

# Be an Applicant

## Application Checklist:

Before you submit your application, please make sure you have completed the following items:

### FORM A: Student Application and Program Choice

- Completed form with student/parent/school information
- Rank your program preferences
- Signature of parent/guardian
- Personal information and résumé
- Short narrative response (one well-developed paragraph only)

### FORM B: Participant's Release and Agreement

- Completed form with signatures from parent/guardian and student

### FORM C: School Recommendation Form

- Completed form
- Signature of Rater
- Signature of parent/guardian
- Signature of participant

### Copy of School Transcript

- The transcript should include 2008-2009 midterm grades
- Home-school students must submit curriculum documentation.

Please keep a photocopy of your application.

# Application Instructions:

## APPLICATION PROCESS

Student applications are processed and reviewed as they are received, and Duke University TIP makes admissions decisions within three weeks of receipt of the student's **completed** application.

## APPLICATION DEADLINES

The early admission deadline is June 1, 2009

## PAYMENT INFORMATION:

Belizean students will be offered full scholarship.

**For Office Use Only:**

Date Received: \_\_\_\_\_  
CK/M/V: \_\_\_\_\_  
Amt: \_\_\_\_\_  
AppID: \_\_\_\_\_  
Program: \_\_\_\_\_

**APPLICATION DEADLINE — June 1, 2009**

**Form A**

**APPLICATION: BUSINESS LEADERSHIP IN BELIZE**

**Duke University Talent Identification Program  
Student Application**

Duke University TIP ID# (if available) \_\_\_\_\_

**Student Name** \_\_\_\_\_

FIRST MI LAST PREFERRED NAME

**Home Street Address** \_\_\_\_\_

**City** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip** \_\_\_\_\_

U.S. residents, indicate **county** of residence \_\_\_\_\_

All applicants, indicate **country** of citizenship \_\_\_\_\_

Please note dual-citizenship, Green Card, or Visa status (if applicable) \_\_\_\_\_

**Home Phone** (\_\_\_\_) \_\_\_\_\_ **Fax** (if applicable) (\_\_\_\_) \_\_\_\_\_

**Student Cell Phone** (\_\_\_\_) \_\_\_\_\_

**Sex**  Male  Female

**Current Form**  Form 2  Form 3  Form 4

**Ethnic Description (optional)**  Creole  Garifuna  Mayan / Metztizo  Black/African American

Hispanic/Latino  Garifuna Rican Indian/Native American  White/Caucasian  Asian/Pacific Islander

Other \_\_\_\_\_

**Date of Birth** (mm/dd/yyyy) \_\_\_\_/\_\_\_\_/\_\_\_\_

**Please provide e-mail addresses at which we may contact you. Please print clearly in block letters. These e-mail addresses will only be used by Duke University TIP and will not be sold or given to any outside parties. Important program information may be disseminated via this email address.**

**Parent E-mail address** \_\_\_\_\_

**Student E-mail address** \_\_\_\_\_

**Have you ever participated in a Duke TIP Summer Program?**  Yes  No If YES, location: \_\_\_\_\_

**PARENT INFORMATION**

**Primary Contact**  Mother  Father  Guardian

**Name**  Dr.  Mr.  Mrs.  Ms. \_\_\_\_\_

Daytime Phone (\_\_\_\_) \_\_\_\_\_ Cell Phone (\_\_\_\_) \_\_\_\_\_ Live with  Yes  No

**Secondary Contact**  Mother  Father  Guardian

**Name**  Dr.  Mr.  Mrs.  Ms. \_\_\_\_\_

Daytime Phone (\_\_\_\_) \_\_\_\_\_ Cell Phone (\_\_\_\_) \_\_\_\_\_ Live with  Yes  No

**Who is the Custodial Parent?**  Both Parents  Mother  Father

**MAIL COMPLETED MATERIALS TO:** Duke University TIP Admissions  
Attn: Field Studies & Institutes  
1121 W. Main Street  
Durham, NC 27701

