Developing talent in gifted students and those who work with them
VSA is a residential academic program that offers accelerated courses, dynamic recreational activities, and the opportunity for academically gifted students to learn from content experts and each other within a supportive environment.
Dates and Tuition*

Vanderbilt Summer Academy 2018 offers three sessions designed for different grade levels.

Applications are accepted beginning at noon on Feb. 1 (CST). Many classes will fill during the application priority window from Feb. 1–7, 2018; therefore, we highly recommend submitting your application during this window for the best chance of placement in your first choice class.

**Session I (one week)**
Rising 7th and 8th Graders (students entering 7th or 8th grade in fall 2018)
June 10–15
$1375*

**Session II (two weeks)**
Rising 9th and 10th Graders (students entering 9th or 10th grade in fall 2018)
June 17–29
$2750*

**Session III (three weeks)**
Rising 11th and 12th Graders (students entering 11th or 12th grade in fall 2018)
July 8–27
$3625*

*A nonrefundable $40 application fee is due at the time of submission and a 10% tuition deposit is required of each admitted student to hold a place in his/her course. For more application information, see page 32.

#vsa2018

APPLICATION PRIORITY WINDOW NOON, FEB. 1–NOON, FEB. 7, 2018

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

If preferred, paper applications are available for download from our website and located inside this catalog.
PTY HISTORY
In 2000, Dean Camilla Benbow founded Vanderbilt Programs for Talented Youth. At that time, our staff led an academic, accelerated program in the summer for gifted middle and high school students. The program underwent significant changes and restructuring in 2006. Since that time, our student enrollment has tripled, and we now provide year-round accelerated academic course work for gifted students in kindergarten through high school, generally led by Vanderbilt faculty and graduate students. From 2008 to the present, we have consistently increased our scope of work to include professional development opportunities for educators, coursework in gifted education, and academic research related to giftedness and effective services, curriculum development, and work specifically focused on gifted students of poverty. PTY is led by Professor/Director Tamra Stambaugh, Ph.D., and Assistant Directors Sarah DeLisle, Ed.D., and Rosanna Forrest, M.F.A.

PTY STUDENT PROGRAMS
We host students from across the globe. During a typical residential program year, at least 30 different states and at least two countries other than the U.S. are represented. Day programs for our younger students enjoy representation from multiple states including Tennessee, Alabama, and Kentucky, and as far away as Texas, Michigan, California, Pennsylvania, and Florida. Approximately 20 percent of our students receive some type of need-based tuition reduction. Through student programs, Vanderbilt faculty and content experts teach accelerated courses that focus on:

• Exposure to a variety of accelerated content areas in which students have documented potential and interest,

• Efficacy in one’s ability to perform rigorous tasks in a content area and development of social-emotional habits of scholars,

• Expertise and in-depth learning in an area of interest and talent.

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

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

WHAT WE DO
We develop talent in gifted students and those who work with them by:

01.
Offering Saturday and summer pre-collegiate and accelerated programs for gifted students in grades K-12

02.
Supporting families and educators in learning more about gifted students through specially designed workshops, conferences, and coursework

03.
Conducting research and publishing evidence-supported articles, books, and curriculum for educators and parents

04.
Creating community partnerships and seeking outside funding to support the talent development of gifted students from low-income and underrepresented backgrounds
WHY SHOULD WE CONSIDER OUT-OF-SCHOOL PROGRAMS FOR THE GIFTED?

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

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

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

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

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

WHY CHOOSE PTY PROGRAMS?

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

“VSA encouraged me to break down academic barriers and learn more about my peers and myself as a learner. I loved learning engaging information, participating in class discussions and spending time with like-minded peers.”
ELIGIBILITY
When students apply to Vanderbilt Summer Academy, qualifying documentation will be requested at the time of application; qualifying documentation, however, may take a number of different forms. Students may submit an ability assessment, ACT, SAT, or PSAT scores near the 95th percentile and above in one or both sections of the test, or an admission portfolio for further assessment and review. While standardized test scores around the 95th percentile are typically a strong indication that VSA is an appropriate curriculum match for a student, we recognize that there are circumstances in which test scores are either unavailable or not the best indicator of a student’s academic potential. For this reason, VSA also accepts a portfolio application composed of supporting documents that provide a well-rounded assessment of a student’s advanced academic performance. To learn more about qualifying test scores or the specific portfolio requirements, please refer to page 5.

APPLICATION PRIORITY WINDOW
All applications received during the application priority window (noon, Feb. 1–noon, Feb. 7, CST) will be placed in a priority pool regardless of the particular date submitted. This means that any complete and qualifying application submitted during the application window has the same chance for placement. At the close of this window, all applications received will be randomly assigned a number determining their placement in the review queue. Applications received after the application priority window will be time and date stamped upon arrival and reviewed in order of receipt.

FINANCIAL ASSISTANCE
Vanderbilt Programs for Talented Youth is committed to making programs available to academically gifted students regardless of a family’s ability to pay the full tuition. Therefore, need-based financial aid is available based on income. The VSA application review process is need-blind and does not consider financial status. When families are notified of their financial aid amount, they will also receive a tuition notice that indicates the student’s tuition balance. Upon notification of the financial assistance amount, 10% of the balance will be due as a nonrefundable tuition deposit.

Families who wish to apply for financial aid should submit a completed financial aid application along with a copy of their most recent federal tax return. We will use this information to determine both eligibility and award amount. Please note that all tuition awards are partial, and you may apply for financial aid at any point during the admissions process. Payment plans are also available. Please contact VSA Coordinator, Forrest Edens, at 615-322-3173 or forrest.e.edens@vanderbilt.edu if you have additional questions about financial aid or setting up a payment plan.

CANCELLATION POLICY
The VSA application fee is nonrefundable and paid at the time of application submission. Once admitted, a nonrefundable 10% tuition deposit will be due.

Cancellations made before the tuition due date will be eligible for a full tuition refund less the application fee and tuition deposit. Cancellations made after the tuition due date and before the refund deadline (VSA refund deadline: May 4, 2018 for Sessions II and III, May 18, 2018 for Session I) may be eligible for a 50% refund less the application fee and tuition deposit. After the refund deadline, no tuition refunds will be awarded.
TEST SCORES*

The table below outlines scores by grade and test type that correspond to the 95th percentile. Typically, VSA students who score at this level for their age and grade are successful within the rigor of our programs. Beginning March 2016, a new version of the SAT was offered with a few changes to the numerical score assessment. VSA accepts SAT scores from either the old or new SAT, and we’ve listed the 95th percentile scores for both tests below. To determine eligibility, do make sure to compare your student’s scores with the student’s grade at the time of the test, the specific test taken, and the corresponding eligibility score.

Students need only to qualify in one subject area, as long as that area is commensurate with the course content the student is interested in taking. Once a student has qualified for VSA, he or she does not have to submit further test results for subsequent years.

VSA also accepts PSAT scores. To understand how the PSAT score denotes eligibility, examine the PSAT score for either math or critical reading. Similar to the SAT and ACT eligibility scores, a score near the 95th percentile or above in either math or critical reading would qualify the applicant for VSA. In addition to a new SAT, the PSAT has undergone recent revisions, so if you have questions about PSAT eligibility, we encourage you to call our office for additional information.

Students with a high writing and language score only may be eligible if interested in a writing-based course.

PORTFOLIO

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

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

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

Once an online application account is created for your student, all qualifying documents can be uploaded into our online application system.

Questions about this particular section of the SAT for eligibility purposes may be directed to our VSA coordinator.

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

<table>
<thead>
<tr>
<th>collegeboard.com</th>
<th>Vanderbilt PTY code: SAT 3697</th>
</tr>
</thead>
<tbody>
<tr>
<td>vtsstudent.org</td>
<td>Vanderbilt PTY code: ACT 5165</td>
</tr>
</tbody>
</table>

We also accept ACT/SAT scores achieved through talent search programs such as the Duke Talent Identification Program (TIP), Northwestern University Midwest Academic Talent Search (NUMATS), or Johns Hopkins Talent Search, but you are not required to go through a talent search to apply to Vanderbilt Summer Academy. Recent individual ability and achievement assessments (i.e., WISC, Stanford-Binet, Woodcock Johnson, WIAT, etc.) are also accepted.

CONTACT US

Phone: (615) 322-3173
Email: vsa.pty@vanderbilt.edu
Fax: (615) 322-3457

For questions regarding the application process and financial assistance:

Forrest Edens
VSA Coordinator
Phone: 615-322-3173
Email: forrest.e.edens@vanderbilt.edu

*6th grade applicants may qualify with any qualification method, but portfolio and/or individual ability assessments are most common. Call our office with questions about 6th grade eligibility.

| Test scores—based on the grade in which the student took the test |
|-------------------------|------------------|------------------|------------------|
| Grade                  | Old SAT          | New SAT          | ACT              |
| 7th Grade              | 500M or R        | 26M or 27 R      | 20M or R         |
| 8th Grade              | 550M or R        | 28M or 30 R      | 22M or R         |
| 9th Grade              | 590M or R        | 30M or 32 R      | 25M or R         |
| 10th Grade             | 620M or R        | 32M or 33 R      | 27M or R         |
| 11th Grade             | 670M or R        | 35M or 35 R      | 29M or R         |

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

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

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

Once an online application account is created for your student, all qualifying documents can be uploaded into our online application system.
On behalf of Vanderbilt Programs for Talented Youth, we invite you to join us this summer to live and learn at one of the world’s finest universities.

Vanderbilt Summer Academy offers a one-week, two-week, or three-week session designed to inspire and invigorate high-ability students within a dynamic and supportive environment. Students who participate in VSA engage fully with Vanderbilt’s campus, socialize in recreational facilities, experience living in college residence halls, and tackle rigorous courses taught by professors and Ph.D. scholars who also call Vanderbilt home. This intensive pre-college endeavor will give you the opportunity to have one of the best summers you can imagine, making new friends who share your interests and abilities!

VSA is an accelerated academic program, so you can count on courses that are focused, fast-paced, and challenging. Our classes are small, with about fifteen students on average. This way you get the kind of personalized attention you need to help you achieve your maximum potential. While your days will be spent diving into complex material, your evenings will be free for games, crafts, and incredible conversations with your intellectual peers.

Depending on your length of stay, VSA will also give you a taste of what it’s like to live in “Music City.” With local coffee shops and eateries nearby, Session III students can enjoy college town perks in small groups. Located in the heart of Nashville’s city center, Vanderbilt’s beautiful tree-lined campus is the perfect place to read, reflect, and enjoy an afternoon.

