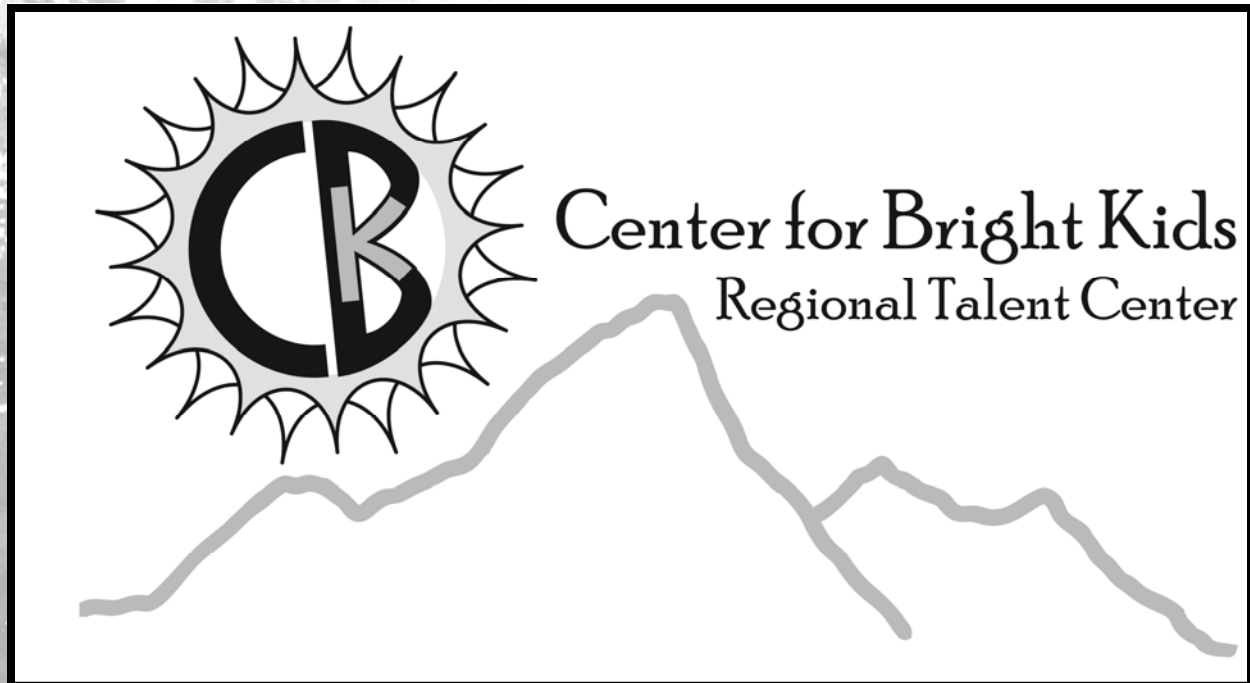


Summer Programs Catalogue



a bright spot for bright kids...

2010



COLORADO SCHOOL OF MINES
EARTH ENERGY ENVIRONMENT

Center for Bright Kids Regional Talent Center

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Welcome to CBK Summer!

Center for Bright Kids Regional Talent Center

Welcome to the Center for Bright Kids! This is our 28th year operating summer programs for bright, high interest and high ability students. We look forward to your participation as we begin our new journey with the Colorado School of Mines. We thank everyone who has followed our transition from CITY to CBK and hope you enjoy browsing through our new, improved Summer Programs Catalogue. We have some exciting opportunities in math and science that we have not been able to offer before.

The logo for the Center for Bright Kids communicates our emphasis on community and energy. As we hope that our programs offer "a bright spot for bright kids," the logo embodies the movement, energy, and connections that CBK can offer, as well as the possibilities for moving forward and transcending layers or borders that often present obstacles to our bright students. We hope to bring kids together to learn, think, and live in an intellectual community that is safe, while still presenting the challenge, enthusiasm, and vigor that encourage kids to take their experiences with this community and apply them to the lifelong journey beyond CBK.

