CONTENTS

Program Overview: Teaching & Learning 5

Resources, Grants and Awards 6
  Sheridan Center for Teaching & Learning 6
  Summer Curricular Development Grant 6
  Reginald Archambault Teaching Award 6

Instructor Logistics 6
  Confirmation of Course 6
    Checking enrollment in Banner Self-Service 7
  Letter of Appointment 7
  Employment Eligibility Verification Form I-9 7
  Brown ID Card & Electronic Services 7
    Obtaining the Brown ID Card 7
    Activating Your Brown ID 8
  Teaching Support 8
    Teaching Associates 8
    Teaching Assistants 9
  Graders 9
  Lab and Studio Monitors 9
  Models 10

Resources for Instructors 10
  Canvas Course Management System 10
  Brown University Libraries 10
  Academic Technology 11

Course Logistics 12
  Course Detail Form 12
  Classroom and Lab Space 12
Classroom Contacts 12
Computer Labs 12
TextBooks and Coursepacks 13
Textbooks and Coursepacks Costing Guidelines 13
Textbooks 13
Coursepacks 13
Photocopying Budget at Brown University Copy Center 14
Course Supplies/Materials 14
Field Trips 14
Guest Speakers 15
Student Printing 15
Student Laundry and Vending Machine Use 15
Course related reimbursements 15
Inside the Classroom 16
Academic and Behavioral Concerns 16
Student Privacy 17
Class Attendance Policy 17
Class Rosters 17
Accessing Class Rosters 17
Reporting on Course Rosters 17
Disability Support Services and Learning Accommodations 18
End of Session Requirements 18
Grading in Banner 18
Entering Grades in Banner 18
Notes on Grading in Banner 19
Certificates of Completion 19
Course Performance Reports (CPR) 19
Course Performance Report (CPR) Template and Guidelines 19
Course Feedback from Students 20
Faculty Feedback 20
Emergency Contacts

Emergency Action Plan
Summer@Brown is the largest of our Pre-College Programs, and attracts nearly 4,000 exceptionally high-achieving and motivated students each summer. They enroll in one or more of the over 200 courses, to be designed and taught at the level of first-year college courses, and ranging in length from one to four weeks. As a distinctively Brown University program, resting on the principles that are at the core of a Brown undergraduate liberal arts education and its open curriculum, the Pre-College Programs aim to shift student focus away from formal grades and credits and, by creating student-centered learning experiences, towards the learning itself. Coupled with an experience of independent living on a university campus alongside a diverse group of otherwise like-minded peers, the Pre-College Programs are designed to acquaint students with the social and personal demands they will encounter as first year students at a selective college or university.

The course in which a student is enrolled stands, naturally, at the center of their experience. Though they are high school students (grades 10 – 12), they come exceptionally well prepared. Indeed, because the students have chosen their classes freely, they are committed to the material in a very real way. As instructors, your contribution to the success of their experience is obviously crucial — and the most successful experience is one in which the student is engaged and challenged. Instructors can ask and expect them to perform as first year college students, and the students themselves expect this of you. In their reviews of their experience at Brown, they frequently express their appreciation and gratitude to instructors who treat them like adults; who listen to, and value, what they and their peers have to say; and who challenge them to think deeper and harder — and in the process indicate the degree to which they respect their students as independent thinkers and learners.

With very few exceptions, your course is the only course in which a student is enrolled in a given term, and you can therefore expect them to have a good deal of time to engage in outside work. Outside class work for a course generally ought to require approximately three hours of additional daily work, per class day, and longer projects may be required for courses spanning weekends. Depending on the subject matter, such outside work can take a wide variety of forms — from reading and writing, to individual study, group work and projects. While the program does provide numerous educational and social events throughout students’ time here, the course should be the central element of their focus. Students are more than willing to engage in a variety of out-of-class activities — particularly those that enable them to engage with the other students in the course — and expect that they will be required to do far more than merely attend the class.

Because the courses you teach are intensive and fast-paced — most classes meet about three hours daily, five days a week — your syllabus and how you teach need to be adjusted to that context. To keep the forward momentum moving at an accelerated pace, students need a syllabus that guides them clearly and efficiently through each day, with work outside of class seamlessly integrated into the work done in the class. And what happens in the class needs to be designed to keep them engaged actively, so that they spend little time as passive learners, and most of their time as active learners. This means traditional lecturing needs to be kept to a minimum, and that students have opportunities to engage not just as passive listeners/learners but to involve themselves in the teaching process, as it were, through a variety of exercises and group activities.

While we have noted that the course a student enrolls in stands at the center of their experience at Brown, the fact is that a significant motivation for them to be here is to be with other students just as interested in the particular subject matter they have chosen to study as they are. In their classes at their home high schools, many of our students find themselves alone in their fascination with a particular subject matter, and what they seek at Brown is not just an instructor who will treat them as a serious student, but also a community of others like them, just as deeply interested in a subject matter as they are. Who else is in the classroom matters a great deal to them, and as an instructor, it is crucial that you be aware that they will be looking to learn from each other as much as to learn from you, and that you take advantage of this as an opportunity for deeper learning experiences for all your students.