What sets VSA apart from other summer programs is an intrinsic tie to Vanderbilt itself and the access students have to our scholars, facilities, and resources. We pride ourselves on facilitating academic opportunities more commonly experienced at the undergraduate and graduate level. Students at VSA have dissected Camus passages with a visiting scholar, shadowed doctors on their rounds, and investigated one of the largest Civil War historical archives in the entire United States. With resources such as these, the moments of discovery are many, and we encourage you to take advantage at every turn.

What’s the best part of VSA? Our students tell us time and again that it’s the people. They tell us that VSA gives them the chance to be themselves. Sitting together in one of Vanderbilt’s dining halls, your conversations could reference applications of carbon nanotubes, the allegories of Plato, or the use of knot theory in data encryption software. Summer after memorable summer, pop culture meets intellectual risk; friendship meets scholarship. And through it all, VSA is committed to building an enriching and diverse community—your community—one that lifts you up and celebrates your journey.

So as you look through the pages of this catalog, picture yourself on our campus immersed in your academic passion; imagine yourself part of a program unlike any other.

We hope to see you this summer!

Sincerely,

Rosanna Forrest, M.F.A.
Director, VSA

John M. Girdler
Head of Student Life

David Dunn, Ph.D.
Head of Academic Life

Forrest Edens
Logistics Manager
Our Philosophy

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

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

Our Faculty

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

Why VSA?

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

- **Access to scholars.** Vanderbilt faculty and doctoral-level scholars teach most of our classes, so you’ll work with true content experts.

- **Small classes.** Classes have 12–16 students in most cases.

- **Personalized attention.** Each class has a dedicated instructor and teaching assistant.

- **Opportunities for personal development.** From recreational activities, to informal conversations about college life, to information sessions with admissions representatives, VSA celebrates the whole you!

- **Campus living.** VSA students reside in state-of-the-art first-year residence hall designed for social interaction with your community of like-minded intellectual peers.

- **Parent education.** VSA offers a special opening-day information session for parents, covering a range of topics relating to gifted teens and college admission processes.

- **Caring staff.** Our program staff is a dynamic team of carefully selected, fully trained individuals who are passionate about mentoring advanced learners like you.
OUR COURSEWORK

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

Vanderbilt Summer Academy courses are:

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

Vanderbilt Summer Academy offers the opportunity to explore exciting new areas of study—in and out of the classroom. Many courses offer visits to campus libraries, laboratories, archives, and studios, not to mention occasional field trips to off-campus resources that Nashville provides. The innovative curricula allow you to learn through hands-on activities, real-world scenarios, laboratory experiments, lively group discussions, and self-directed projects.

With six hours a day devoted to learning, VSA courses allow for a satisfying level of focus and depth. And while the course work can be exciting and intensive, outside of class, you will be able to fully enjoy the social and recreational activities Vanderbilt Summer Academy has to offer.

ASSESSMENT

For students to best experience the joy of learning within a group of true intellectual and social peers, VSA is a non-graded program and does not offer credit for coursework. Rather, VSA promotes accelerated learning in an environment tailored to promote academic risk taking. We encourage you to push your intellectual limits without fear of failure. Instead of a grade, you will receive a performance evaluation. This thoughtfully prepared constructive feedback will help you accurately assess your achievements in the coursework. More than a number or letter, this rubric is designed to help you understand your performance and abilities and to guide you in charting your future academic endeavors. Because Vanderbilt Summer Academy realizes that parents are important partners in the intellectual growth of their children, instructors make themselves available to parents for an optional end-of-session open house or conference.
Vanderbilt Summer Academy isn’t only about the academic experience. We believe that life outside the classroom is just as important as what goes on inside. Each weekday, you will participate in an extracurricular class; every evening, you will be able to choose from a wide range of activities from Ultimate Frisbee and field days to tie-dyeing and talent shows. In addition, time is built into the schedule to allow plenty of opportunities for you to unwind and socialize with your new friends. Not only will you have the chance to live on a college campus, but also you will get to sample some of the many cultural and entertainment offerings of Nashville through group outings and field trips.

**HOUSING**

The Ingram Commons will be your “home away from home” at VSA. This array of first-year residence halls combines the best of modern conveniences within classically elegant architecture. The Commons residence halls are centrally air-conditioned and include access to laundry facilities. Dorms and/or floors are separated by gender, and communal bathrooms are available at the ends of each hallway. Large common areas for games and social interaction are also prime features of each residence hall and provide students with shared space to take part in their living and learning community. A temporary home on The Ingram Commons will give you a sneak peek into Vanderbilt’s residential experience for first-year students. Learn more at commons.vanderbilt.edu
RESIDENTIAL STAFF
Our leadership team includes full-time PTY staff who work closely with carefully selected and trained residential proctors, fostering community within the residence hall and guiding students through evening and weekend activities. Several VSA proctors live on each floor near assigned same-gender proctor groups of 12–15 students. Proctor groups meet each evening with their proctor and enjoy occasional group outings together. VSA residential staff is large in number, and positions range from program assistants to the head of student support, logistics manager to residential program assistants. Our staff (some of whom were VSA students years ago) is eager to welcome each session to campus and provide a warm and encouraging environment for new and returning students.

“...The people who come to VSA are some of the best I know. Discussions are always so thoughtful and challenging—inside and outside of class.”

DINING
Vanderbilt Summer Academy students eat most of their meals in campus dining halls, which offer a wide variety of healthy and savory selections including vegetarian and vegan options. Students with food allergies and/or dietary restrictions will find VU dining to be a savvy and accommodating partner. Because such restrictions can be serious in nature, don’t hesitate to call our office to discuss how we can best provide for your students’ needs. All meals served in the dining halls or at VSA-wide events are covered in the tuition. Several dining outlets sell coffee drinks and snacks during the day. Outside food purchases, such as snacks or ice cream, will be the responsibility of the student.

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

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

In the event that you need medical attention while on campus, Vanderbilt University Medical Center, which includes the Monroe Carell Jr. Children’s Hospital, is located next door to the university campus. Specific policies about personal medications, health history, student health concerns while on campus, and insurance requirements are outlined in the welcome paperwork and VSA student handbook.
EVENING AND WEEKEND RECREATIONAL PROGRAMMING*
While Vanderbilt Summer Academy is academically focused, recreational programming offers organized activities for socio-emotional balance within your day. In addition to free time, you’ll have numerous opportunities to choose from a number of pre-arranged activities to fill your afternoons and evenings. Typically, these events range from casual get-togethers to structured events both on and off-campus. During free time hours, VSA residential staff engage students in optional programming through their own hobbies and interests, so you’ll be free to step in and out of activities that appeal to your interests.

*Session II and III students have the additional benefit of VSA weekends. During that time, additional off-campus outings are arranged with a particular eye toward exploring what Music City has to offer.

After Class Exploration (ACE)
Once the course study hall has ended for the day, students return to the residence hall and participate in structured activities which encourage them to explore artistic, athletic, and gaming options. You will provide your preferences based upon the recreational class offerings for each session and will take part in that activity for one week’s time. Often creative or physical in nature, these classes are designed to engage you in a manner complementary to your classroom experience. Previous options have included yoga, improv, juggling, stage makeup, and Quidditch; each summer VSA is thrilled to bring back some old favorites, while offering a set of new choices to balance the available options.

Free Time
After a very structured day, VSA schedules an hour of free time before dinner. This is a great chance to meet up with friends, get in a workout, or enjoy some quiet time on the patio. New to VSA? Hoping to meet new friends? Don’t worry! Our residential staff are present during free time and host low-key, drop-in activities for anyone looking to join a casual group craft time or a board game.

Evening Options
Each of our VSA sessions has a slightly different blend of evening activities depending on the age of our students and length of stay. Sessions I and II feature a more structured blend of post-dinner options, while Session III offers more flexibility and independence. Regardless of session or grade level, VSA strives to offer a variety of low, medium, and high energy activities so that each student may select the activity that best matches their interest and curiosity.

Winding Down
After a full day of class and events we begin to wind things down with a stretch of quiet free time. This hour is designed to allow you the chance to catch up with floormates, have one last conversation in your floor lounge or common area, and begin preparing for bedtime. You’ll also check-in with your proctor group during this time for proctor group bonding, daily reflection, and important reminders for the days ahead.

All outings, activities, and meals are included in the tuition cost. Students may wish to bring spending money to purchase souvenirs/snacks.

"VSA was an amazing opportunity that allowed me to take a class that I was genuinely interested in where my opinions and ideas were valued."
Vanderbilt leads the country in its commitment to create the best possible undergraduate learning environment. At the heart of this objective lies the mission of The Ingram Commons—a unique program designed to make the first-year experience challenging, fun, and fulfilling. This collaborative community nurtures and develops proactive, intentional learners and invites an invigorating exchange of ideas. To learn more about The Ingram Commons, please visit commons.vanderbilt.edu.

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

“The Ingram Commons at Vanderbilt University

“VSA was one of the first places where I truly fit in.”
Frequently Asked Questions from VSA Applicants

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

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

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

Where will I live? Residential halls on The Ingram Commons at Vanderbilt were opened in 2008. Each one has many fine amenities and a prime campus location. Dorms are fully air-conditioned and have comfortable rooms, and resident lounges are available on each floor.

Will I have a roommate? Yes. All rooms are double rooms. Two students (same gender) will be assigned to each room.

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

What are proctors and what do they do? Proctors are residential counselors. They are specially trained undergraduate and graduate students who live in the residence hall with VSA students and will organize the residential recreational and social activities with support from VSA’s head of student life. Each student will be assigned to a proctor group. Your proctor will check in on you on a regular basis and help you make the best of your VSA experience.

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

How much freedom will I have to go off campus? Supervision levels vary by session. The VSA daily schedule and degree of supervision is comprehensive. Students who are accustomed to unsupervised time may find the policies and practices of VSA restrictive. We follow Vanderbilt University’s policies regarding the presence of minors on campus, and student safety is prioritized above all else. While we understand that students are responsible individuals, VSA requires free time and recreational activities to be fully supervised and every student to be accounted for at all times. We want you to have a wonderful time while you’re with us on campus, and we encourage new friendships and community building at every turn.

May I bring a cell phone, iPad, or other electronic device? Yes. However, we do have restrictions on the use of these devices, which we will ask you to follow. The policy for use of electronics will be outlined in your student handbook. VSA is not responsible for lost or stolen items.

Do I need a computer? Some students do find that a computer is beneficial, but it is neither required nor essential for academic purposes.

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

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

“I enjoyed having the opportunity to get real lab experience and learn techniques that will really help me in my future.”
Session I Course Catalog

RISING 7TH AND 8TH GRADERS
JUNE 10–15 • $1,375
(For students who will be entering 7th and 8th grade in fall 2018)

Designed exclusively for rising seventh and eighth-grade students, this one-week session provides structured learning and recreation both inside and outside of the classroom. Your academic course takes center stage, but in the evenings, you will be able to sample a variety of games, sports, crafts, and other activities. You and your parents can rest assured that our VSA community is self-contained and well supervised. Our staff will work hard to ensure that you won’t feel lost or overwhelmed during your stay at Vanderbilt. At the end of the week, you will leave with many new friends, the great satisfaction of succeeding in a fast-paced and rigorous classroom, and the wonderful feeling of being a part of Vanderbilt’s community of scholars.