As such, our summer programs are focused on a Talent Development Model that balances academic experiences with residential life. Residential programs offer students a fresh start with their peers, often enabling them to feel more accepted as they share experiences with other gifted and talented students. Our students have unique interactions, develop leadership skills, exchange ideas, and build friendships with a diverse group of individuals in an inquiry-driven, hands-on learning environment that provides a space to take risks in thinking differently. **We are thrilled to have Colorado School of Mines join us** in offering high interest courses full of rigor, new experiences, and fresh challenges, as well as new recreational opportunities as we nestle into the foothills of the Rocky Mountains. Due to our campus move, we also **do not have a tuition increase for 2010**, something we all can breathe easier about in this challenging year. This year, we have **added the rising 11th grade year to our Luminary Project three-week program**. We have had numerous requests to consider adding this age group, many of whom are not quite up to starting summer employment at the expense of being challenged by a living and learning community. Finally, we have a new, **streamlined application process for our past participants** who are eager to come back this summer!

This catalogue includes all three summer programs with 2010 course and program information. Every year, courses and instructors—even campuses—change, but a majority of our students continue coming back as they age through the programs. If summer programs are only part of your CBK participation, please check out our other programs at our website:

www.centerforbrightkids.org

Join the more than 8,000 kids who participate in CBK programs each year. Feel free to give us a call at 303-428-2634 or drop us an e-mail at cbk@centerforbrightkids.org for more information about us and the ways we support the academic, social, and emotional growth of bright youth in the Rocky Mountain region.

I look forward to seeing you this summer!
Dr. Amy Rushneck, Executive Director



The Center for Bright Kids reserves the right to change without notice any statement in this booklet concerning but not limited to rules, policies, tuition, fees, curricula, courses, and faculty. It is the policy of the Center for Bright Kids not to discriminate against any individual on the basis of race, color, national origin, age, religion, disability, sex, sexual orientation, marital status, or veteran status in matters of admissions, employment, housing, or services in the educational programs it operates.

In exceptional circumstances, the Center for Bright Kids reserves the right, in its sole discretion, to waive any documentation normally required for admission and to admit or deny a student's admission whenever there may be sufficient evidence for the decision.



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CBK Philosophy and Welcome



Since 1982, the Center for Bright Kids Regional Talent Center has offered summer programs for high-interest, high-ability students. Rooted in the talent development model, CBK summer programs offer students the opportunity to study with bright, motivated peers, enhance their preparation for advanced coursework, and establish long-lasting friendships with students from across the country and around the world. Students with exceptional ability entering grades 4-11 are offered a varied selection of enrichment and/or acceleration courses on campus. Together with outstanding instructors, we create courses in which students discover the optimal match between academic ability and pace of instruction. Residential staff are college students who offer energetic support and insight on the many issues our bright students face. Overall, challenging academics and supervised extracurricular activities enable students to gain academic and social confidence during these intense summer programs. Join us this summer at the CBK for the next step on a journey of lifelong learning!

Mission Statement

The mission of the Center for Bright Kids is to provide access and opportunities for K-12 students with high interest and/or high ability in quality enrichment and acceleration programming that encourage self-growth, social responsibility, and a positive view toward lifelong learning.

Vision Statement

The vision of the Center for Bright Kids is to offer opportunities and experiences that enrich the whole child - intellectual, social, emotional, personal, and ethical.

We believe that it is essential to uphold an authentic commitment to reflect the broad diversity of our families, communities, and region within our programs and to engage community input in those efforts.

We will encourage imaginative thinking, a discovery of the world, a passion for thinking and playing, and a world view that emphasizes recognition of our role as members of a global community.

We promote student independence, confidence, empowerment and positive self-esteem through respectful, responsible, and accountable contributions in a community that is safe and responsive to the need for a sense of belonging.



Colorado School of Mines is a top public Barron's-rated research university devoted to engineering and applied science. Mines has the highest admissions standards of any public university in Colorado and among the highest of any public university in the United States.

