designing a dazzlesc new skyscrapers, architecture shapes each and every city block—defining the very nature of the city itself. Using Rice University and the city of Houston as case studies, discover the intricacies of architecture. Explore the history of metropolitan design, and differentiate between American and international models of urban and environmental planning. Consider the environmental, social, cultural, and artistic impacts of your designs and learn to capture the public’s imagination through project-based learning.

HUMANITIES

Exploring Time Travel Narratives: The Fabric of Time and a Phone Tome
Terms 1 and 2

What if time was not, after all, fixed? Authors, scientists, and other imaginative beings have grappled with this question long before H. G. Wells wrote the first “Time Machine.” As it has evolved, the concept of time travel has enriched the genres of literature and film while giving rise to an irreplaceable canon. Construct the possibilities fostered by modern science and assess the impossibilities asserted by science fiction in an intertextual exploration of time travel narratives. Explore the “rules” of time travel painstakingly along with the social issues that time-travel stories raise as you trace the development of the concept from Shakespeare’s “A Midsummer Night’s Dream” to today’s sci-fi films.

Inspired Writer: Refining Your Creative Voice
Terms 1 and 2

Are you an experienced creative writer ready to explore literary genres and techniques at a higher level of complexity? Dive into works ranging from legendary masters to emerging new voices. Analyze the choices authors make to create writing that resonates deeply with their intended audience. Experience with shifting points of view, non-linear plot structures, suspense-appropriate pacing, and unifying themes. Aspiring authors will craft flash fiction, short stories, creative nonfiction, poetry, or novellas and gain hands-on experience critiquing fellow students’ writing in workshop sessions.

The Pen as Weapon: The Art of Satire
Term 1: Georgia | Term 2: Georgia

What do The Daily Show with Trevor Noah, Jonathan Swift’s *A Modest Proposal*, Kurt Vonnegut’s *Slaughterhouse Five*, and Gary Trudeau’s *Doonesbury* and *Cat’s Cradle* have in common? In what a satire? Write your piece in an exploration of the history of satire, focusing on how it serves as a way to effect social change. Investigate various famous satirical works, including *A Modest Proposal*, *The Time Machine*, and *Slaughterhouse Five*. How objects move through space. Investigate various fields in science related to satirical content, such as physics, geography, and nuclear propulsion. Students who have taken Aerospace Engineering at KU or Rollins may want to take this class, but an aerospace class is not a prerequisite. This course is math-intensive. Completion of Algebra II is preferred but not required.

MATHEMATICS

Algebra II
Term 1

Complete a highly accelerated year of high school math. See the syllabus and course content at www.tip.duke.edu/math. A graphing calculator is required. The North Carolina End-Of-Course test will not be administered. An instructor-created exam will be the final assessment. This course is designed to be an accelerated version of the regular Algebra II sequence, with enrichment activities in the areas of linear algebra, trigonometry, and algebraic concepts. A math transcript, a copy of a grade report, or a letter from your school to document your successful completion of Algebra I or its equivalent.

Cryptography Concepts and the Mathematics of Spying
Terms 1 and 2, Georgia

Throughout history, human societies have devoted significant resources to the protection of domestic secrets and the detection of foreign intelligence. Explore the techniques of cryptography and code breaking, delve into the complex mathematical theories behind modern cryptography, and learn to translate these theories into working computer code. Brainstorm solutions to problems in coding, data development and Internet security by conducting an independent project on a topic of your choice. Completion of Algebra II or its equivalent is preferred but not required.

Mathematical Modeling and Applied Statistics
Term 1 and 2

Engage in mathematical analysis as it relates to the real world. How do you use numbers to prove your point? How do you create mathematical models that show data in your favor? Uncover sample bias and deceiving graphs. Interpret, analyze, and model data across disciplines. Delve into the math of data analysis and see how professionals in the fields of science, technology, health care, government, and business use statistical analysis to manage large amounts of information. Graphs and charts on reported topics, conduct statistical experiments, and dig into the origins of p-values, variances, regression lines, and permutations to learn how applied math plays an integral role in everyday life.