A WORD ABOUT COURSE CHOICE

Courses fill quickly! Please consider your course choices carefully. While we will do our best to place you in your first-choice course, it may be filled, and we often have to place students in second- or third-choice courses. As you review these course descriptions, please rank-order as many courses as you’d like, knowing that you may not get your first choice. Once admitted, a nonrefundable 10% deposit will be due to hold your space, so rank only those courses that you are truly willing to take—and pay for!

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

8:00 – 8:45 a.m. Breakfast
8:45 – 11:45 a.m. Class
11:45 a.m.–12:45 p.m. Lunch
12:45–2:45 p.m. Class
2:45 –3:45 p.m. Study Hall
4:00 –5:00 p.m. ACE
5:00 – 6:00 p.m. Free Time
6:00 – 6:50 p.m. Dinner
7:00 – 9:00 p.m. Planned Recreational Activities
9:00 – 10:00 p.m. Proctor Meeting and Free Time on Hall
10:00 p.m. Room Curfew/Call Parents
10:30 p.m. Lights Out

Session I Course Titles
Programming in Python
Conservation Paleobiology
Abstract Mathematical Modeling
Stellar Astronomy
Business of Chemical Engineering
The American Legal System
Anthropological Approaches: Exploration through Ethnography
Biopsychology of Sleep
The Science of Emotion
Writing Music City: A Study in Travel Writing
Kinematics for Mechanical Design
Philosophy and Contemporary Media

As summer courses are subject to change, keep an eye on our website for the most up-to-date course information.
PROGRAMMING IN PYTHON

Computer Science, Programming, Complex Systems Science, Data Analysis

If you’re a creative problem solver with a brain for technology, this could be just the class for you! With Python—an accessible programming language that is widely used in business, science, and software/web design—at your fingertips, you will learn to query data, perform rapid calculations, and model complex systems, leading to a culminating project where you develop your own software. At the end of this course, you may not have launched the next great Internet startup, but you will be equipped with some amazing tools to help you in your future technological endeavors.

–Ashlyn Karan

CONSERVATION PALEOBIOLOGY

Paleontology, Ecology, Biology, Statistics

Can past climate events help us prepare for the future? This is the essential question that paleobiologists attempt to answer. Paleobiology is a new, emerging field that uses established tools and methods to understand ancient ecosystems to develop predictive models of climate patterns. In this class, the tools of professional paleobiologists will become your own. Through lab investigation, fieldwork, and fossil analysis, you will gain a deeper understanding of the diverse factors that shaped ancient ecosystems and begin to apply those newfound insights to the world that you will inherit.

–Greg Smith

ABSTRACT MATHEMATICAL MODELING

Geometry, Logic, Programming, History

If you asked an expert mathematician what it means to do advanced mathematics, they might wax on about challenge, uncertainty, and failure. Math in grade school is often taught as a series of steps or rules to follow. Expert math is less about how math works than why. In this class, you will explore the why of math by working through some of its foundations in basic proofs, non-Euclidean geometry, and real analysis. There will also be time spent in the computer lab, learning LaTeX, the standard software markup language of professional mathematicians. Are you up for the kinds of challenges that keep top-level problem solvers up at night?

–Jordan Nikkel
STELLAR ASTRONOMY
Astronomy, Computer Modeling, Data Analysis
Get ready to contribute your own voice to our global astronomical dialog! We will study the life cycle of stars and the remnants they leave behind. (Black holes, anyone?) You will learn how to access publicly available data and utilize astronomical tools and methods to become a kind of "citizen scientist" yourself. A culminating project will challenge you to develop a strong scientific research question, pursue verifiable answers, and communicate the results to your classroom colleagues via a poster presentation. This course is a great fit for both those planning a career as an astronomer and those who want a closer look at the scientific process.

-Erika Grundstrom

BUSINESS OF CHEMICAL ENGINEERING
Business, Economics, Chemistry
Chemical engineers are on the cutting edge of modern day research, chemical production, environmental debates, and public safety. In this course, students will engage with the many facets of chemical engineering to better understand the field’s great impact on the world. From raw materials to the unit operations that lead to full-scale production, students will have the opportunity to learn research techniques and application within an ever changing discipline. The course will emphasize teamwork, advanced mathematical concepts, developing research-based presentations, along with core business principles. Through a team-based simulation of a working chemical manufacturing company, students will problem solve against real-world obstacles to help this fictional company reach their goals.

-Bryan Beyer

THE AMERICAN LEGAL SYSTEM
Law, History, Politics, Public Policy
Do you see a career in law, politics, or even business in your future? You’ll be three steps ahead knowing how “the system” works. This class will cover a broad range of topics as it relates to the American legal system, revealing everything from constitutional law and torts to criminal law and civil procedure. You might say it’s a kind of “Law School 101.” Expect dynamic classroom discussions, debates about foundational texts, legal statutes, case law, and exciting projects that allow you to practice your newfound skills. By the end of this course, you may not become fluent in all the finer aspects of “legalese,” but you will have a deeper understanding of our legal foundations and how you might make your mark.

-Zachary Richards

ANTHROPOLOGICAL APPROACHES: EXPLORATION THROUGH ETHNOGRAPHY
Political Science, Law, Public Policy, Rhetoric and Debate
"Put yourself in their shoes" may be a trite saying to most, but to an anthropologist it’s a powerful tool. Ethnography is the scientific study of people and their culture, typically by immersing oneself in that culture. This kind of cultural immersion is just one of the many tools used by anthropologists studying the diversity of humankind. In this course, you will practice approaches used to answer intriguing anthropological questions. In addition to learning techniques for conducting ethnographic research, you will practice “participant observation” research, explore how anthropologists analyze interviews, and investigate anthropological models that govern the world around us.

-Emma Banks

BIOPSYCHOLOGY OF SLEEP
Anthropology, Cultural Studies, History, Ethnography
What everyday thing can lower your I.Q., increase your risk of heart attack, and even trigger hallucinations? Sleep! Or rather, the lack of it. Sleep is one of the most essential neurobiological functions. It is also one of the least understood. In this class, you will explore multiple aspects of sleep science—the study of the neurological, psychological, and physiological aspects of slumber—with a special focus on its role in mental health. Lab activities will reveal the neural underpinnings of circadian rhythms, with possible other activities to include self-monitoring (that outfits you with accelerometers and sleep journals), guest lecturers, field trips to Vanderbilt’s polysomnography lab, and the development of your own sleep-related scientific research project.

-Rebecca Cox

THE SCIENCE OF EMOTION
Psychology, Neuroscience, Biology, Research
Like the animated characters in Inside Out, emotions can be personified as an attempt to understand these mysterious and dynamic expressions lurking within us all. But what is emotion and how does it work? In this course, students will explore the current evidence-based theories of emotion from the diverse fields of psychology, neuroscience, anthropology, and biology. An emphasis will be placed on the application of the scientific method to address the complex questions of human cognition and behavior as well as their complex relationship to emotion. Students will gain experience integrating knowledge across disciplines and developing testable hypotheses in psychological science.

-Kelly Knowles and Marcus Wild
WRITING MUSIC CITY: A STUDY IN TRAVEL WRITING
Creative Writing, Digital Media, Cultural Studies
Cowboy boots and hats, honky tonks, and country music. You might think that's all there is to Music City, but anyone who takes a harder look will see that Nashville means so much more than that. A good writer, a good adventurer, looks beyond the surface in search of the soul of a place. Our class will explore how to write about places that demonstrate a deeper understanding of the city they are in. We will find the overlooked neighborhoods, street corners, and sweet spots where people are living, making music, creating, and thriving in their own Nashville way. By practicing our observation skills, and ultimately learning how to know ourselves and the places we find ourselves, we will develop the skills to write about the true heart and soul of whatever city we are in.

—Daniella Chappell

KINEMATICS FOR MECHANICAL DESIGN
Applied Mathematics, Engineering
Eager to design the winning robot for a team competition or perhaps the moving parts of a satellite in orbit? Kinematics—the study of objects in motion—can provide you with the tools to be able to conceive, analyze, and communicate your cleverly designed mechanisms. In this course you will learn how to analyze pulley systems, four-bar mechanisms, and gear trains that push, lift, carry, rotate, and grasp. Using drafting tools, you will sketch and design mechanisms that perform useful tasks and satisfy realistic constraints. You may never look at a can opener, airplane landing gear, or a Keurig coffee maker the same way again!

—Jay Bernheisel

PHILOSOPHY AND CONTEMPORARY MEDIA
Philosophy, Literature, Cultural Studies, Marketing
What might graphic novels, films, short stories, or YouTube videos be able to tell us about the meaning of life? Why we are here? What it all means? In this class we will investigate these questions through a critical inquiry into the philosophical themes and ideas as they appear in contemporary media. By utilizing careful reading, engagement, reflection, and discussion, we will analyze the ways various media work, tease out their philosophical bases or implications, and explore the extent to which popular forms of media as a genre are even capable of doing serious and advanced philosophy. So if you fancy yourself a "bookish" person who doesn't take things at face value, let's see which of life's big questions we can ask (and maybe answer?) together!

—Zachary Settle
Session II strives to reach the right balance of free time coupled with structured activities outside of class, allowing you to choose recreational and social experiences that appeal to you. On the Session II weekend, we arrange an all-VSA off-campus recreational event such as bowling, roller skating, or miniature golf. Throughout your session, you will also find a diverse selection of evening activities from seminars on choosing a college to intramural soccer tournaments to film screenings to low-key time for hanging out with new friends. Our goal is to offer VSA Session II students an age-appropriate sampling of campus life, living in a residence hall, and creating a close-knit community among like-minded peers.