*(Form A continued on back)*

# Form A

## SCHOOL INFORMATION

Current School \_\_\_\_\_

School Address \_\_\_\_\_

School Phone (\_\_\_\_\_) \_\_\_\_\_

Guidance Counselor  Dr.  Mrs.  Ms.  Mr. \_\_\_\_\_

E-mail address \_\_\_\_\_

Type of School  Public school  Private school  Boarding school  Home school

## OTHER REQUIRED INFORMATION

### A. PERSONAL INFORMATION AND RÉSUMÉ

Please submit a copy of your current résumé. Please include the following information:

- Special honors, prizes, or other recognition for school or community accomplishments
- List extracurricular, community service, and volunteer activities in which you are involved. Please put these activities in order of importance to you, and distinguish between school-related and non-school-related activities.
- Employment information may also be provided, but it is not required.

### B. SHORT NARRATIVE RESPONSE (One well-developed paragraph)

Please submit short narrative responses to the question below. All responses should be typed and will be evaluated on the basis of structure, content, and creativity.

**Please submit a well-developed paragraph explaining your interest in the program and why you believe you are a good candidate. Please provide at least 3 supporting details in your paragraph.**

## PARENT/GUARDIAN APPROVAL

*I have read the entire application booklet and application pages. I give permission for my student to participate in Duke University Talent Identification Program's (TIP) Institute and/or Field Studies Program, if accepted. I agree that Duke University TIP reserves the right to make cancellations, changes, and substitutions in case of emergency or changed conditions, or if such are in the best interest of the group affected.*

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

## Duke University Talent Identification Program Participant's Release and Agreement

Name of Student \_\_\_\_\_

Name of Parent /Guardian \_\_\_\_\_

Address \_\_\_\_\_

Telephone Number (Home) (\_\_\_\_) \_\_\_\_\_ (Day) (\_\_\_\_) \_\_\_\_\_

I, the above-named student, as attested to by my parent or legal guardian, in consideration of the sponsorship of DUKE UNIVERSITY, the consideration paid by us for, and the right to participate in, the event or program described as the DUKE UNIVERSITY TALENT IDENTIFICATION PROGRAM'S FIELD STUDIES, INSTITUTES, AND SCHOLAR EXCHANGES, PETERS RESEARCH INSTITUTE and its trustees, officers and employees do hereby agree to the following guidelines relating to Duke TIP.

First, that the student, as a participant in a Duke University TIP program, pledges to conduct himself/herself in a manner that reflects favorably upon all concerned. Students are bound to the conduct guidelines stipulated on the Duke TIP Web site and in the Student and Parent Guide. Staff of the Talent Identification Program or The Petters Research Institute (PRI) may discipline a student or refer a student to the Senior Director of Educational Programs for dismissal from the program for behavior detrimental to the program or not in keeping with the program guidelines provided to parents and students. Should a student be dismissed for disciplinary or social reasons, no fees will be returned to the parent or student. Further, if a student is dismissed for academic reasons resulting from the student's lack of effort or attitude toward the academic environment, or academic dishonesty, no fees will be returned to student or parents.

We further agree that Duke TIP and PRI reserve the right to make cancellations, changes, and substitutions in case of emergency or changed conditions, or if such are in the best interests of the group affected. Should Duke TIP and PRI cancel a program, full refunds of the program fees will be made unless the cancellation is due to causes outside of the control of Duke TIP and PRI, in which case Duke TIP and PRI will refund *only uncommitted and recoverable funds*. In addition, it should be agreed that the cost of travel to and from the program is not included in any fees that may be refunded.

It is agreed that any photographs or video taken of the student during the program may be used for promotional purposes by Duke TIP and PRI or other organizations approved by Duke TIP. The student agrees to be represented in Duke TIP publications as a Duke TIP participant. No remuneration will be offered to the student, or on behalf of the student, for use of the student's image by Duke TIP or by a Duke TIP approved organization. Further, any photographs or video donated to Duke TIP by the student, by another student, or by a staff member, will not be returned.