How you take advantage of, and manage, the dynamics of your group of students is therefore at least as important as your focus on the subject matter you are teaching. Providing your students with an opportunity on the first day of class not only to get to know you but to get to know each other is essential in providing them with a sense of community,
which serves as the foundation for a successful learning experience for each of them and for all of them. And it makes your life as an instructor more rewarding because, in creating this community of learners, you can effectively enlist the students into the process of teaching. Providing them with frequent opportunities to learn from each other – and in an environment that is respectful and welcoming of risk-taking and mistake-making – is as important to their learning as you, as the instructor.

We hope that the information and resources in this manual are useful to you. We encourage you to be in touch with us at any point: our goal is to provide you all the support and guidance you need to have a successful and rewarding experience, and stand ready to assist you in any way we can. This manual includes information for a variety of program, and some information may not be relevant to the program for which you teach.

**RESOURCES, GRANTS AND AWARDS**

**SHERIDAN CENTER FOR TEACHING & LEARNING**

The Sheridan Center for Teaching and Learning offers a wide variety of resources to instructors, including workshops, certificate programs, lectures, consulting services and an enormous repository of teaching resources. Graduate students in particular are encouraged strongly to take full advantage of the Sheridan Center for information, guidance and support – from syllabus development to teaching methods.

For more information, please visit their website or contact the Sheridan Center at 401-863-1219 or Sheridan_Center@Brown.edu.

**SUMMER CURRICULAR DEVELOPMENT GRANT**

The Curricular Development Grant provides limited funding to instructors – singly or in groups – to develop new and/or innovative summer courses. Grants are awarded primarily to those who develop courses that meet a significant need among our student population, can be incorporated into the summer curriculum as on-going offerings, and may be taught by any qualified instructors in addition to those awarded the grant.

To request further details, email spscourses@brown.edu.

To learn more about other grant awards for new and innovative course development, visit the Dean of the College website.

**REGINALD ARCHAMBAULT TEACHING AWARD**

Each summer, Brown Pre-College Programs offers the Reginald Archambault Teaching Award to recognize excellence among our teaching staff. Brown graduate students and Brown Postdocs who teach in our summer programs are encouraged to apply. The award will carry a $1000 cash prize and University-wide recognition. Application and criteria may be found on our website in late spring. Specific questions regarding the Archambault Teaching Award should be sent to Academic Program Coordinator, Karen Largess [karen_largess@brown.edu]. Learn more »

**INSTRUCTOR LOGISTICS**

**CONFIRMATION OF COURSE**

- A course is generally confirmed to run when enrollment reaches 10 students. Instructors can monitor their course enrollment via Banner Self-Service. When enrollment reaches 10 students, the instructor should assume the course will run.
- When courses must be canceled due to low enrollment, SPS will contact the instructor approximately 6 weeks prior to course start date.

Questions regarding course confirmations can be emailed to spscourses@brown.edu.

CHECKING ENROLLMENT IN BANNER SELF-SERVICE

Instructors can view their course enrollment throughout the registration period without having to sign into Banner. Student enrollment numbers in Banner is instantaneous and valid in real time.

The summer courses are listed in Banner Self-Service: https://selfservice.brown.edu/ss/bwckschd.p_disp_dyn_sched.

1. Select Summer 2018 (SPS) for pre-college courses
2. Choose your course SUBJECT and click “Class Search”
3. Scroll down to find your Course Title
4. Click on your Course Title to view the Detailed Class Information page with enrollment details

LETTER OF APPOINTMENT

School of Professional Studies (SPS) emails each instructor an Appointment Letter confirming their course title, course dates, amount of compensation, and pay-dates. This is NOT a confirmation that their course is running; course confirmation is contingent upon enrollment.

Questions regarding payroll can be emailed to spspayroll@brown.edu.

EMPLOYMENT ELIGIBILITY VERIFICATION FORM I-9

Any instructor officially hired by School of Professional Studies (SPS) is required to have a current Employment Eligibility Verification Form I-9 as a condition of employment. Instructors who do not have a current Form I-9 will be notified by SPS’s Finance team with instructions on how to complete the process, either locally or remotely. Please note that this communication will come from SPSPayroll@Brown.edu.

Email SPSPayroll@brown.edu with any payroll questions.

BROWN ID CARD & ELECTRONIC SERVICES

The Brown ID gives instructors access to electronic services (including Banner and email), library services, Canvas (Brown’s online course management system), and card-swatch access to certain buildings. Most importantly, the Brown ID Card number is required to enter grades into Banner at the end of the course. All instructors, excluding online, will have access to Banner and electronic services from mid-May until the end of August.

Every instructor with an active teaching appointment employed through SPS is eligible to receive the Brown ID Card.

OBTAINING THE BROWN ID CARD

- To obtain the physical Brown ID card, visit the Card Office with a form of ID, such as a driver’s license or passport.
- To obtain just the Brown ID number, instructors must contact the Brown Card Office. Instructors will be asked to verify some personal information before their ID number is issued.
- Instructors must activate their Brown ID number to gain access to electronic services.
Once the Brown ID number is obtained, it has to be activated before instructors can access Banner and e-services.