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

Weekday Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:45 a.m.</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8:45 –11:45 a.m.</td>
<td>Class</td>
</tr>
<tr>
<td>11:45 a.m.–12:45 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:45 –2:45 p.m.</td>
<td>Class</td>
</tr>
<tr>
<td>2:45 –3:45 p.m.</td>
<td>Study Hall</td>
</tr>
<tr>
<td>4:00 –5:00 p.m.</td>
<td>ACE</td>
</tr>
<tr>
<td>5:00 – 6:00 p.m.</td>
<td>Free Time</td>
</tr>
<tr>
<td>6:00 – 6:50 p.m.</td>
<td>Dinner</td>
</tr>
<tr>
<td>7:00 – 9:00 p.m.</td>
<td>Recreational Activities</td>
</tr>
<tr>
<td>9:00 –10:00 p.m.</td>
<td>Proctor Meeting and Free Time on Hall</td>
</tr>
<tr>
<td>10:00 p.m.</td>
<td>Room Curfew **</td>
</tr>
<tr>
<td>10:30 p.m.</td>
<td>Lights Out **</td>
</tr>
</tbody>
</table>

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

A WORD ABOUT COURSE CHOICE

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AGENTS OF CHANGE
Rhetoric, Public Policy, Law/Politics
Do you want to make a difference in the world? Here’s a place to stoke that fire. This course will help you apply Aristotelian rhetoric to influence political, economic, and social change. You will identify and research multiple sides of contemporary social issues, make your case, and defend it. You will learn and practice fundamentals of public speaking, and more importantly, you will learn how to think critically, argue effectively, and mobilize support for the issues that matter to you.

–Courtney Travers

CLIMATE CHANGE: WHERE POLICY MEETS SCIENCE
Ecology, Statistics/Data Analysis, Complex Systems Science, Urban Planning, Geography
This course presents an unbiased view of the science and policy surrounding global climate change. You will learn some of the tools and techniques scientists use to recognize that climate change is happening, its potential effects on our future, and how humans might respond to it. The human element is an important consideration in this course. While you will work with computer models, global information systems, and R statistical software, you will also consider policy responses to climate change, propose adaptation strategies, and advocate for your point of view in a mock UN climate change debate.

–Kelsea Best and Paul Johnson

NANOSCIENCE AND ENGINEERING
Engineering, Nanotechnology, Chemistry
Get ready to don your protective coveralls and enter the exciting world of nanoengineering. This class will put your knowledge of physics and chemistry to the test, stretching your creative problem-solving skills to their limits. You can expect advanced lectures, labs, and extensive study with faculty, grad students, and postdocs at the Vanderbilt Institute of Nanoscale Science and Engineering (VINSE). You will also spend significant time in one of Vanderbilt’s newest, biggest, and cleanest cleanrooms. These experiences will challenge you to see the world the way a nanoscientist does—how manipulating the smallest of particles might address some of the world’s biggest problems.

Note: Be advised that the special lighting, clothing, and atmosphere of the cleanroom may act as a “trigger” for students with anxiety disorders and tactile sensitivities. Please call our office if you’d like to discuss the specifics of the cleanroom further.

–Greg Walker and Other VINSE Faculty

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

—Jan Harris

THE FOURTH BRANCH OF GOVERNMENT: WELCOME TO THE ADMINISTRATIVE STATE
Political Science, Public Policy, Law
You have probably heard about the three branches of government—legislative, executive, and judicial—but did you know there is an unofficial fourth? The administrative state refers to the departments that arguably have the most impact on your everyday lives. The breakfast you eat is regulated by the Department of Agriculture; the things you buy by the Federal Trade Commission; the tests you take by the Department of Education. This course will examine the processes that create the agencies that seem to run so much of our lives and the methods used to carry out their missions. As a class, you can also expect to engage in judicial review of agency processes and other limits that restrict administrative power. The administrative state influences every part of our lives, so if you want to be an informed citizen or political influencer, take hold of this unofficial branch and see how high you can climb.

—Zach Richards

GRAPH THEORY
Geometry, Logic, Programming Concepts, and Applications
Do you love to solve problems? Do you live for the “Eureka” moment when you find the answer? This course will provide you with the tools and skills to make reaching a solution easier. In this introduction to higher level mathematics, we will focus on discrete structures with applications to problem solving. Proof-based mathematics will help you better outline the steps to reaching a solution, an algorithmic approach to problem solving will help you organize your logic, and reducing complicated problems to finite visual representations will show you how to simplify questions to find their answer. This course will not only provide you with mathematical knowledge, but with critical problem-solving skills that will help you in any discipline.

—Blake Dunshee

BIOARCHAEOLOGY: METHODS AND APPLICATIONS
Forensic Anthropology, Archaeology, Biochemistry, History
Bones tell stories, stories about how people lived in the past—how they lived, the foods they ate, and some of the roles they played in society. In this course, a bioarchaeologist will help you learn how to read those stories. You will get hands-on practice with human skeletons in Vanderbilt’s Human Osteology Lab, learning forensic techniques to construct a “demographic profile” of the deceased, how to analyze disease and trauma, how to use the tools of bioarchaeological chemistry to explore the cellular structure of bone to answer questions about diet and migration, and gain insight into how bones embody lived experiences.

—Keitlyn Alcantara

MATHEMATICAL REASONING
Logic, Geometry, Problem Solving, History, Programming
If you love math but hate crunching numbers, this is the course for you! We will approach this course from a Ph.D. mathematician’s perspective, focusing more on why math is the way it is, and less on how to perform calculations. You will be introduced to a more advanced way of doing math by working through famous conceptual mathematics problems. Through this and other activities you will have a greater understanding that what many people call basic math “facts” may not be facts at all.

—Jordan Nikkel

CLINICAL PSYCHOLOGY FROM SCIENCE TO PRACTICE
Psychology, Neuroscience, Medicine
About one in every two U.S. adults will develop a mental illness at some point during their lifetime. Clinical psychology tries to understand the causes of mental illness, their effects on people’s lives, and methods of treatment. This class will give you an overview of common mental disorders with a focus on how current neuroscience and psychology research informs diagnosis and treatment. You will visit research laboratories, learn about assessment tools, gain exposure to therapeutic techniques, discuss key controversies in the field, and hear from experienced practitioners. This course will culminate in student presentations, fostering deeper exploration of topics of interest.

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

—Megan Ichinose and Kendra Hinton
ECOSTATS: MEASURING THE NATURAL WORLD
Ecology, Statistics, Data Analysis
Ecologists and other natural scientists have a wide range of methods to study our complex and beautiful world. One of those methods is statistical analysis. This course will delve into the world of ecological statistics. You will collect data from field surveys and experiments, use descriptive and inferential statistics to analyze your results, and present your findings to your peers like a professional statistician. Expect to leave this course knowing how to code in “R” (the standard in statistical programming languages), describe and analyze data sets in any field of research, and with a newfound appreciation for the processes that govern and shape the world around us.

“My course was interesting, comprehensive, and completely changed how I perceive the world. It renewed my interest in learning about policy.”

–Greg Smith

PROGRAMMING FOR THE “INTERCONNECTED AGE”
Computer Science, Programming, Business/Entrepreneurship
Do you watch Netflix or YouTube? Search the Web? Talk to Siri? Text? If you do, then you use something called “distributed programming.” This type of programming is so widespread, but most computer scientists don’t learn about it until college. This class will provide you with a collaborative visual programming environment to teach you some programming skills from the ground up, which you will then use to design your own client-server or networked applications, including online data analysis and visualization, collaborative apps, and even multiplayer games.

–Akos Ledeczi and Brian Broll

PHILOSOPHY AND FILM
Philosophy, Literature, Film Studies
Can film “do” philosophy? Of course it can illustrate some philosophical ideas; it can make you think while it entertains. But is it possible to make a film that makes people see the universe in a whole new, deeper, and more profound way? In this course, we are going to see if we can do real, serious philosophy through the medium of film. We will work together to dissect the different ways film works from a philosophical point of view. Special attention will be given to existentialism, nihilism, phenomenology, and postmodernism. There will be a combination of lectures, readings from advanced philosophical literature, and of course, analysis of films and film clips. As time allows, you may even get the chance to put together your own short film or screenplay. Together, we will examine the contours of film and philosophy simultaneously, making sense of the one through the other and questioning the philosophical possibilities of film as a medium.

–Zachary Settle
Session III Course Catalog

RISING 11TH AND 12TH GRADERS • JULY 8–27 • $3,625
(For students who will be entering 11th or 12th grade in fall 2018)

VSA Session III offers rising juniors and seniors a three-week immersive experience at Vanderbilt University. Highlights include campus living with a particular focus on each individual’s role in creating a positive and supportive community. Session III students exercise personal responsibility, develop lifelong friendships, and challenge themselves and each other to engage fully with all facets of the program. To promote these goals, students in Session III have more free time and greater discretion in how to use it. During designated hours, you will have the option to sign out and walk to nearby Hillsboro Village with a group of your new VSA friends.

Weeknights offer a variety of recreational, educational, and relaxing activities from which to choose and may include a casual volleyball match, a panel discussion on college life, a trip to Vanderbilt's rec center, or an impromptu dance party. You’ll also have plenty of time to hang out in The Commons Center, Vanderbilt’s freshman dining hall and gathering space, engaging in discussions or grabbing a coffee, maybe joining a game of foosball with your new VSA classmates.

Weekends feature dances, group outings, friendly house competitions, open mic night, and much more. On Sunday mornings, you’ll have the option of attending religious services or sleeping until 11:00 a.m. Sunday afternoons and evenings are set aside for laundry, reading, checking in with family back home, or enjoying a variety of informal activities or small group outings designed to relax and prepare you for the week ahead.

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

Weekday Schedule
8:00 – 8:45 a.m. Breakfast
8:45 –11:45 a.m. Class
11:45 a.m.–12:45 p.m. Lunch
12:45 –2:45 p.m. Class
2:45 –3:45 p.m. Study Hall
4:00 –5:00 p.m. ACE
5:00 – 6:00 p.m. Free Time
6:00 – 6:50 p.m. Dinner
7:00 – 9:30 p.m. Free Time
(9:30 –10:30 p.m. Proctor Meeting and Free Time on Hall
10:30 p.m. Room Curfew**
11:00 p.m. All Quiet**

*Subject to change
**Later Curfew/All Quiet on weekends

A WORD ABOUT COURSE CHOICE

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MICROSCOPY OF NANOMATERIALS*
Nanoengineering, Chemical Engineering, Molecular Chemistry, Biochemistry
Today, some of the BIGGEST problems in medicine, science, and engineering are being solved with some of the smallest technologies. Nanoparticles are used in everything from computer science to cancer treatments. In this class, you will learn about the many different kinds of nanoparticles being discovered, their properties, and how scientists synthesize and manipulate them. In addition to lectures and research, this class will involve hands-on learning, laboratory experiences, and state of the art imaging tools to give you a greater understanding of the potential of nanoparticles and gain the skills to develop your own scientific research project.

*Prerequisite: Chemistry

~Susan Verberne-Sutton

ADAPTIVE ENGINEERING
Electrical Engineering, Biomedical Engineering, Special Education
Adaptive engineers develop special equipment to help people with disabilities learn, play, and live productive lives. This class will develop your mechanical, electrical, and biomedical engineering skills. There will be multiple hands-on activities, research, guest speakers, and field trips. We will also partner with the Belmont Occupational Therapy and Vanderbilt Pediatric Occupational Therapy to adapt toys for children with disabilities, toys that will help them learn, play, and explore their world! So get ready to get creative and to start applying your own problem-solving skills to some of the real challenges engineers face every day!