SCIENCE

Astronomical Engineering
Term 1

Explore the history and orbital mechanics of spacecraft from Newton and Kepler through Mercury, Gemini, Apollo, and the space shuttle programs. Learn how the engineering behind spacecraft and space stations is dependent on how objects move through space. Investigate various fields in science related to solar system exploration, such as physics, geography, and nuclear propulsion. Students who have taken Aerospace Engineering at KU or Rollins may want to take this class, but an aerospace class is not a prerequisite. This course is math-intensive. Completion of Algebra II is preferred but not required.

The Brain, Intelligence, and Creativity
Terms 1 and 2, Georgia

An exploration of neuroscience and psychology as you investigate the most complex organ in the human body. Through the framework of brain physiology and development, examine intelligence, creativity, and what the way people experience the world. In addition to classroom activities, discussions, and debate, participate in hands-on laboratory work, brain imaging, and other experimental techniques.

Engineering Problem Solving
Term 1

Explore the fields of engineering and their interactions in an intensively hands-on way. Study how engineers apply science and mathematics to solve real-life problems. Projects include building efficient aircraft, designing safe patterns for the flow of traffic, or concocting an environmentally friendly plastic on a commercial scale. The use of mathematics is essential for the solution of most engineering problems. Discover design and circuits and analyze the effects of different resistors, and participate in other interactive labs.

Infectious Diseases
Term 1

From the Ebola virus to smallpox to anthrax, diseases and the risk of epidemics has been a common topic in news reports and a growing concern for many people. How do we understand the nature of these diseases, the way they spread, how they can be controlled, and the true risk they may pose? Take a multidisciplinary approach to studying epidemics, pandemics, and the infectious agents that can cause them. Ficus primarily on the viruses, bacteria, and other infectious agents, including how they evade the immune system and cause their respective diseases. Explore the fields of genetics, biochemistry, public health, epidemiology, pharmacology, history, and anthropology to better understand the full effect of these diseases on our society. While not a lab-based class, activities will include discussions, literature review, research projects, and interactive hands-on simulations.

Modern Medicine: Disease and Immunology
Term 1

Disease can change the course of a single life or the course of human history. Today’s medical professionals work in an age rich with options for diseases and illnesses that used to devastate lives and even spread across significant geographical areas. Investigate the impact on individuals and societies. Examine the anatomy of cells, viruses, and systems to better understand how diseases hide their functions. Engage in surveys of hematology, serology, immunity, and immunology. Learn the work of the Width by conducting research and employing hands-on investigation, and developing skills to write formal laboratory reports.

Neurophysiology
Term 2

Why are roller coasters thrilling for some and terrifying for others? How does brain development influence perception, judgment, and decision-making? Understanding the interaction and interaction of the human brain and behavior is at the heart of neurophysiology. Study the physiology of the brain and cognitive functions that affect behavior. Investigate how the brain works by also considering neuroscience, philosophical, neurological, and psychiatric perspectives.

Oceanography
Term 1: Duke Marine Lab

Duke Marine Lab

Dive into the fundamental components of studying the global oceans. Investigate the physical, chemical, geological, and biological processes that govern microcosms to macroscopics in the ocean system. Explore general issues on the nature of sciences, the role of scientific rationalism in modern society, and the development of practical problem- solving skills. Examine oceanography’s relationship to social and political issues. Study biotic and abiotic components of the global oceans through engaged discussion, laboratory experiments, and field research. Design and complete a research project to present to your peers.

Pharmacology
Term 1: Georgia

How do we discover new drugs? How do pharmaceutical scientists balance the therapeutic value of a drug with its negative side effects? How do drugs react with other drugs, or do drugs play a role in the success or failure of drug treatment? Who bears responsibility for the development of life-saving drugs, and what should they cost? Examine the field of pharmacology and its relationship to health, disease, and society. Investigate how the chemical properties of drugs interact with biological systems and how pharmacists affect our health and behavior. Participate in hands-on laboratory exercises to visualize and practice principles and ideas.

Sports Medicine
Term 1: Georgia

Examine the diagnosis, treatment, prevention of common sports injuries from an anatomical, physiological, and psychological perspective. Explore how technology has affected the field of sports medicine, improving both prevention and treatment. Analyze the decision-making used in designing treatment plans for athletes and non-athletes. Learn common types of injuries, techniques used by athletes, and evaluate the implications of sports medicine beyond the training room.