It is also agreed that should a student leave the program for any reason other than a death in the immediate family (mother, father, guardian, or sibling only) or an illness, which requires hospitalization, after the fee deadline set by Duke TIP and PRI has passed, there will be *no refund* of any fees. Should a student leave a program as the result of death in the immediate family (mother, father, guardian, or sibling only) or an illness that requires hospitalization, Duke TIP and PRI will provide a prorated refund not to exceed 50% of program fees.

I, the above-named student, as attested to by my parent or legal guardian, as a participant in Duke TIP and PRI, do hereby acknowledge, agree, promise and covenant with DUKE UNIVERSITY and its trustees, officers, employees, agents and all other persons or entities, and do hereby release, hold harmless and discharge DUKE UNIVERSITY and its trustees, officers, employees, agents, PETERS RESEARCH INSTITUTE and its trustees, officers, employees, agents, and all other persons or entities involved in Duke TIP from any and all liability for any injury, death, illness, disease and damage to my person or damage to my property which I might sustain while participating in Duke TIP and PRI, including but not limited to residential living and travel incidental to Duke TIP and PRI, and I execute this release on behalf of and with the specific intent to legally bind myself, my heirs, assigns, personal representative and estate.

I hereby further certify that I will voluntarily participate in Duke TIP and PRI and I hereby grant permission to those personnel of Duke TIP and PRI to seek emergency medical assistance should the same be required, recognizing that neither Duke University nor any other entity or individual involved with Duke TIP and PRI, assumes responsibility for, nor do they have any liability for, the medical assistance and care which may be so selected and provided.

I hereby certify that I have no medical conditions that will prevent my normal participation in the subject event or program. I further understand and acknowledge that no medical insurance benefits will be provided to me during this event, and I certify that I have sufficient health, accident and liability insurance to cover any bodily injury or property damage I may incur while participating in this event and to cover bodily injury or property damage caused to a third party as a result of my participation in this event, as follows:

## PARTICIPANT'S RELEASE AND AGREEMENT (cont.)

**Participant's Name (printed)** \_\_\_\_\_

*I have read this entire 2-page document, understand it completely, and agree to be bound by its terms.*

**Please Note: Both Participant and Parent/Guardian must sign below.**

\_\_\_\_\_  
**Signature of Participant**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Parent/Guardian**

\_\_\_\_\_  
**Date**

## PLEASE LET US KNOW HOW YOU LEARNED ABOUT OUR PROGRAMS

Web search for academic summer programs

Previous knowledge of TIP programs

Recommended by a previous participant

School counselor/teacher/administrator

The brochure that was mailed to my home

Other (please describe) \_\_\_\_\_

## IMPORTANT DISABILITY-RELATED INFORMATION

Duke University, under the provisions of the Americans with Disabilities Act, is prepared to explore possible coverage and reasonable academic adjustments and accommodations for Duke TIP students. For this purpose, a Duke TIP student must have a physical or mental impairment that substantially limits one or more major life activities such as, but not limited to, hearing, seeing, speaking, breathing, performing manual tasks, walking, caring for oneself, and learning. Substantially limiting refers to an impairment that prevents an individual from performing a major life activity or significantly restricts the condition, manner or duration under which an individual can perform a major life activity, as compared to the average person in the general population. Impairment does not significantly restrict a major life activity if it results in only mild limitations or restrictions.

Students admitted to a Duke TIP program will receive information in the acceptance packet about the procedure for requesting accommodations. Such requests should be made as soon as possible to initiate the University's process to explore possible coverage and reasonable accommodations under ADA. Duke TIP students are reminded that receiving services and/or accommodations in elementary or secondary schools does not necessarily qualify a student for the same services and/or accommodations at a post secondary institution such as Duke University.

## NONDISCRIMINATION POLICY

Duke University does not discriminate on the basis of race, color, national or ethnic origin, gender, handicap, sexual orientation or preference, or age in the administration of educational policies, admissions policies, financial aid, employment, or any other university program or activity. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students. For further information concerning the University's policy of nondiscrimination, contact the office of the Vice President for Institutional Equity.