~Amanda Lowery

PROGRAMMING AND COMPUTER SCIENCE
Computer Science, Complex Systems Science, Data Analysis
If you’re a creative problem solver with a brain for technology, this could be just the class for you! In this course we will learn to use Python, an accessible programming language that is widely used in business, science, and software/web design. You will learn to query data, perform rapid calculations, and model complex systems. Daily exercises will give you an expanding knowledge base of fundamental programming skills, including writing programs and analyzing algorithms for complexity. Your challenge will be to build upon these skills as you develop your own code to create news alerts, games, and infectious disease models. You may not leave this class having launched the next trending app, but you will have the tools and the knowhow you need to start thinking like a computer scientist and help you in your future technological endeavors.

~Ashlyn Karan
MED SCHOOL 101*
Medicine, Biology, Chemistry
Vanderbilt University Medical Center is one of the top hospitals in the country, so it is no surprise that the medical school is at the forefront when it comes to technology and teaching. In this course, you will work with many of the same computer and other virtual medical simulations as Vanderbilt medical students, and you will use problem-based learning to analyze and diagnose real medical case studies. Taught by a team of medical students, this course will utilize small group discussions, faculty lectures, lab exercises, and the latest resources and technologies from the Vanderbilt School of Medicine to learn about the practice, ethics, and social impact of modern medicine.
*Prerequisites: Biology, Chemistry

Additional application materials: Transcript, two letters of recommendation. Please visit pty.vanderbilt.edu/students/vsa/forms-and-documents to access the recommendation form.

Note: VUMC insurance and safety regulations state that students must be 16 years old by July 9 to participate. This policy is non-negotiable.

NEUROSCIENCE OF BRAIN DYSFUNCTION
Psychology, Neuroscience, Technology
What are the functions performed by a typically functioning brain? What happens to the brain when these functions break down? This course initiates you into the processes of brain function and dysfunction as they relate to sleep, memory, and emotion. We will visit neuroscience labs and gain hands-on experience with EEG and fMRI machines with an eye toward their application in scientific research. Through this course you will be equipped to independently evaluate the quality of studies and their results by reading and critiquing research articles from professional scientific journals. You will use your new skills to develop an empirical study that tests your own original hypothesis. And collectively, we’ll use our brainpower to unlock the hidden wonders of this most inscrutable organ.

Note: Because of the sometimes personal nature of classes that address mental health, you should carefully consider your own background and speak to the necessary professionals before opting to enroll in this course.

“I thoroughly enjoyed my class at VSA. Not only did I learn a lot, but it was highly engaging, interactive, and hands-on.”

SPECIAL TOPICS IN MATHEMATICS*
Mathematics, Number Theory, Directed Study
This course is for anyone who loves math and wants to learn more about its varied and fascinating applications. It offers you a unique opportunity to expand your knowledge and comprehension of math. We will work together to push the limits of your understanding through a combination of whole-group discussion and independent work. You will leave this class with a sampling of higher-level topics (such as game theory, probability, number theory, etc.), a deeper understanding of the math you have already learned, and an increased awareness of how math is used in the world today.
*Prerequisites: Algebra I, Geometry, and Algebra II

–Dawson Gray

BEYOND CALCULUS:* FOUNDATIONS OF REAL ANALYSIS
Logic, Number Theory, Geometry
What do you get when you add the angles of a triangle together? 180 degrees, right? Not always! Sometimes math doesn’t play by the rules you think you know. That is because math is not really about a set of steps, rules, or formulas. It is about solving problems and thinking clearly. In this class, you will gain familiarity with the reasoning behind the foundational branches of mathematics, such as how and why they developed. You will also challenge yourself with proof techniques and their applications to calculus and other problem-solving situations. Using LaTeX, the standard software markup language of professional mathematicians, you will develop advanced posters, presentations, and papers. Are you up for the challenge? Are you ready to see how math really works?
*Prerequisites: Geometry, Pre-Calculus

–Jordan Nikkel

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

—Jan Harris

IDENTITY IN THE 21ST CENTURY
Philosophy, Cultural Studies, Gender Studies
What does it mean to be you? To have a self? To be a person? In this class you will consider and discuss complex philosophical questions like these. Critical theories—particularly the unique interdisciplinary tools of women's and gender studies—will help you to critically analyze the ways people are perceived and perceive themselves in contemporary society. And you will create works of your own that reflect your own critical reading, thinking, and perspective on the formation and meaning of identity in the modern world.

—Brandy Daniels

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

THE (BIG) BUSINESS OF SOCIAL CHANGE
Anthropology, History, Business, and Economics
"Big Business" is often viewed as a profit-motivated defender of the status quo, but recent events have shown that even corporations cannot manage to stay out of the culture wars—the struggle over what society should allow, support, and celebrate. This course examines how business can be targeted by movements, participate in the public square, and provoke societal transformation. Class activities may include case studies, guest speakers, exploration of empirical evidence, and engaging discussions, as we deliberate together on the role of the market in the formation of a just society.

—Kelley Frances Fenelon

NEW PROBLEMS IN RHETORIC
History, Public Policy, Politics, Persuasive Argument, Debate
How do you advocate for your political beliefs in the era of "fake news," when people on either side of the aisle may reject your argument because it just doesn’t feel true? In this class, taught by a Vanderbilt professor, you will learn how the experts research, organize arguments related to contemporary political issues, and (if successful) even change minds. A significant point of consideration in this class will involve the new prominence appeals to emotion have in effective persuasion. This class will help you become a stronger writer, researcher, critical thinker, and utilize persuasive techniques to positively contribute to our democratic political culture.

—John Koch

ECONOMIC ANALYSIS IN THE REAL WORLD
Economics, History, Statistics, Psychology
Does a "good" economy make people happier? How does Gross Domestic Product affect life expectancy? Questions like these fall to the science of economics. This class will teach you some of the fundamentals of economic theory with an eye toward building the skills you need to do economic analysis. You will learn to access, compile, and manage custom datasets and run analyses of those data using the software Stata. A culminating project will have you working with a team of your classmates to propose and present on a research question of your choosing. Whether you plan to go into politics, launch the next Fortune 500 company, or just love numbers and data, this course will help you unleash the power of economics to better comprehend the world in which we live.

—Zeeshan Samad
Keitlyn Alcantara-Russel is a bioarchaeology Ph.D. student at Vanderbilt University. While her work has taken her on excavations in France, Belize, Guatemala, and Honduras, her favorite place to work is her home country of Mexico. Keitlyn spent the past year in Tlaxcala, Mexico, examining skeletons from the time of the Aztec Empire (1325–1519 AD) to understand how bones can record resistance to imperial conquest through trauma, evidence of disease, and stress, and changes in diet. When not in the lab, Keitlyn spends her time dancing salsa and bachata, cooking (and eating!!!), and cuddling with her cat, Olive.

Emma Banks is an anthropologist and activist who lives in rural Tennessee. For her dissertation research, she worked with indigenous and Afro-descendant communities displaced by a coal mine in Colombia. She had made Latin America her second home having lived in in Colombia, Bolivia, and Peru. When she’s not writing her dissertation, she can be found chasing after her chickens and dog on the small farm she owns with her husband. She remains deeply involved and committed to her research site, working in solidarity with displaced communities to improve their living conditions.

Jay Bernheisel is a professor of engineering at Union University in Jackson, Tennessee, where he teaches mechanical engineering courses, including courses in dynamics, controls, and mechanisms. He was a flight test engineer in the United States Air Force before going to Northwestern University to study robotics for his Ph.D. His current research focuses on two-wheel tractors and making them safe and sustainable tools for smallholder farms and community-supported agriculture. In his spare time he enjoys distance running, shopping at farmers’ markets, and speedcubing.

Bryan Beyer is a chemical manufacturing executive who has worked in the private sector at domestic and international companies. With 36 years of experience in the chemical industry, he has held various positions in site management, production, research and development, process engineering, and automation. He is a Vanderbilt University faculty member teaching Introduction to Chemical and Biomolecular Engineering and Senior Design Projects, a University of Mississippi Engineering Advisory Board member, and a subject matter expert with Life Science Tennessee. Bryan has been awarded two patents and an international award for innovative use of technology. He has a bachelor of science in chemical engineering from the University of Mississippi and lives in Franklin, Tennessee.

Brian Broll is a Ph.D. student in the Department of Electrical Engineering and Computer Science at Vanderbilt University and a research assistant with the Institute for Software Integrated Systems at Vanderbilt. He holds a B.Sc. from Buena Vista University, majoring in mathematics education. His research interests include model integrated computing and computer science education.

Daniella Chappell grew up in Johannesburg, South Africa. She received her M.F.A. in creative nonfiction from Eastern Washington University and now works as an adjunct professor of composition at Lipscomb University. She spends her free time doing things you would expect from someone trained in liberal arts: cooking, reading, watching art films, and enjoying life with her dog.
Rebecca Cox is a third-year Ph.D. student in clinical science at Vanderbilt. Her research examines sleep disturbance as a causal factor in the development of anxiety-related disorders and specific mechanisms that may account for this relationship, such as stress reactivity and deficits in inhibitory control. Rebecca’s research has been published in the Journal of Psychiatric Research and the Journal of Anxiety Disorders. When she’s not in the lab, Rebecca enjoys hiking, Pilates, and choral singing.

Brandy Daniels holds a doctorate in theological studies and a fellow in the prestigious Theology and Practice program at Vanderbilt University. She has an M.Div. and an M.A in comparative literature and African American studies from Duke University. Her research interests center around questions of theological anthropology at the intersections of systematics, critical theory, and ethics. Brandy has taught at Rutgers, Pace University, and Union Theological Seminary. Her published works deal with topics ranging from Bonhoeffer and Foucault on racial identity to poststructuralism and liberation theology. In her free time, Brandy enjoys running, hiking, watching Jeopardy!, and eating ice cream.

Kelley Frances Fenelon is a Ph.D. student in Vanderbilt University’s Community Research and Action program. Her research, which focuses on the intersections of businesses, markets, and social change, seeks to understand how more equitable and inclusive communities emerge. She has studied and participated in social change efforts for years, from her public policy undergraduate concentration at Princeton University and exploration of justice-oriented religious movements at Vanderbilt’s Divinity School to organizing for worker justice and directing a social enterprise. Given the chance, she loves to cook overly elaborate meals and tuck herself around oolong tea, dark chocolate, and a fantasy novel.