The Science of Feeding 7 Billion People
Term 2

TIP's Scientific Advances that Feed the World

TIP's Scientific Advances that Feed the World

Duke University

Learn more online www.tip.duke.edu/academy

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Term 2

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SOCIAL SCIENCE

American Foreign Policy
Term 1 and 2: Georgia
How is American foreign policy determined, and who is responsible for shaping it? Explore the history of America's foreign policy and the current changes and conflicts that challenge it. Examine the theories and philosophy behind various approaches to international relations, and compare America's driving principles with those of other nations. Identify the role of international law and international organizations in the formation of policy; and strategize ways for the U.S. to identify and incorporate emerging global powers into a peaceful and comprehensive strategy.

Archaeology and Anthropology: Stones and Bones
Term 1: Rice | Term 2: Georgia
Delve into a college-level introduction to anthropology, the holistic study of humans and human societies, both in the classroom and in the field. Explore anthropology's traditional four fields: archaeological anthropology, linguistic, and biological (or physical) anthropology. Study some of the major discoveries and theoretical precepts of these disciplines, emphasizing the application of anthropological methods. Identify, plot, and excavate an archaeological site, classify and analyze the fossilized remains of human ancestors, and conduct ethnographic research.

Cold War: From Aliens to Adversaries
Term 2: Rice
How did a four-year alliance between the U.S. and the Soviet Union forged to save the world from Hitler's Nazi Germany and the Axis powers, so quickly devolve into the decades-long Cold War that brought the world to the brink of nuclear disaster? Explore the historical and political foundations of the Cold War, and investigate how the competing beliefs and objectives of the two superpowers inflamed pivotal events of the 20th century, including the division and occupation of postwar Germany, the Korean War, the space race, the building of the Berlin Wall, and the Vietnam War. Evaluate the weapons of the Cold War, from nuclear fission to blockades and intercontinental ballistic missiles. Examine why and how the Cold War permeated so many aspects of political, social, economic, and cultural life in both the capitalist West and socialist East, and analyze the lingering effects of the Cold War on U.S. and Russian relations.

Military Leadership and the Theory of Warfare
Term 1: Rice
Explore the role of military leadership in developing and implementing strategic, operational, and tactical objectives. Examine the decision-making and the planning process involved in the mobilization of military forces, including how they impact the civilian population. Study the development, identity, and evolution of the U.S. Armed Forces as well as the central defense establishment in Washington. Consider the diplomatic, military, economic, political, and social consequences of American wars. Analyze the effectiveness of high profile military and civilian leaders in conflicts and their war-fighting functions and principles.

The Politics of Power
Term 1: Rice
Change in society comes not only through political leaders, but also from dynamic citizens with the passion and charisma to lead. Discuss the framework for power and change using current and historical examples. What are the sources of power? What responsibilities accompany power, and what are the consequences when it is abused? What happens when power shifts? Examine the power dynamics between individuals and society, between markets and the state, and between and among nations using political science, economics, and sociology. Discuss how emerging social activists such as Malala Yousafzai can learn from Gandhi, Lech Walesa, and Martin Luther King, Jr. Evaluate the forces and constraints influencing decision-making as well as the role of individuals, companies, civil organizations, governments, and international institutions.

TECHNOLOGY

Robotics
Term 1: Georgia
Study the fields of robotics and engineering to discover the intersection between theory and interactive, hands-on application. Explore various fundamental topics, participate in interactive lab exercises, and construct and program robots to illustrate the principles. Examine the role of robotics in today's society and debate the advantages and disadvantages of using robots in various situations.

Team Programming for Video Games
Term 2: Georgia
Create competitive and collaborative multiplayer games in small teams. Learn about structured and object-oriented program design, event-driven programming, testing, simulations, debugging, documentation, and techniques for using a concurrent editor (where multiple people edit the same program at the same time). No prior programming experience is required. Must work well in a group learning environment.

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Deadlines for Seventh Graders
March 21
Registration begins.
April 11
Register by this date. Duke TIP will continue to accept applications after the deadline if space is available.
May 2
Full payment is due. This is the last day for seventh graders to withdraw from the program and receive a full refund.

Why do seventh graders have different application deadlines?
Duke TIP sends program information to eighth, ninth, and tenth graders at the end of January, but most seventh graders test for the first time in January or February. As soon as we receive those test scores, we mail program information to our newest qualifiers. We adjust our deadlines accordingly and reserve spaces for our seventh graders to give them an equal opportunity to be placed in courses.