# Form C

## Duke University Talent Identification Program School Recommendation

(Please Print Clearly)

Directions: Please complete the top portion before giving this form to an adviser, guidance counselor, principal, teacher, or other school representative. This form is incomplete without an official record of your test scores and high school grades.

### Part A: To be completed by STUDENT

**Student Name** \_\_\_\_\_  
FIRST MI LAST

**School Name** \_\_\_\_\_

**School Address** \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**School Phone** (\_\_\_\_) \_\_\_\_\_

**Optional:** *The Family Educational Rights and Privacy Act (FERPA) of 1974 gives students (persons admitted and enrolled in the program) the right to inspect letters of recommendation written in support of applications for admission. The law also permits students to waive the right if they choose, although such a waiver cannot be a condition of admission. If you wish to waive your right to examine this recommendation form, please sign the waiver below:*

**Participant's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parent/Guardian's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

### Part B: To be completed by SCHOOL OFFICIAL

Directions:

1. We ask that an adviser, guidance counselor, principal, teacher, or other school representative complete this form.
2. The form must be returned, along with a copy of the student's transcript, to the student in a sealed envelope. The school official should sign his or her name across the seal.
3. The transcript should include 2006-2007 midterm grades and report of PSAT, SAT, ACT, or PLAN scores.
4. Home-school students must submit curriculum documentation. Someone who knows the home-schooled student in a social/academic environment, other than a relative, should complete this form.
5. Contact the Duke TIP office at (919) 668-9100 for assistance.

**School Official's Name** \_\_\_\_\_  
FIRST MI LAST

**Email address** \_\_\_\_\_ **Phone Number** (\_\_\_\_) \_\_\_\_\_

**How long have you known the student and in what capacity?**  
\_\_\_\_\_

**Class rank** \_\_\_\_\_ out of \_\_\_\_\_ students.  **Weighted**  **Unweighted**

**GPA (Weighted)** \_\_\_\_\_ on a \_\_\_\_\_ scale **GPA (Unweighted)** \_\_\_\_\_ on a \_\_\_\_\_ scale

## Duke University Talent Identification Program Gifted Rating Scale

**Directions:** Using the 6-category rating scale next to each item, rate your impression of the student relative to other students of the same age. Please complete all items. Rate each item individually as a student's skills can vary across items; a student may excel on some but not all items.

<i>Compared to other students of the same age, rate the level at which this student:</i>	<b>Well Below Average</b> 1	<b>Below Average</b> 2	<b>Average</b> 3	<b>Above Average</b> 4	<b>Well-Above Average</b> 5	<b>Excellent</b> 6
<b>Intellectual ability</b>						
Learns information quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands abstract ideas and concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prefers complex and challenging tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates intellectual curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses thoughts clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays depth of academic knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Motivational characteristics</b>						
Enjoys academic tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays tenacity in pursuing challenging tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is not easily discouraged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is well-prepared for class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows pride in academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates good study and organizational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sets high standards for own performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Personal characteristics</b>						
Follows classroom rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respects authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets along well with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays trustworthiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains a positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handles stress effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains self-control; thinks before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses emotions appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts feedback and criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Please indicate the level at which the student is currently working in the subject area(s) with which you are familiar:

\_\_\_ Below grade level    \_\_\_ At grade level    \_\_\_ 1 grade above    \_\_\_ 2+ grades above

2. Please indicate the student's likelihood of succeeding in an academically fast-paced, competitive residential summer program:

\_\_\_ Very unlikely    \_\_\_ Unlikely    \_\_\_ Somewhat likely    \_\_\_ Likely    \_\_\_ Very likely

3. In one or two sentences, please describe the student's academic, social, and/or emotional maturity:

\_\_\_\_\_  
Rater Signature

\_\_\_\_\_  
Date