Dawson Gray is in his thirteenth year with Vanderbilt Programs for Talented Youth and his eleventh year as an instructor. He currently teaches at Battle Ground Academy in Franklin, Tennessee, where he serves as the mathematics department chair for grades 5–12 and teaches AP statistics, AP calculus AB, and college preparatory calculus. He graduated from Vanderbilt University with a double major in piano performance and mathematics, and he completed a master’s degree in secondary education with an emphasis on mathematics at Vanderbilt’s Peabody College.

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

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

Kendra Hinton is a doctoral candidate in clinical psychology at Vanderbilt University. She received her undergraduate degree from Duke University and then spent two years as a research assistant at the National Institute of Mental Health. Her dissertation research is focused on how to best categorize psychopathology and how disorders are linked to brain organization. When she’s not looking at brain images, you can find her hiking, trying to not fall out of yoga poses, and enjoying a nice cup of tea.

Megan Ichinose is a Ph.D. candidate in clinical psychological sciences at Vanderbilt University. She has an M.A. in clinical psychology from Vanderbilt and a B.A. in psychology from Northwestern University. Her research interests center around the underlying cognitive and neural mechanisms of schizophrenia, with a focus on abnormal process of memory and attention. Megan’s clinical interests and training include neuropsychology and neurodevelopmental disorders. Her academic publications and presentations deal with topics ranging from computational models of neurotransmission in schizophrenia to analyzing unique aspects of disease phenomenology in written, first-person illness accounts. In her free time, Megan enjoys dancing, hiking, and enjoying the music scene in Nashville.
Paul Johnson is a doctoral student in environmental engineering, management, and policy at Vanderbilt University, an interdisciplinary Ph.D. program that integrates social and technical systems to address environmental challenges. Prior to coming to Vanderbilt, Paul was a business manager for the Decision Sciences team at Capital One Financial. He received his M.S. in engineering management from Duke University and graduated summa cum laude from Georgia Tech with a B.S. in industrial and systems engineering.

Ashlyn Karan is a Ph.D. student in the Department of Teaching and Learning. She is researching how introducing programming and computational thinking into traditional STEM classes can support math and science learning. Ashlyn loves programming, because it combines problem solving and logical thinking with design challenges.

Kelly Knowles is a clinical psychology Ph.D. student at Vanderbilt University. She studies the role of emotions in obsessive-compulsive disorder and anxiety disorders, especially in the context of treatment. She received her B.A. in psychology from the University of North Carolina at Chapel Hill. In her limited spare time, she enjoys going out to eat, stand-up and improv comedy, dancing, and playing with her pet rabbits.

John P. Koch is a senior lecturer and associate director of debate in the Department of Communication Studies. He has a Ph.D. in communication studies, with an emphasis in rhetoric, from Wayne State University. His primary research interests include argumentation and debate, citizenship, democratic theory, and presidential rhetoric. Other areas of interest are public memory and the intersection of political culture, rhetoric, and sports.

Akos Ledeczi is a professor of computer engineering and the director of graduate studies in computer science at Vanderbilt. He has an M.Sc. from the Technical University of Budapest and a Ph.D. from Vanderbilt, both in electrical engineering. His research interests span a wide area from wireless sensor networks, through model-based software engineering to computer science education. He is the co-author of one of the most popular introductory programming massive open online courses (MOOC), teaching MATLAB to novices.

Amanda Lowery is returning to VSA for a fifth year. She is a native Tennessean and has been at Vanderbilt for nine years. Amanda received her Ph.D. at Rice University and now teaches in the Department of Biomedical Engineering. She covers freshmen to senior courses and has a passion for laboratory courses. Amanda’s creative approach to teaching lab skills encourages students to think, explore, take risks, and discover.

Jordan Nikkel is an enthusiastic Vanderbilt Ph.D. student in the Department of Mathematics, studying geometric group theory and specializing in the Thompson Groups. He has been a teaching assistant for many Vanderbilt math classes and he has loved tutoring students of many ages in a multitude of mathematics since 2009. Jordan enjoys spending quality time with his wife, hiking, piano, and playing video games.

“My teacher and TA were wonderful and inspired me to learn for the joy of learning.”
Zach Richards graduates from Georgetown University Law Center in Washington, D.C., in May 2018. A 2014 graduate of Vanderbilt’s College of Arts and Science, he received highest honors in philosophy for his thesis on rural America and studied history of art with a focus on Roman archaeology. At Georgetown, Zach was an editor on the Georgetowner and a tutor for first-year students. He has experience working in the United States House of Representatives and Senate, including special assistance with the Russian election meddling hearings. In the fall, Zach will begin his legal career clerking for a federal court near his hometown in Kentucky. In his free time, he enjoys teaching tricks to the best dog in the whole wide world—his Australian shepherd mix, Geoff—and taking road trips across the country.

Zeeshan Samad is a doctoral candidate in economics at Vanderbilt. He also has a master’s in public policy from the University of Maryland. He has long been passionate about behavioral economics and why people do not act “rationally” in the real-world. His current research is about how people’s mood (e.g., being happy or sad) affects their decision-making ability. He believes in using experiments with random people to prove ideas in economics. In his free time he likes to swim, play chess, or read.

Zachary Thomas Settle is currently a Ph.D. student in the Graduate Department of Religion at Vanderbilt, where he is working in the areas of political theology and political economy. He is the theology editor for The Other Journal, and he has written for numerous publications, including the Journal of Cultural and Religious Theory and The Other Journal. He is also the co-editor of Dreams, Doubt and Dread: The Spiritual in Film (Cascade, 2016).

Greg Smith is a Ph.D. candidate in the Department of Earth and Environmental Sciences at Vanderbilt. His research is in the field of paleoecology, which uses the fossil record as a tool to extend the natural environment back in time. Specifically, he is interested in the interactions between extinct relatives of modern-day elephants, and he is hoping to reconstruct dietary habits to explain trophic interactions such as competition and resource partitioning. In his free time, Greg enjoys backpacking, rock climbing, kayaking, and yoga with his wife, Lauren. Greg loves teaching and hopes to help inspire future generations of ecologists, geologists, and paleontologists to follow their dreams!

Mackenzie Sunday is a third-year graduate student in the Department of Psychology, in the cognition and cognitive neuroscience program. She completed her undergraduate degree at the University of South Carolina and now works in Professor Isabel Gauthier’s lab researching face and object perception using individual differences approaches. Her work focuses on how people differ in their abilities to recognize objects and why these differences might occur. She also researches perceptual expertise effects using neuroimaging methods.

Susan Verberne-Sutton is a senior lecturer in the Department of Chemistry in the College of Arts and Sciences at Vanderbilt. She has over eight years of experience teaching courses from freshman chemistry to senior-level nano-based courses with Oak Ridge National Laboratory. She draws from her experience as a synthetic chemist in Silicon Valley as well as her time as director of a nanoscience laboratory, to build a course that will showcase contemporary skill sets in the materials industry. Her dissertation focused on surface science, the interface between chemistry and devices, using nanotemplating technologies to develop surface architectures for polymer-based photovoltaics (plastic solar cells).

Courtney Travers is a senior lecturer in communication studies at Vanderbilt University. Her research and teaching focus on the merger between American political and popular culture, particularly during the early Cold War era. She has co-authored an essay on metaphor in Style, and her current project examines Jacqueline Kennedy’s visual rhetorical influence on the Kennedy administration’s presidential persona. She has taught public speaking and rhetoric courses for more than five years.

Greg Walker is an associate professor of mechanical engineering, holding several appointments at Vanderbilt, including in the interdisciplinary materials science program, the Thermal Engineering Lab, the Advanced Computing Center for Research and Education, and the Vanderbilt Institute of Nanoscale Science and Engineering. His research interests include the modeling and simulation of nonequilibrium, coupled energy transport in electronics, and energy conversion materials.

Marcus Wild is a third-year Ph.D. student in the clinical science program at Vanderbilt University. He graduated in 2013 with a B.A. in psychology from the University of Tennessee-Knoxville, where he worked on examining the interpersonal factors that affect people with Type 2 diabetes. His work at Vanderbilt focuses on the cognitive and emotional components of social interactions, with a specific focus on the behaviors that convey and induce emotion in others. He grew up in Nashville and loves to share his favorite places (restaurants in particular!) with people who are new to town. In his spare time, he enjoys playing soccer and taking advantage of the many beautiful parks Nashville has to offer.

“I can honestly say that I feel more motivated across the board and understand more of what I want from my education, myself, and my future. This program challenged me and brought me out of my comfort zone in ways that I didn’t know were possible! I also met fellow classmates who I believe will be lifelong friends.”
Frequently Asked Questions from Parents

I have a rising seventh grade student, and while we’re interested in VSA, we’re hesitant to have her take part in a residential program just yet. Does PTY offer any day program options for her grade? Yes! Programs for Talented Youth also offers Summer Academy at Vanderbilt for the Young (SAVY), an academically advanced day program for students in rising grades 1–7. For rising seventh grade students in particular, SAVY is launching a new immersive program in July called Career Connections, which will allow students to experience how expert knowledge and skills are applied in different fields, industries, and/or research. Rising seventh grade students may choose to attend Career Connections, VSA, or both! Students interested in attending both programs will need to complete two separate applications. PTY encourages students to apply during each program’s priority window to increase the likelihood of being admitted to a top-choice course. More information on Career Connections and the SAVY application timeline can be found at pty.vanderbilt.edu/savy.

What is the “application priority window”? How does it affect my student’s application? All applications received during the application launch window (noon, Feb. 1–noon, Feb. 7) will be placed in a priority pool regardless of the particular date submitted. This means that any complete and qualifying application submitted during the application window has the same chance for placement. At the close of this window, all applications received will be randomly assigned a number determining their placement in the review queue. Applications received after the application window will be time and date stamped upon arrival and reviewed in order of receipt.

What does this mean to your student? Because our courses fill so quickly, we highly recommend that you submit your student’s application during our application window for the best chance at placement in his or her top ranked course.

When are applications due? While most classes fill within the application launch window (noon, Feb. 1–noon, Feb. 7), we will continue to accept applications throughout the spring until all classes are filled.

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

If my child doesn’t have ACT/SAT/PSAT scores or if I feel his/her scores are not the best indicator of his/her academic ability, is there an alternative qualifying method? Yes. In addition to ACT/SAT/PSAT scores, we accept individual achievement or ability test scores. A portfolio option is also available, and details regarding portfolio contents can be found on the inside cover of this catalog. There is no admission advantage to any qualifying method.