Deadline for Eighth, Ninth, & Tenth Graders
January 25
Registration begins.
February 15
Register by this date. Duke TIP will continue to accept applications after the deadline if space is available.
March 7
Full payment is due. This is the last day for eighth, ninth, and tenth graders to withdraw from the program and receive a full refund.
FINANCIAL AID

Duke TIP offers need-based financial aid for all Summer Studies Programs. Financial aid funds are limited and requests for aid always exceed available resources, so be sure to apply early. Students and families must provide US federal tax return and income documentation when applying for aid. Financial aid recipients will receive aid awards for one term only. Due to the large number of applicants and limited amount of financial aid funds, Duke TIP reserves the right to reject any application not qualifying for aid guarantees that it will be awarded.

To be considered for a financial aid award, students must have a parent or guardian complete the financial aid application and submit all required documentation, in addition to submitting a program application. Both applications must be received before the program application will be processed. If you are placed in a course, your financial aid application will be evaluated. Families might qualify for some degree of financial aid if:

<table>
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<th>household size</th>
<th>your Adjusted Gross Income (AGI)</th>
<th>and your household Adjusted Gross Income (AGI)</th>
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<td>1</td>
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<td>3</td>
<td>40–45% of program fees</td>
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<td>2</td>
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<td>7</td>
<td>40–45% of program fees</td>
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For additional information about financial aid, contact the Duke TIP financial aid office at (919) 668-9100.

COMPANY PLACEMENT AND WaITLIST

Course enrollment is limited and classes fill quickly, so please submit application materials promptly. Do not wait until the deadline to submit your application as program spots may fill by full that year; however, Duke TIP will continue to accept applications after the deadline if space is available. Applications are processed in daily batches so that all applications completed throughout a single day are given equal consideration. In other words, applications are date-stamped, not time-stamped, so all applications received that day have an equal chance for placement regardless of the time they were submitted. Duke TIP will not process applications that are incomplete. Once registration begins for your grade level, you will be notified of acceptance decisions and course placement by email within two weeks. If applicable, you will also be notified of a financial aid decision at this time.

Submitting an application does not guarantee placement in a course. There are frequently more applicants than available spaces in classes. If all of your ranked choices are full, you will be placed on a waitlist and notified by email. Duke TIP maintains a waitlist to fill course spaces vacated by students who decline their placement. If a space opens in any of your ranked choices, a Duke TIP admissions officer will contact you to offer placement. Once students are placed in a course, they are removed from any other waitlists. Approximately one quarter of waitlisted students are eventually offered courses.

FEES AND DEPOSIT PAYMENTS

All applicants, including those applying for financial aid, must submit a nonrefundable $25 application fee. Application fees are not applied to program fees. Within one week of placement notification, students must submit a $300 nonrefundable enrollment deposit to secure a place in the program. Enrollment deposits are applied to program fees. If you receive financial aid, you may qualify for a reduced deposit amount; your acceptance email will provide details. Payment of remaining program fees must be received in full by the deadlines listed on page 17.

Students who request a course, site, or term change after being placed in one of their ranked choices will be charged a nonrefundable $25 transfer fee.

The application fee, the enrollment deposit, and the final program fee balance may be paid by check, credit card, or money order. All returned checks incur a $25 processing charge.

REFUND POLICY

The $25 application fee will not be refunded under any circumstances because the course enrollment deposit secures placement and will not be refunded under any circumstances. If you withdraw from the program prior to the withdrawal deadline, Duke TIP will refund program fees paid, less the enrollment deposit. The withdrawal deadline is March 7 for eighth, ninth, and tenth graders and May 2 for seventh graders. If you withdraw between the withdrawal deadline and two weeks before the start of the program, Duke TIP will return 50 percent of program fees paid. After that time, a student who withdraws due to an illness that requires hospitalization or due to the death of a mother, father, guardian, or sibling will be refunded a prorated refund based on the percentage of program fees paid. If you withdraw for any other reason or if you are dismissed from the program, no monies will be refunded. Program fees are nonrefundable. For all refund inquiries, please contact the Duke TIP main office at (919) 668-9100.