1. Activate the Brown ID number online via [http://activate.brown.edu/files/activate/](http://activate.brown.edu/files/activate/). (If an instructor cannot activate their ID number/card on-line, contact the Computing Help Desk at 401-863-HELP.)
2. When activating the Brown ID number, make note of the USERNAME assigned to the instructor and the PASSWORD the instructor selects, as these are needed to enter grades into Banner.
3. **PLEASE NOTE:** Full card access takes 24-48 hours to take effect.

If an instructor has successfully activated their Brown ID but is having problems logging into a service or viewing a class roster and/or grading, contact Kathleen_Dorion@brown.edu in the CIS department.

### Teaching Support

Courses are eligible for teaching support (TAs, Teaching Associates, etc.) when enrollment reaches 18 students (or 10 students for lab courses). While we expect that instructors will be monitoring their course enrollments we will contact instructors if it appears their course will warrant course support. We look to instructors to identify the individual with whom they will work and what type of support they request, and to convey this information to us. While teaching support is provided based on enrollment, it is our expectation that whatever type of course support is provided, it does not simply provide the instructor with a more manageable workload but no less importantly adds in significant ways to the educational experience of our students. Indeed, the type of teaching support provided instructors depends not merely on the size of the class, but more specifically on the goals of the course and the kinds of activities in which the students are engaged. In considering which type of teaching support they request, instructors should carefully consider the different kinds of teaching support available in relation to their course objectives and syllabus.

If you have identified an individual to support your course, please advise spscourses@brown.edu. If an instructor requires assistance in locating course support, SPS can aid in recommending one. Instructors should email spscourses@brown.edu with their requirements.

**All teaching support personnel must be I-9 compliant before the first day of class.**

### Types of Teaching Support:

**Teaching Associates**

Teaching Associates are typically Brown graduate students who serve as Associates for summer courses offered through their home department, and in areas in which they have a developing expertise. Associates typically attend all classes and, through their engagement with students and the instructor in the subject matter of the course, provide additional support to the instructor and the students in ways that increase – in quality and quantity - student contact with content experts and in this way supports student learning. Frequently Associates go on to teach the courses they support in subsequent summers.

While a Teaching Associate should be viewed by students as an instructional resource supplementing an instructor, an Associate is not a co-instructor. They are not responsible for creating a syllabus, designing and delivering course content independent of the instructor, individual class modules, lectures, or being the primary or regular leader of the class. This is a salaried position.
QUALIFICATIONS: Current enrollment at the graduate level in the discipline being taught, and with content expertise in the special area being taught; prior experience as a teaching assistant or training in pedagogy required.

Among the tasks a Teaching Associate is expected to do are:

- Lead or facilitate discussion sections during class
- Augment an instructor’s role in discussing material
- Assist students when doing hands-on experiments and ask them appropriate questions to help deepen student understanding
- Grade and provide students with feedback on homework, exams, and tests
- Lead tutorials and review sessions outside of class
- Tutor students on how to learn (i.e. going over study strategies)
- Assist the instructor with administering pre-instruction and/or post-instruction slips, review homework preparation and provide students with guidance on assignments
- Provide formative feedback to the instructor regarding student learning
- Act as a “liaison” between instructor and students.

TEACHING ASSISTANTS

Teaching Assistants are advanced undergraduates or graduates who provide basic level support to an instructor in areas in which they have relevant expertise related to the needs of the course. Direct interaction with students is typically passive, and focuses primarily on the mechanics of the course rather than substantive interactions regarding their learning of the content of the course. Teaching Assistants typically attend all classes, contingent upon their specific duties. Teaching Assistants are compensated hourly for the work performed.

QUALIFICATIONS: Current enrollment at the undergraduate or graduate level, typically in the discipline being taught or a related area, and possession of those skills directly related to the needs of the course.

Among the tasks a Teaching Assistant is expected to do are:

- Perform tasks in support of the instructor, such as identifying and posting material in Canvas or acquiring course materials for students related to the content of the course
- Collecting assignments and recording completion of work
- Communicating with students missing assignments
- Provide students with clarifications on assignments
- Assist instructor in administering pre- and post-instruction slips
- Organizing students into learning groups
- Assist instructor when students are engaged in hands-on projects or when explanations on the proper use of equipment of any kind is needed
- Provide feedback to instructor on any students struggling with material or any aspect or element of the course that is particularly challenging for all students
- Assist the instructor in ensuring that students are engaging with and mastering the material by engaging with students, under the direction of the instructor, in study groups or small tutorials, as appropriate

GRADERS

Graders may, but do not need to, attend class and are not required to interact directly with the students. They may be either undergraduates or graduate students. Graders are compensated hourly for the work performed.

LAB AND STUDIO MONITORS

Lab and Studio Monitors help with the setup of the laboratories or studios before class and the clearing up after class. Their role during class is typically passive and they may be on call if there are any equipment problems or other similar
needs. They may be either undergraduates or graduate students. Monitors are compensated hourly for the work performed.

**MODELS**

Models are employed in visual arts courses at the discretion of the instructor and are paid hourly.

**RESOURCES FOR INSTRUCTORS**

**CANVAS COURSE MANAGEMENT SYSTEM**

Canvas is the University’s online course management system and offers tools to supplement an instructor’s course syllabus, including: content upload, communication, collaboration, assignments and assessments.