What is your cancellation policy? The $40 application fee is nonrefundable for all applicants. Once the student is admitted and placed in a ranked course choice, a nonrefundable 10% tuition deposit will be due and is required to hold the spot for the admitted student. If no tuition deposit is paid within the communicated timeframe, the student forfeits his/her space in that course. A student who has not been placed in a course and remains on one or more waiting lists may withdraw at any time. A student who withdraws from the program after submitting the 10% tuition deposit will receive a tuition refund for any amount paid above the deposit amount if VSA is notified before April 13, 2018 for Sessions II & III or before May 4, 2018 for Session I. Session II & III students who withdraw between April 14, 2018 and May 4, 2018 may be eligible for a 50% refund (less the deposit and application fee). Session I students who withdraw between May 5, 2018 and May 18, 2018 may be eligible for a 50% refund (less the deposit and
application fee). May 4, 2018, 2018 (Session II and III) and after May 18, 2018 (Session I), requests for refunds will not be granted.

**Can you tell me more about the deposit?**
The 10% tuition deposit is nonrefundable and paid after the student has been notified of their course placement. If a student is admitted to a course that is not his or her first choice, paying the deposit does not remove the student from other waiting list positions. The deposit does secure the student’s placement in a ranked course and therefore, in the program as a whole. Should a spot open up in a higher ranked course, the next student on the waiting list moves into that course. Due to long waiting lists, the deposit is necessary to secure the student’s placement and reduce last minute withdrawals. Therefore, we highly recommend that students only rank courses they are willing to take and pay for. Of course, once paid, the deposit is applied to the student’s overall tuition balance.

**Are all meals included?** Yes.
**Can VSA accommodate dietary restrictions?** Yes, in most cases, with adequate prior notice. You will be asked to supply additional information as part of the student’s welcome packet paperwork.

**Should I send any spending money with my student?** We recommend about $40–$50 per week for incidentals and occasional optional outings, snacks, or souvenirs from the VU bookstore.

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

**I am applying for financial aid. Should I send the financial aid application along with my student’s application for admission?**
When applying for admission to VSA, be sure to indicate, when prompted, that you will be applying for financial aid. You will complete the admissions application and submit it (online) or mail it (paper application) along with the $40 application fee. If filling out a paper financial aid application, mail/email/fax it along with any relevant documents to our office.

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

Email: vsa.pty@vanderbilt.edu
Fax: (615) 322-3457

**Will I have to pay a tuition deposit before I know my financial award amount?**
No. As a financial aid applicant, no tuition deposit is due until the assistance amount has been communicated. We are happy to work with our families who receive financial assistance regarding the timeframe for receipt of the 10% tuition deposit.

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

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**Will attending VSA help my student get into Vanderbilt University?** No. However, attending VSA will provide an inside look at Vanderbilt and opportunities to learn more about the typical college admissions process than you may get from a regular admissions visit. Still, admission to VSA is not an indicator of admission to Vanderbilt University.

**Will I get to meet my student’s instructor?**
Yes, if you wish. Optional parent/teacher conferences or classroom open houses (Session I) will be available to parents and guardians on checkout days.

**Who will supervise VSA students in the residence hall?**
The VSA residential staff is led by a leadership team composed of both seasonal and year-round Programs for Talented Youth staff, including the VSA program director. The VSA residential leadership team features a head of student life and a head of student support who work together with the program director to help ensure each student has a safe and positive experience. In addition to a hardworking crew of program office assistants, VSA is also supervised by a fully trained staff of 15–18 residential counselors (VSA proctors) who live on residential floors near their student groups.

**May I visit my student during VSA?**
Other than check-in and checkout days, we respectfully request that families remain off campus while VSA is in session. However, during sessions that include weekends, families may sign their students out on Sunday mornings. See your student’s welcome packet for details.
Application Instructions and Timelines

**APPLICATION CHECKLIST**
Incomplete applications will not be processed. Make sure to include all required materials:

- Admission application (online or paper), completed and signed
- Qualifying documents (first-time VSA students only). Copy of ACT, SAT, or PSAT scores OR portfolio application materials (see inside cover for list of documents).
- Application fee of $40 (nonrefundable, required for ALL applicants)
- Essays, completed and signed

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

- Transcripts
- Two letters of recommendation (submitted electronically per online application instructions or in sealed envelopes that your recommender has signed across the seal)
- Financial aid application and supporting documents (if applicable)

**If Applying for Financial Assistance**
- A financial aid application and supporting documents may be submitted at the time of application for admission or submitted separately.
- If applying online, be sure to indicate when prompted that you are interested in applying for financial aid.
- If applying by mail, you may submit the financial aid form and supporting documents at any time during the admissions process.
- Please see the inside cover of this catalog for more information on the financial assistance application process.

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**TO APPLY**
Visit pty.vanderbilt.edu/vsa to access our online application or to download a paper application. The online application will be available beginning at noon on February 1, 2018. The application priority window is noon, February 1–noon, February 7.

Submit your application during the application priority window in order to have the best chance of receiving your first-choice course. Applications received prior to February 1, 2018 will be considered within the application priority window regardless of receipt date.

**ADMISSION NOTIFICATION**
Typically, once a completed application has been submitted, a student can expect an admission notification via email within three weeks. The admission notice will also include the tuition statement and instructions for paying the 10% tuition deposit, which holds the student’s place in the course. For families who have applied for financial aid, financial aid information may be included in the admission notice if financial aid materials have already been submitted. The tuition deposit for financial aid applicants will not be due until the financial aid materials have been processed and the award communicated to the family. Only complete applications are processed, so if any items are missing (e.g., application fee, qualifying documents, essays, etc.), we will contact you to alert you to the incomplete status, and you will have five business days to submit the missing items.

**COURSE PLACEMENT**
Rank your course choices in order of preference, with 1 indicating your first choice. You may rank as many choices as interest you. We will make every effort to place you in your first choice. However, courses fill very quickly, and we will place you into your highest-ranked course based on seat availability at the time we review your application. Thus, rank only courses you are willing to take and pay for. Once you are placed in a course you ranked, your spot is held with your nonrefundable 10% tuition deposit.
Following the application priority window, all courses will be filled first-come, first-served, based on eligibility. In rare instances, VSA may make adjustments to balance class enrollments. We strongly encourage students to submit applications as early as possible to have the best chance of placement in higher-ranked class choices.

WAITING LIST
A waiting list notification is due to space availability only and is no indication of student ability or merit. At the time of your application review, if no openings remain in your first choice course, we will look to see if a seat is available in your second choice course, and so on. Even if we place you in a lower ranked course (due to availability), you will remain on the waiting lists for your higher ranked courses. If a seat becomes available in a higher ranked course, we move the next student on the waiting list into that seat. Waiting lists are held until close to the start of the program session. No tuition deposit will be owed until you are placed in a course that you ranked in your application. The application fee, however, is nonrefundable.

Tuition Deadlines and Refunds

SESSION I

Beginning February 1, 2018
Applications for admission and financial aid may be submitted.

May 4, 2018
Final tuition payment due for all admitted students. Failure to submit tuition by this date could result in forfeiture of enrollment at VSA. This is also the last day for full tuition refund (less 10% deposit and application fee).

May 18, 2018
Last day to withdraw with 50% tuition refund (less deposit and application fee).

SESSIONS II AND III

Beginning February 1, 2018
Applications for admission and financial aid may be submitted.

April 13, 2018
Final tuition payment due for all Sessions II and III admitted students. Failure to submit tuition by this date could result in forfeiture of enrollment at VSA. This is also the last day for full tuition refund (less 10% deposit and application fee).

May 4, 2018
Last day to withdraw with 50% tuition refund (less deposit and application fee).
FINANCIAL ASSISTANCE
Need-based financial aid is available to qualifying families. Families applying for financial aid must provide copies of their most recent federal income tax return (1040, 1040A, 1040EZ), including any schedules, attachments, and W-2 forms. Financial aid decisions are calculated independently of admissions decisions and are for partial tuition only.
REMINDER: Financial aid applications may be submitted at any time during the admissions process.

PAYMENT
Payment for Vanderbilt Summer Academy has three primary components: application fee, deposit, and tuition balance. A $40 nonrefundable application fee is due at the time of application. A tuition deposit in the amount of 10% of tuition will be due upon notice of admission. The tuition deposit for financial aid applicants will not be due until the financial aid materials have been processed and the aid amount communicated to the family. If you are applying by mail, please attach a check/money order for the application fee, made out to Vanderbilt University—PTY. Online applicants will submit payments via credit card. The remaining tuition balance will be due by the corresponding tuition due date for that particular VSA session.

CANCELLATION POLICY
The $40 application fee is nonrefundable for all applicants. Once the student is admitted and placed in a ranked course choice, a nonrefundable 10% tuition deposit is due and is required to hold the spot for the admitted student. If no tuition deposit is paid within the communicated timeframe, the student forfeits his/her space in that course. A student who has not been placed in any course and remains on one or more waiting lists may withdraw at any time.
A student who withdraws from the program after submitting the 10% tuition deposit will receive a tuition refund for any amount paid above the deposit amount if VSA is notified before:
April 13, 2018, Sessions II and III
May 4, 2018, Session I
A student may be eligible for a 50% refund (less the deposit and application fee) if VSA is notified between:
April 14, 2018–May 4, 2018, Sessions II and III
May 5, 2018–May 18, 2018, Session I
Requests for refunds of any kind will not be granted after:
May 4, 2018, Sessions II and III
May 18, 2018, Sessions I
Vanderbilt Summer Academy

ADMISSION APPLICATION

Please type or print in blue or black ink.

Applicant’s name

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<th>Last</th>
<th>First</th>
<th>Middle</th>
<th>Preferred name</th>
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Date of birth ______/______/______  Gender _______  Current grade (School year 2017/2018) 6th 7th 8th 9th 10th 11th

Month  Day  Year

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

Mailing address

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<th>Number and street, or box</th>
<th>City, State, ZIP</th>
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Home telephone ( ) ____________________________  Applicant email ____________________________

Applicant cellphone ( ) ____________________________

Are you applying for financial aid?  Yes  No

If yes, you may enclose a completed financial aid application at this time, or when you have gathered all supporting documents.

For rising seventh grade applicants only: Did you apply for financial aid through your Career Connections application? YES  NO

If yes, your previous financial aid application will be applied to VSA, and no further financial aid application is required.

CONTACT INFORMATION

Primary Contact:

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<th>First</th>
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<th>Relationship to Student</th>
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( )

Email Address  Preferred Phone #

Secondary Contact:

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Email Address  Preferred Phone #

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

ADDITIONAL INFORMATION

T-shirt size (Adult sizes)  
- Small  
- Medium  
- Large  
- Extra large  
- 2XL

How did you hear about Vanderbilt Summer Academy?

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

2018 APPLICATIONS ACCEPTED BEGINNING FEBRUARY 1, 2018
APPLICATION PRIORITY WINDOW: NOON, FEBRUARY 1–NOON, FEBRUARY 7
APPLICATIONS ACCEPTED UNTIL ALL COURSES ARE FILLED.