HEALTH SERVICES AND INSURANCE

Included in the program cost is a student health fee that covers visits to campus health clinics or the nearest physicians’ office for minor injuries and illnesses. The fee does not cover medications, X-rays, or visits to the hospital for emergency care. When the student health center is closed, students requiring medical attention will be taken to an emergency room. Personal health insurance is required to cover after-hours, emergency room, or other medical care not covered by the student health fee. Once accepted into the program, students and parents will complete and submit a variety of forms, including a form indicating health insurance coverage.

Families without health insurance will be required to purchase coverage for the student before arriving at a Duke TIP site.

MEDICATIONS

Students are not allowed to keep medications in their rooms. All medications, including over-the-counter products, must be stored in the Duke TIP on-site office. The only exception to this policy will be for acute allergies and urgent-need medications such as insulin, rescue asthma inhalers, and epinephrine devices, which students may keep with them. Students must self-administer medications that are stored in the Duke TIP office in the presence of Duke TIP staff. It is students’ responsibility to remember to take their medications. Our staff may give gentle reminders regarding medication administration, but it is important that students be responsible for remembering to take their own medications. Duke TIP staff members will not administer any medications, except for epinephrine devices in emergencies. Please note that medications can be refrigerated in the Duke TIP on-site office if necessary.

STUDENT ARRIVAL AND DEPARTURE

During designated time slots on the first and last day of each term, Duke TIP provides transportation between designated airports and the sites for students who are flying on their own. There are check-in and check-out times at each site for students arriving by car. Students must arrive and depart within the designated time frames. Duke TIP cannot assume responsibility, nor provide housing, meals, transportation, or supervision, for students arriving before or departing after the listed program dates. Additional details are available at www.tip.duke.edu/SSPfguide.

Though we recognize that Duke TIP students often have other summer opportunities, we ask that students who plan to attend Duke TIP for the full term, Duke TIP is an intensive academic program, and it is difficult for students to miss class time and remain on pace with their peers. The assistant director for student services reviews the Duke TIP schedule at least two weeks prior to arrival. Please note: it is rare for a student to be excused from more than one or two days of class.

FOURTH YEAR PRIVILEGE

Students who have completed tenth grade will be allowed to travel outside of the designated Duke TIP boundaries during certain times of the day if they have a signed parental release on file. Instructions for completing the release form will be sent after placement. While on TIP boundaries, fourth year students must travel in a group of three or more and follow all procedures for signing in or out. Because of location limitations, this privilege does not apply to the Duke University Marine Lab.

APPLICATION INFORMATION

BEHAVIORAL EXPECTATIONS

To develop a positive and supportive community, we set high academic and social standards for our students. All policies have been prepared with the health, safety, and enjoyment of program participants in mind. The Duke TIP Community Standard and general behavioral guidelines can be found at www.tip.duke.edu/SSPguide. The policies detailed in the guide are strictly enforced, with consequences ranging from restriction of activities to dismissal from the program.

SUPERVISION

Our staff of residential counselors is chosen from a large group of outstanding undergraduate and graduate students through a competitive application and interview process. The residential counselors live in the residence halls with students, organize social and recreational activities, serve as role models, and support students in understanding and abiding by Duke TIP’s behavioral expectations. Each residential counselor supervises a group of approximately twelve to sixteen students. The residence life coordinator and residence hall leaders assist with supervision and programming on each campus. Each staff member must complete protection of minors training and pass a background check prior to the start of the program.

EMOTIONAL SUPPORT AT DUKE TIP

Occasionally, students deal with emotionally challenging issues. Duke TIP staff members are trained to assist students in adjusting to a new environment, a rigorous class schedule, and the challenge of being away from home for three weeks. Duke TIP does not have the facilities or staff to assist students experiencing serious emotional distress, and any student who exhibits behavior that is disruptive or problematic will be required to leave the program immediately.
Important Information for Parents

CAMPUSSAFETYINFORMATION
Under the Federal Campus Security Act (20 U.S.C. 1092f), prospective students may obtain a copy of the annual security report for any college or university using the contact information listed below. The reports include campus crime statistics as well as safety and security policies.


AustinCollege: Austin College Police Department, Jackson Technology Center, Room 100, Sherman, TX, (903) 831-2555, www.austincollege.edu/campus/language.php?p=police.


RiceUniversity: Rice University Police Department, 6100 Main Street, Houston, TX, (713) 348-6000, www.rudp.rice.edu.