Students can e-access Canvas via their personal laptop or one of the campus computer labs.

*Why use Canvas?*

- Host content, course material, assignments, assessments, and collaborative projects online
- Create an easily accessible archive of your material
- Communicate with student via email and announcements
- Annotate student work and manage grades electronically
- Record and host multimedia in your course site with ease...and much more!

Please note for Summer Instructors only: A Canvas site has been automatically created for each summer course. Log in at canvas.brown.edu to view your unpublished course. Your students are automatically enrolled.

For students to see your Canvas site, you must publish it. Log into Canvas.brown.edu, select your course, and click the Publish button.

Canvas “how to” materials [https://ithelp.brown.edu/kb/canvas](https://ithelp.brown.edu/kb/canvas).

To get help with Canvas, contact the Instructional Technology Group ([ITG@brown.edu](mailto:ITG@brown.edu) or 401-863-7489).

**Brown University Libraries**

The Brown University libraries are a wonderful resource both on-campus and online. Instructors are encouraged to share information about the library with their students. There are many spaces for students to work collaboratively or on their own. There are many library staff who can assist students with their academic work. Subject librarians can be found here [https://library.brown.edu/about/specialists.php](https://library.brown.edu/about/specialists.php).

To request or reactivate e-reserves (OCRA) and online movies, contact [brown.edu/go/reserves](http://brown.edu/go/reserves). More information is available at [https://library.brown.edu/](https://library.brown.edu/).

Over the summer, the library operates on a more restricted schedule. For the most up-to-date information, visit the library website ([http://library.brown.edu/libweb/hours.php](http://library.brown.edu/libweb/hours.php)).

For more information about the library, please contact [Rock@brown.edu](mailto:Rock@brown.edu).
**Faculty Development**

**Academic Technology Institute**: an immersive program that helps instructors integrate technology into teaching; held annually at the end of Spring Semester

**Academic Technology Workshops**: faculty development workshops that explore technology, teaching, and learning

**Digital Teaching and Learning at Brown**: learn how Brown faculty are using technology to enhance online and face-to-face courses

**Instructor Workshops**: “Designing a Student-Centered, Inclusive Pre-College Course”
- Workshop to be led by Stacey Lawrence, PhD, Assistant Director for STEM Initiatives in the Sheridan Center for Teaching & Learning.
- Attend one of the following interdisciplinary sessions: April 24 or 30, 12:15-1:45p, (lunch available at 12:00 PM) at the Sheridan Center, SciLi 720. Contact: RSVP to spscourses@brown.edu.

**Teaching Spaces**

**Technology Rich Classrooms**: workspaces for students and faculty to produce digital and physical media

**ITG Teaching Lab**: a technology-enhanced classroom for investigating innovative teaching and learning activities. itg@brown.edu

**Instructional Media Support**

**Teaching Spaces Multimedia Labs**: workspaces for students and faculty to produce digital and physical media; equipment and support for instructors who want to integrate multimedia assignments into courses

**Lunch with Your Students**

Each instructor is invited to one lunch per session in one of the campus dining halls. The purpose is to give instructors an informal opportunity to meet with their students. Complimentary lunch vouchers are available at the Robert Student Center/Faunce reception desk.

**Class Cancellation by Instructor**

If an instructor needs to cancel a class due to an urgent situation, they are responsible for notifying their students directly (via email, Banner, or Canvas), to arrange alternate make-up sessions, and must notify spscourses@brown.edu.

**Visitor Parking**

Visitor parking on campus is on the upper level of the Power Street garage located on Power Street between Thayer and Brook Streets. Space is limited. Payment is made via the pay stations located in the parking lot. Hourly and daily rates are available. Designated city streets have 2-3 hour parking. Check the City of Providence website.

An exception may be made for instructors with a medical condition or disability. Please contact the Student and Employee Accessibility Services (SEAS) office at (401)-863-9588 for more information.
The Course Detail Form is the main tool SPS uses to determine logistical support for each course with regard to classroom scheduling (including AV/media needs), computer lab needs, field trips, course supplies, etc.

- Instructors will be emailed a request during the month of February to submit a CDF for each of their course(s).
- Classrooms will not be scheduled until the CDF is submitted.

Classroom and lab space

- Classroom space and resources at Brown are limited. Requests for a specific building and room cannot be guaranteed due to space availability.
- Classrooms and labs are reserved based on enrollment size, A/V and lab needs as indicated on the CDF, and space availability.
- Most department classrooms are not controlled by the Scheduling Office. As much as possible, SPS encourages instructors to use Department space to be arranged directly with the appropriate department manager. If department space has been arranged, notify spscourses@brown.edu so SPS can update the class location in Banner.

NOTE: Most classrooms have a Computer Data Projector. If you request a room that is equipped with a Computer Data Projector, you will be responsible for bringing a laptop to class. While most spaces have both HDMI & VGA connections, the new upgraded locations (classrooms in Smith-Buonanno & Sayles) have only HDMI connections available. There is also the option of wirelessly connecting to AirMedia in many spaces on campus.

To learn more about installed classroom technology, contact Media_Services@brown.edu.