Session 1: June 10-15, 2018  •  Session II: June 17-29, 2018  •  Session III: July 8-27, 2018

Send completed application to:

Vanderbilt Summer Academy Admissions

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

(615) 322-3173  •  pty.vanderbilt.edu
COURSE INFORMATION

Please rank your course choices in order of preference. You may rank as many choices as interest you. We will place you in your highest ranked classes based on available openings. **Rank only those classes that you are willing to take and pay for.** A nonrefundable 10% tuition deposit will be required to hold the course placement for the admitted student.

**Session 1: June 10-15, 2018**  
(Rising 7th and 8th graders)
- __Programming in Python__
- __Conservation Paleobiology__
- __Abstract Mathematical Modeling__
- __Stellar Astronomy__
- __Business of Chemical Engineering__
- __The American Legal System__
- __Anthropological Approaches__
- __Biopsychology of Sleep__
- __The Science of Emotion__
- __Writing Music City__
- __Kinematics for Mechanical Design__
- __Philosophy and Contemporary Media__

**Session II: June 17-29, 2018**  
(Rising 9th and 10th graders)
- __Agents of Change__
- __Nanoscience and Engineering__
- __Climate Change__
- __Writing Poetry & Free Verse__
- __The Fourth Branch of Government__
- __Graph Theory__
- __Bioarchaeology__
- __Mathematical Reasoning__
- __Clinical Psychology__
- __Ecostats__
- __Programming for the “Interconnected Age”__
- __Philosophy and Film__

**Session III: July 8-27, 2018**  
(Rising 11th and 12th graders)
- __Microscopy of Nanomaterials*__
- __Adaptive Engineering__
- __Programming and Computer Science__
- __Med School 101*__
- __Neuroscience of Brain Dysfunction__
- __Special Topics in Mathematics*__
- __Beyond Calculus*__
- __Novel Writing__
- __The (Big) Business of Social Change__
- __Identity in the 21st Century__
- __Economic Analysis in the Real World__
- __New Problems in Rhetoric__

*Course requires additional application information and/or prerequisites. See description in catalog.

SCHOOL INFORMATION

School name

City/State

QUALIFYING OPTIONS

Students may qualify for VSA in multiple ways. Please submit either a copy of your ability or advanced achievement assessment, qualifying test scores, or portfolio along with your application.

**Test scores—based on the grade in which the student took the test.**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Old SAT</th>
<th>New SAT</th>
<th>ACT</th>
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</thead>
<tbody>
<tr>
<td>7th Grade</td>
<td>500M or R</td>
<td>26M or 27 R</td>
<td>20M or R</td>
</tr>
<tr>
<td>8th Grade</td>
<td>550M or R</td>
<td>28M or 30 R</td>
<td>22M or R</td>
</tr>
<tr>
<td>9th Grade</td>
<td>590M or R</td>
<td>30M or 32 R</td>
<td>25M or R</td>
</tr>
<tr>
<td>10th Grade</td>
<td>620M or R</td>
<td>32M or 33 R</td>
<td>27M or R</td>
</tr>
<tr>
<td>11th Grade</td>
<td>670M or R</td>
<td>35M or 35 R</td>
<td>29M or R</td>
</tr>
</tbody>
</table>

**Portfolio**
- Most recent test scores on a nationally-normed, grade level test (ERB, Terra Nova, SAT-10, etc.)
- School Transcript
- Two Teacher Recommendations
- Sample of Relevant Coursework

*6th grade applicants may qualify with any qualification method, but portfolio and/or individual ability assessments are most common. Call our office with questions about 6th grade eligibility.

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

<table>
<thead>
<tr>
<th>Signature of parent or legal guardian</th>
<th>Date</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Signature of applicant</th>
<th>Date</th>
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VSA is committed to principles of equal opportunity and does not discriminate on the basis of race, ethnicity, religion, sexual orientation, gender, or gender identity.
In 200–300 words, please tell us why you think your first-choice course is a good fit for you.
You may use a separate sheet of paper, if needed.

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

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

Signature
Student’s name

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

• What is one global problem, issue, or crisis we are currently facing that you feel has not been given the attention it should? What would you do either solve the problem or bring more awareness to it?

• You are given the opportunity to create your own holiday. What would it celebrate, how would it be celebrated, and why would it be worthy of celebration?

• Famed essayist Anna Quindlen once said that as an undergraduate at her university, she “majored in unafraid.” What does that mean to you? How would you apply such a “major” to your short-term or long-term goals?

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

Signature
Programs for Talented Youth
FINANCIAL AID APPLICATION

Use this form to apply for financial aid. Your financial aid application must include most recent tax forms (W-2 and 1040) for all wage-earners in the family. We will use this information to determine your eligibility for financial aid and the amount of the award. All awards are for partial tuition. Balance due information will be included with award notification.

APPLICANT INFORMATION  (Please type or print)

Applicant’s name

Last     First     Middle

Date of Birth

Student is an applicant to the following program:  □ SAVY  □ Career Connections  □ WAVU  □ VSA

HOUSEHOLD INFORMATION 

Guardian/Mother’s name      Occupation

Daytime telephone ( )      Employer name

Guardian/Father’s name      Occupation

Daytime telephone ( )      Employer name

Parents’ current marital status □ Married  □ Divorced  □ Separated  □ Single  □ Widowed

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

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

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

Name and relationship to the applicant

Name and relationship to the applicant

Name and relationship to the applicant

Name and relationship to the applicant

HOUSEHOLD INCOME INFORMATION

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

Child support payments?  □ Yes  □ No  If yes, $________/month

Social Security payments?  □ Yes  □ No  If yes, $________/month

SSI payments?  □ Yes  □ No  If yes, $________/month

Welfare, or any other public assistance?  □ Yes  □ No  If yes, $________/month

Does applicant qualify for free lunches at school?  □ Yes  □ No
Housing, food, or other living allowances paid to members of the clergy, military, and others?
(Do not include Military Housing Privatization housing allowance)
   ☐ Yes  ☐ No  If yes, $__________/month

Financial assistance from people who are not members of the household?
(Include expenses paid on your behalf)
   ☐ Yes  ☐ No  If yes, $__________/month

Untaxed workers compensation, disability, retirement, or veterans’ benefits?
   ☐ Yes  ☐ No  If yes, $__________/month

Any other income not listed above and not reported on your federal tax return?
   ☐ Yes  ☐ No
If yes, list type of benefit(s) and amount(s) below:
___________________________________________________________________________________________
$__________/month
___________________________________________________________________________________________
$__________/month
___________________________________________________________________________________________
$__________/month

ASSETS INFORMATION

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

EXPENSES

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

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

All financial aid applications must include a signed copy of your most recent federal income tax return or free lunch letter.
Include copies of all forms and schedules listed below that were included in your tax return, including:
W-2 Forms • Form 1040, 1040A, or 1040EZ • Form 4562 • Schedule A • Schedule C and/or F • Schedule D

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

If you are completing your financial aid application before you have completed your 2017 tax return, you may send a copy of your 2016 tax return and all applicable schedules and forms. Please also attach copies of your 2017 W-2 forms for all wage earners in the household. If you have not yet received a 2017 W-2 form, you may substitute a copy of your 2017 year-end pay stub, if it includes 2017 year-end earnings information. If it does not, you may substitute a signed statement from your employer on company letterhead.

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

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

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

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

Susan R. Wente, Provost and Vice Chancellor for Academic Affairs
vanderbilt.edu/provost

Jeff Balser, M.D., Ph.D., Vice Chancellor for Health Affairs and Dean of the School of Medicine
mc.vanderbilt.edu

Camilla Benbow, Dean of Peabody College of Education and Human Development
peabody.vanderbilt.edu

Douglas Christiansen, Vice Provost for University Enrollment Affairs

Dean of Admissions and Financial Aid
admissions.vanderbilt.edu

John Gaines, Director of Undergraduate Admissions
admissions.vanderbilt.edu

Lauren A. Benton, Dean of the College of Arts and Science
as.vanderbilt.edu

Philippe Fauchet, Dean of the School of Engineering
engineering.vanderbilt.edu

Chris Guthrie, Dean of the Law School
law.vanderbilt.edu

Mark Wait, Dean of Blair School of Music
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Vanessa Beasley, Dean of The Ingram Commons
commons.vanderbilt.edu

Louise Hanson, M.D., Director of the Student Health Center
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Susan Kay, Associate Dean for Clinical Affairs, Vanderbilt Law School
law.vanderbilt.edu

Bonnie Miller, Senior Associate Dean for Health Sciences Education
medschool.vanderbilt.edu

Vanderbilt Center for Latin American Studies
vanderbilt.edu/clas

Vanderbilt Institute of Nanoscale Science and Engineering (VINSE)
vanderbilt.edu/vinse

Office of Risk and Insurance Management—Protection of Minors
vanderbilt.edu/riskmanagement

Rogers Hall, Kevin Leander, and the Space Learning and Mobility Lab
peabody.vanderbilt.edu/departments/tl

Marymae Jensson, Copyright Clearance Center
library.vanderbilt.edu/ill/copyclear.php
“I welcome your young scholar to campus, and I trust that the opportunities for interaction with like academic peers and work with leading content experts will be an unforgettable and life-changing event for your gifted student.”

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

Vanderbilt University’s Programs for Talented Youth
Developing Talent in Gifted Students and Those Who Work with Them

FOR STUDENTS

SAVY—Saturday Academy at Vanderbilt for the Young
Day Program—Held each fall and spring, students in grades K-6 engage with like-ability peers in accelerated courses over six consecutive Saturdays.

SAVY—Summer Academy at Vanderbilt for the Young
Day Program—Each summer rising 1st-6th grade students take part in a variety of advanced courses taught by content experts. Weekly sessions are available for all grades in the months of June and July.

Career Connections at SAVY
Career Connections, a rising 7th-grade program within Summer SAVY, immerses students in a topic of study as they experience how expert knowledge and skills are applied in different fields, industries, and/or research.

WAVU—Weekend Academy at Vanderbilt University
Day Program—An intensive Saturday of career-focused courses in a hands-on laboratory environment. Fall and spring options for advanced learners in grades 7–10.

VSA—Vanderbilt Summer Academy Residential Program—For students entering grades 7–12, VSA offers accelerated courses in 1–3 week summer sessions. Students live on campus and take advanced level courses taught by VU faculty and graduate students in a challenging yet supportive environment.

FOR EDUCATORS AND PARENTS

GEI—Gifted Education Institute
GEI offers professional development opportunities to educators and parents of high-ability learners. Access summer conferences, academic-year workshops, and courses on our website: pty.vanderbilt.edu/educators/gifted-education-institute

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Even though you received this catalog, you may not be on our mailing list. To join, visit pty.vanderbilt.edu.

#vsa2018