SEEKINGCOURSEPLACEMENTORCREDITFORYOURDUKE TIP COURSE

CREDIT FOR YOUR DUKE TIP COURSE

A syllabus and rubric evaluation will be available online approximately two weeks after the end of the term. These items may be useful in requesting placement or credit from your local school. Though Duke TIP is a nongraded program and does not grant credit or issue a grade or transcript, many families have successfully requested that their local school issue placement or credit for work completed at Duke TIP. We recommend the following steps for families who plan to seek placement or credit at local schools for Duke TIP coursework:

Before Duke TIP begins, call your school counselor, vice principal, or registrar (the person who would grant placement or credit for your work at Duke TIP). Explain that Duke TIP students enroll in one course for three weeks and attend class for 108 contact hours. Inform the local school official that at the end of the Duke TIP course, students receive a syllabus and an evaluation rubric.

Students enrolled in math sequence courses (Algebra I and Algebra II) will take an instructor-created final exam. A copy of the scored exam will be provided.

School officials will use the information provided to decide whether to grant course placement or credit. We are happy to assist in this process. Students who intend to include their Duke TIP participation as part of their college admissions portfolio should print and keep a copy of the rubric evaluation. Duke TIP cannot guarantee that copies of the evaluation will be available at a later date. Neither Duke TIP nor Duke University will produce a transcript for Duke TIP students.

R-RATEDFILMS

Films and film clips are shown in many Duke TIP classes to illustrate ideas and stimulate discussion. As course syllabi are developed, some instructors may request permission to show an R-rated movie that is relevant to their course. If an alternative cannot be found and the assistant director for academic affairs approves the request, Duke TIP will send parents a letter with detailed information.

EQUAL OPPORTUNITY POLICY

Duke University is committed to encouraging and sustaining a learning and work community that is free from prohibited discrimination and harassment. The University prohibits discrimination on the basis of race, color, religion, national origin, disability, veteran status, sexual orientation, gender identity, sex, genetic information, or age in the administration of its educational policies, admission policies, financial aid, employment, or any other University program or activity. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students. The University also does not tolerate harassment of any kind. Further information, as well as the complete text of Duke University’s nondiscrimination policy, may be found at www.duke.edu/web/equity.

COMPUTERACCESS

Students will have access to computers for class-related research and word processing purposes. Access to email may be available on a limited basis, but students should not expect to check email daily. While some campuses have wireless access, Duke TIP does not provide wireless access for personal use.

The director of domestic educational programs must clear technology exceptions for students with disabilities. For more information, call (919) 688-9100 or refer to the 2016 Guide to Summer Studies at www.tip.duke.edu/SSF/guide.

TRAININGANDPRACTICEFACILITIES

Duke TIP provides some opportunities for students to engage in athletics or practice music during evening and weekend activities, but these instances are not likely to be adequate for students involved in serious training. Duke TIP is unable to accommodate specific training needs, and Summer Studies students are not allowed access to campus weight rooms, swimming pools, or other athletic department facilities or equipment. Students are not allowed to swim recreationally.

Duke TIP is also not able to accommodate students who have specific music practice needs outside of free time. Students may bring small instruments that can be stored in a residence hall room but may not bring large instruments due to lack of storage space. Duke TIP is not responsible for loss or damage to any personal property, including musical instruments.

INFORMATIONFORTHE STUDENTS WITH DISABILITIES

Duke TIP welcomes qualified students with disabilities. Under the provisions of the Americans with Disabilities Act (ADA), Duke University implements a consistent procedure to explore possible coverage and reasonable accommodations, such as auxiliary aids and services, academic adjustments, and classroom and housing accommodations. In order to ensure timely and effective accommodations, students or parents of students with disabilities must complete the request for consideration for reasonable accommodations form that will be provided once a student has been offered placement. Duke TIP students are reminded that receiving services and/or accommodations in elementary or secondary schools does not necessarily qualify them for the same services and/or accommodations at a postsecondary institution such as Duke University. For more information about disabilities policies at Duke, refer to the website of the Student Disability Access Office at www.access.duke.edu/resources.

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TIP is a great place to get to know students who learn in a similar way, but are different in personality and interests. You get to learn about interesting topics and you get to have so much fun. I love coming to TIP every summer; it’s one of the highlights of my year. I would tell anyone to sign up in a heartbeat.

–2015 Summer Studies participant