Classroom contacts

<table>
<thead>
<tr>
<th>Department of Public Safety</th>
<th>Assistance with unlocking building or classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>401-863-3322 (non-emergency)</td>
<td></td>
</tr>
<tr>
<td>Facilities Service Response Center</td>
<td>Assistance with classroom space (temperature control, leak, trash, etc.)</td>
</tr>
<tr>
<td>401-863-7800</td>
<td></td>
</tr>
<tr>
<td>Media Services</td>
<td>Assistance with operating media equipment in the classroom</td>
</tr>
<tr>
<td>401-863-3600</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:spscourses@brown.edu">spscourses@brown.edu</a></td>
<td>Concerns about room size or room location</td>
</tr>
<tr>
<td>Access Control Team</td>
<td>Inquiries regarding card swipe access</td>
</tr>
<tr>
<td>401-863-5400, <a href="mailto:accesscontrol@brown.edu">accesscontrol@brown.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

Computer labs

As with classrooms and labs, computer lab resources are very limited.

- There are three computer labs scheduled by the Scheduling Office: CIT 265 (24 PCs, 1 instructor station), CIT 269 (12 PCs, 12 Macs, 1 instructor station) and CIT 267 (15 PCs and 1 instructor station).
• SPS encourages instructors to use departmental computer lab space if available.
• When requesting dates/times for a computer lab on the CDF, instructors are encouraged to be flexible with their schedule by requesting alternate dates/times to ensure that a computer lab can be reserved for their course.

**TEXTBOOKS AND COURSEPACKS**

**TEXTBOOKS AND COURSEPACKS COSTING GUIDELINES**

It’s important that instructors keep in mind the cost of required textbook(s) or coursepacks they are ordering for their class. The course material costs should be appropriate for the length of the course and should serve the course curriculum. For example, the cost of a textbook for a 1-week course should not exceed $100. Nor should students pay full cost for a textbook if only a portion of the textbook is covered in class when a coursepack would be a better alternative for covering the course material.

Sample costing guidelines:

<table>
<thead>
<tr>
<th>Length of course</th>
<th>Textbook(s)</th>
<th>Coursepack</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or 2 weeks</td>
<td>&lt; $100</td>
<td>$30-$50</td>
</tr>
<tr>
<td>3-4 weeks</td>
<td>$100-$175</td>
<td>$30-$80</td>
</tr>
</tbody>
</table>

**TEXTBOOKS**

• Instructors are responsible for ordering their textbook(s) through the Brown Bookstore – download the [Course Material Order Form](mailto:textbooks@Brown.edu) and email it to: textbooks@Brown.edu or fax it to 401-863-7094
• Instructors that wish to receive a desk copy of the textbook should contact the publisher directly.

Brown Bookstore contact: Diane Gregoire – email: textbooks@brown.edu; phone: (401) 863-2270

**COURSEPACKS**

• Brown’s Copyright and Fair Use Policy: Brown University expects that all members of the University community respect the rights of ownership of intellectual property by adhering to United States copyright law. [https://www.brown.edu/about/administration/copyright/](https://www.brown.edu/about/administration/copyright/)
• Instructors are responsible for requesting their coursepack through Brown University Copy Center using the [Coursepacket Order Form](mailto:coursepacks@brown.edu). (NOTE: Brown University Copy Center requires an 8-week lead time to acquire copyright approvals for all articles listed in the coursepack.)
• **Copyright approval is only valid for a year and must be re-acquired each summer.** If an instructor is using the same coursepack as the previous summer, a new [Coursepack Order Form](mailto:coursepacks@brown.edu) needs to be submitted to include a note stating that the coursepack is on file from the previous summer.
• Brown University Copy Center provides one free coursepack desk copy for instructors for each course. If a course will need more than one desk copy (ex. for co-instructors, team instructors and/or TAs), this can be requested on the Coursepack Order Form. SPS will communicate with Brown University Copy Center directly with the course enrollment information.
• Due to copyright policies, course material copies made elsewhere other than Brown University Copy Center (such as Allegra or FedEx Office) are not reimbursable to the instructor.

Brown University Copy Center contact: Tiziana Milano – email: coursepacks@brown.edu; phone: (401) 863-3653.
PHOTOCOPYING BUDGET AT BROWN UNIVERSITY COPY CENTER

- Instructors have a photocopying budget of $5 per student at the Brown University Copy Center. (Single-sided copies cost $.08 per page, allowing about 60 copies per student; double-sided copies cost $.14 per page. Pricing information for printing B&W copies)
- If an instructor’s copy costs will exceed this budget, they should arrange to order a coursepack from Brown University Copy Center.
- Brown University Copy Center keeps a list of each course and corresponding instructor(s), and will bill the appropriate SPS program accordingly.
- Photocopies made at a copy center (Allegra or Fedex Office) other than Brown University Copy Center are not reimbursable due to copyright concerns.

Brown University Copy Center
164 Angell Street (lower level, entrance through Brown Bookstore café)
Tel: 401-863-3653, Email: copycenter@brown.edu
Summer hours: 8:00am-4:00pm

COURSE SUPPLIES/MATERIALS

- All requests for course supplies/materials are reviewed and approved by a Program Director.
- If your course uses disposable course materials, equipment, or technology that exceed normal allowance, consult with the Program Director to determine if your course requires a supplemental fee.
- SPS does not purchase class supplies for students. All students are expected to purchase their own class supplies (notebooks, pens/pencils, textbook(s), coursepacks, etc.)
- NOTE: NC-17 or R-rated DVDs, movies, video clips, graphics are not appropriate for students under the age of 17.

FIELD TRIPS

A Field Trip, whether walking or charter bus transport, is any instance an instructor escorts students outside of the assigned classroom during class time (e.g. If an instructor takes students to the Brown library as part of the course curriculum, this is considered a Field Trip). Field trips are subject to approval by the Program Director.

1. Any field trip requests (walking trip or with charter bus transport) must be indicated on the Course Detail Form. SPS will follow up with a link to a Field Trip Request Form.
2. SPS will email instructors once field trip submission has been approved.
3. SPS will confirm in detail all field trip logistics requiring charter bus transportation no less than one week prior to the field trip date.
4. Please contact spscourses@brown.edu, Attn: Karen Largess, if you have any questions regarding the planning or status of a field trip.

NOTE: Instructors are not permitted to transport students in personal vehicle. Charter buses will be ordered for all field trips requiring transportation.

1 STEM I and STEM II are the exception.
**Guest Speakers**

To support their curriculum, instructors may arrange for individuals who are experts in their field to be a guest speaker/lecturer in their course.

- Instructors should email spscourses@brown.edu with detailed information about their guest speaker(s), including: full name, topics discussed, number of speaking hours, affiliation.
- There are 2 categories of guest speakers: Brown affiliated (Brown staff/faculty) or non-Brown affiliated (not employed by Brown)
  - Brown Affiliated Guest Speakers do not receive a monetary honorarium. Instead, “gifts of appreciation” (e.g. mugs, water bottles) are available.
  - Non-Brown Guest Speakers may receive an honorarium to be determined by a SPS Program Director based on the extent of the guest speaker’s work in the course.

**Student Printing**

Summer students receive a $30 printing credit pre-loaded on their Brown ID card at the beginning of their program. If $30 is not sufficient, they can request more from the IT Service Center. To view a video presentation: https://youtu.be/N1AP-Nd_cfl.

Student printers are located at various locations around campus.

There are several ways students can send their files to a campus printer:

1. From a computer in a computer lab, print to the MyPrint-BW or MyPrint-Color printer.
2. Upload files on the website brown.edu/go/print (works for common file types like Word, Excel, PDF)
3. From a mobile device like a smartphone or tablet on Brown wifi. An app is required for Android; setup instructions are at the link below.
4. Install the print queue on their computer to print from any program

To pick up a print job:
1. At the print release station next to a printer, students swipe their Brown ID card.
2. Files sent to the printer in the last 24 hours will appear on the screen. Choose which files to print.

For printer locations, print prices, and more information, visit http://www.brown.edu/go/printing.

**Student Laundry and Vending Machine Use**

Pre-College students cannot add additional funds directly to their Brown ID cards for laundry and vending machine use.

1. They will need to purchase a $1 BearBucks Guest Card using the ValuePort III Machines
2. Students deposit funds onto their Bear Bucks Guest Card by inserting cash ($1, $5, $10, $20) into the ValuePort III Machine
3. Guest Cards can not be used for printing, only for laundry and vending

**Course Related Reimbursements**

SPS orders all course supplies for instructors. Instructors are required to communicate their course supplies needs via the supply request form. If an instructor needs to purchase a specific supply (e.g. fresh fruit for a science experiment), please follow this process:

1. Instructor emails spscourses@brown.edu with the name and price of item(s) for review and approval by SPS.
2. Once item(s) is approved by SPS, email the following to spscourses@brown.edu for reimbursement:
   a. Instructor Name
b. Course Title

c. Purpose of items purchased

d. Scan of the receipt(s) with clear Proof of Payment method (NOTE: The receipt total must equal the reimbursement amount requested. No personal items can be listed on the receipt.)

**NOTE:** SPS will not reimburse instructors for refreshments during class activities. Instructors may purchase refreshments at their own expense but instructors need to be mindful that there are an increasing number of students who have food allergies. Instructors are instead encouraged to find creative alternatives to providing refreshments.

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**INSIDE THE CLASSROOM**

**ACADEMIC AND BEHAVIORAL CONCERNS**

Because faculty play prominent roles in the daily lives of students as teachers, mentors, and advisors, they are often the first to notice when a student may be experiencing emotional or psychological difficulties. While each case will be unique, Brown provides resources for consultation and assistance.

**Key Contacts for Assistance**

<table>
<thead>
<tr>
<th>Concern</th>
<th>Monday-Friday office day hours</th>
<th>Nights, Weekends &amp; when the University is closed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate harm or threat</td>
<td>Brown Department of Public Safety DPS (401) 863-4111</td>
<td>Brown Department of Public Safety DPS (401) 863-4111</td>
</tr>
<tr>
<td>Student behavior to consult on having action taken or for support</td>
<td>School of Professional Studies (401) 863-7901</td>
<td>Contact Brown Public Safety non-emergency number: (401) 863-3322</td>
</tr>
<tr>
<td></td>
<td>Program Directors:</td>
<td>Ask to be connected to the Resident Director (RD) or Administrator On Call (AOC)</td>
</tr>
<tr>
<td></td>
<td>Summer@Brown:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>James Chansky: <a href="mailto:james_chansky@brown.edu">james_chansky@brown.edu</a>, (401) 863-7905</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership Institute:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kisa Takesue: <a href="mailto:kisa_takesue@brown.edu">kisa_takesue@brown.edu</a> (401) 863-7756</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Language Learner courses, Location-based:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rosario Navarro: <a href="mailto:rosario_navarro@brown.edu">rosario_navarro@brown.edu</a> (401) 863-1014</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brown Environmental Leadership Program/BELL:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jane Diener: <a href="mailto:jane_diener@brown.edu">jane_diener@brown.edu</a> (401) 863-5847</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STEM I and STEM II:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Abbey Aevazelis: <a href="mailto:abbey_aevazelis@brown.edu">abbey_aevazelis@brown.edu</a> (401) 863-7906</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overall:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Associate Dean Adrienne Marcus: <a href="mailto:adrienne_marcus@brown.edu">adrienne_marcus@brown.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

For support with an academic issue:

<table>
<thead>
<tr>
<th>Undergraduate students</th>
<th>James Chansky (401) 863-7905</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-College students</td>
<td>School of Professional Studies (401) 863-7901</td>
</tr>
<tr>
<td></td>
<td>- ask for the appropriate program director</td>
</tr>
</tbody>
</table>
### STUDENT PRIVACY

SPS requests that instructors respect their students’ privacy and refrain from uploading individual or course images to social media sites.

### CLASS ATTENDANCE POLICY

- Students are required to attend class every day including the last day of class.
- Instructors are required to take attendance each day. If a student is absent from class one day, the instructor should follow-up with the student by email or in class the next day.
- Instructors should use their discretion about whether the student needs to complete extra work to make up for an absence or has not met the requirements of the course to receive a certificate of completion.
- If a student is absent from class twice, notify spscourses@Brown.edu and James_Chansky@brown.edu or the appropriate Program Director.

### CLASS ROSTERS

Instructors with an active teaching appointment can view their Class Roster online via Banner.

### ACCESSING CLASS ROSTERS

Instructors with an active Banner ID can access their class roster(s) in Banner from **mid-May through August 31**.

1. Visit [http://selfservice.brown.edu](http://selfservice.brown.edu)
2. Login in with your USERNAME and PASSWORD
3. Choose the “Faculty and Advisors” link
4. Select "Summary Class List"
5. Select the term **Summer 2018 (SPS)** from the drop down list (do not select “Summer 2018”).
6. Select the appropriate course from the drop down menu (Instructors can only view their specific class roster)

For any questions about accessing Banner, contact Sherry Gubata ([sherry_gubata@brown.edu](mailto:sherry_gubata@brown.edu)) in the Registrar’s office.

### REPORTING ON COURSE ROSTERS

- Roster integrity is crucial for the safety and security concerns of all attending students. Instructors are required to access their class roster in Banner and take attendance on the first day of class.
- When a student on the roster is missing, the instructor enters and submits their name on the [Roster Reconciliation Form](mailto:).
- When a student not on the roster requests to transfer into a class, Instructor enters and submits the student name(s) on the [Roster Reconciliation Form](mailto:) and directs the student(s) to the Info Desk at the Stephen Robert Campus Center (formerly Faunce House).
- Instructor checks the Banner roster the next day and takes attendance again to ensure all students are officially registered for their class. This process continues until the Banner roster matches class attendance.
- Any roster discrepancies must be corrected and finalized by the third day of class to ensure the safety whereabouts of the student and to correct student billing by SPS.
Brown University offers equal educational opportunities and reasonable accommodations for the needs of qualified students with disabilities. Section 504 of the Federal Rehabilitation Act of 1973, reinforced by the Americans with Disabilities Act (ADA) of 1990, maintains that no qualified individual with disabilities shall, solely on the basis of the disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity in higher education.

If a student requests a disability or learning accommodation in class the instructor should direct the student to Brown Student and Employee Accessibility Services (SEAS).

If an instructor would like to request an accommodation for themselves, they should contact Brown Student and Employee Accessibility Services (SEAS).

Student and Employee Accessibility Services
20 Benevolent Street
Tel: 401-863-9588
Email: seas@brown.edu

END OF SESSION REQUIREMENTS

Instructors are required to enter grades in Banner and complete Course Performance Reports (CPR) for each of their students within 2 weeks after the last day of class. Students are very eager to receive their Certificates of Completion and CPRs to add to their college portfolios.

Exception: CPRs are not required for 1 week courses.

GRADING IN BANNER

Although the pre-college courses are non-credit, grades must be entered for each student to initiate the issuance of their Certificate of Completion.

The grading system for the non-credit pre-college courses in Banner is based on designating an “S” (satisfactorily completed) or “NC” (no certificate).

- Certificates of Completion are issued to students with grades of “S.”
- No certificates are issued for students with grades of “NC.” Students receive just their Course Performance Reports.
- If a student has not been graded, they will not receive a Certificate of Completion or a Course Performance Report. It’s imperative to stress that instructors enter all grades in a timely manner in order for the students to receive their course performance assessments.

ENTERING GRADES IN BANNER

- Login to Banner with your username and password at http://selfservice.brown.edu.
- Choose the “Faculty and Advisors” link, then “Final Grades.”
- Select the term Summer 2018 (SPS) (do not select “Summer 2018”).
- Select the appropriate ‘GRADABLE’ CRN (the Primary Meeting, not a conference or lab).
- Select a grade of “S” or “NC” from the drop down menu of Student names.
- Click on the SUBMIT button to record grades for processing.
• To grade another class click the CRN SELECTION LINK at the bottom of the screen.

Contact the Registrar’s Office with any questions or concerns about entering grades in Banner. (SPS staff does not have access to the grading module in Banner.)

Sherry Gubata  
Registrar’s Office  
Email: Sherry_Gubata@Brown.edu  
Tel: 401-863-3752

NOTES ON GRADING IN BANNER

• Only individuals listed in Banner as instructors of a course can enter grades for that course.  
• Be careful to grade the “Primary Meeting” only. Other sections are available (“lab”, “conference”, etc.), but are not gradable.  
• Grades may be submitted all at once or piecemeal, although grading whole sections at once is recommended to avoid leaving students ungraded.  
• If a grade space is left blank, no data is rolled to academic history. The instructor can post a grade at a later time even if other students in the same class have been graded and rolled to the student’s academic history.  
• After 30 minutes, Banner will log out of the grading session. Non-submitted grades will be lost.  
• If an Instructor needs to change an already submitted grade, s/he should do so directly in Banner. Additionally, an email should be sent to spscourses@brown.edu informing SPS of the student name, course title and grade change.

CERTIFICATES OF COMPLETION

• Students who have completed the course successfully (grade of “S”) will receive a Certificate of Completion signed by the Dean of School of Professional Studies.  
• Students who did not complete the course successfully (grade of “NC”) will not receive a certificate. Their performance assessment will primarily be the Course Performance Reports.

COURSE PERFORMANCE REPORTS (CPR)

CPRs provide valuable feedback to students, parents, and, on occasion, to college admissions offices. At the end of the course, instructors will receive an email for each course taught, with links to a CPR form for each student. The instructor is required to complete the CPR form for each student enrolled in their class within 2 weeks after the last day of class.

EXCEPTION: Instructors who teach 1-week pre-college courses are not required to complete CPRs unless they wish to do so [with the exception of STEM I instructors, who are required to submit a Course Performance Reports for their one-week students].

COURSE PERFORMANCE REPORT (CPR) TEMPLATE AND GUIDELINES

CPR Form  
An email is sent to instructors for each course taught, containing Individual links for each student’s CPR form. tCPRs forms must be completed and submitted using these links, no later than two weeks after the last day of class.

Guide to Prepare and Writing a CPR:  
• Keep notes on each student’s work and engagement during the course.  
• Work out a way to gather and share observations if you are working with a TA or another instructor so you are prepared to write the CPRs at course’s end.
Keep in mind that students often use CPRs in lieu of a letter of recommendation, and they should therefore reflect the same sort of care in writing as you would take with such letters.

- Comments should be substantive and point explicitly to the quality of work done in the context of the course expectations.
- If the student failed to fulfill these expectations, focus here especially on what was not done or was done inadequately, and without drawing conclusions from this about the students character or motivation.

Instructors can review samples of the Course Performance Report for guidance on how to complete one. Positive Example | Critical Example

COURSE FEEDBACK FROM STUDENTS

Before their course ends, students are emailed a link to a Course Evaluation form so they may provide quantitative and qualitative feedback. SPS advises instructors to encourage their students to fill out the Course Evaluation to ensure a high completion rate.

SPS will email instructors results once the evaluations are complete.

FACULTY FEEDBACK

Faculty Evaluation forms are emailed to all instructors at the completion of their course(s). We seek your views on your experience teaching for us in order to improve our support and to strengthen our programs.

EMERGENCY CONTACTS

Emergency Communication Protocol: In the event of a police, fire or medical emergency during class, contact the Brown Department of Public Safety (DPS) immediately at (401) 863-4111. For routine public safety concerns, contact (401) 863-3322. After you have contacted DPS, please advise our office (School of Professional Studies) at (401) 401-863-7901 and ask to speak with Adrienne Marcus, Associate Dean.

Emergency Phones: There are 140 emergency “blue light” phones — identified by yellow call boxes and/or blue overhead lights — located all over campus on buildings and green areas. In addition, there are 58 emergency phones located in elevators. These phones provide a direct link to the Department of Public Safety.

Environmental Health & Safety Concerns: Emergency protocols concerning natural disasters, such as hurricanes, are available on the Environmental Health and Safety website. Emergency status and updates are also available on the emergency announcements page.

EMERGENCY ACTION PLAN

An on-line Emergency Action Plan (EAP) Training has been developed by Environmental Health & Safety (EHS) to help ensure that Brown students, faculty, staff, and guests are prepared for emergency situations.

Please take a few minutes to take the training session. It should take approximately 30 minutes to complete.

http://brown.edu/Administration/EHS/fire/EAP_Training/