Mines has distinguished itself by developing a curriculum and research program geared towards responsible stewardship of the earth and its resources. In addition to strong education and research programs in traditional fields of science and engineering, Mines is one of a very few institutions in the world having broad expertise in resource exploration, extraction, production and utilization. As such, Mines occupies a unique position among the world's institutions of higher education.

Mines offers all the advantages of a world-class research institution with a size that allows for personal attention. With a student body of about 4,500, Mines has a student/faculty ratio of 14:1 and an average undergraduate class size of 33 students. Mines' well-defined and focused mission is achieved by the creation, integration and exchange of knowledge in engineering, the natural sciences, the social sciences, the humanities, business, and their union, to create processes and products to enhance the quality of life of the world's inhabitants. Mines is consequently committed to serving the people of Colorado, the nation, and the global community by promoting stewardship of the Earth, advancements in energy and sustaining the environment.



What is Talent Search?

In 1972, Dr. Julian Stanley, a psychology professor at The Johns Hopkins University, introduced the first talent search designed to identify, challenge, and reward academically able young people. Since 1979, talent search institutions expanded to offer a wide range of academic opportunities and to conduct research, disseminate information, consult with educational organizations, advocate public policy initiatives, and offer diagnostic and counseling services.

Talent Searches identify, assess, and recognize students with exceptional mathematical and/or verbal reasoning abilities. Students qualify for participation in the Talent Searches by scoring at or above the 95th percentile on a nationally normed, standardized aptitude or achievement test. Students scoring in the top five percentiles are "hitting the ceiling" of their regular tests. The Talent Search gives students the opportunity to take a test designed for older students (above-level), with a higher ceiling. This testing will reveal more about their academic abilities and will allow them to compare their results with those of other highly able students. They will also learn about educational options and opportunities for students with similar abilities, and they will receive recognition for their outstanding achievements.

The Western Academic Talent Search provides many benefits for high ability students in Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming. While testing only offers one snapshot of student ability in a portfolio of talent, Academic Talent Search scores are used to help us identify the **optimal match** between student interest, pace, and ability level as applicants select summer courses. WATS works with the Center for Talented Youth (Johns Hopkins), Talent Identification Program (Duke), and Center for Talent Development (Northwestern) to offer the Talent Search program nationally.



Frequently Asked Questions

Is my child required to participate in Talent Search in order to attend CBK Summer Programs? No, students may apply through the portfolio process

Who creates the courses? Our trained staff of professional instructors design the courses in order to be fully invested in the curriculum

Are kids in classes all day long? No—multiple activity periods are part of the socio-emotional emphasis in all three programs—as much as kids think hard, they play hard

Who is in charge on campus? How will I know my child is safe? Multiple measures are in place to ensure the enjoyment and safety of all participants. In addition, CBK staff monitors all programs for their duration, with Campus Safety as part of our team

Will my child receive high school or college credit for participating? Credit transfer cannot be guaranteed, although CBK encourages Luminary Project students to talk with their high school guidance counselors ahead of time to check into this

Programs Overview

CBK SHINE (Students Headed Into New Enrichment)

August 1-7

CBK SHINE is a one-week residential program for rising 4th-6th graders who live on campus. Students take one enrichment course of high interest that offers exploration for **four hours a day**, with a strong, daily, organized residential program to complement the experience.

CBK GLOW (Gaining Leadership, Obtaining Wisdom)

June 13-26

A transitional program between SHINE and the Luminary Project, rising 6th-8th graders attend this two-week residential experience and focus on one course of study for **five hours a day** that may be either an enrichment opportunity based primarily on interest or an initial academic acceleration experience also based on ability. One full residential weekend provides off-campus activities as part of this program.

The CBK Luminary Project

July 4-24

The Luminary Project is a three-week residential program for mature rising 8th-11th graders. Students focus on one intensive course of study that is an equivalent to one full year of honors level high school content or one semester of college content. Classes meet **six hours a day** for the total credit equivalency 90-seat-hours. Two full residential weekends provide off-campus activities as part of this experience.

SUN	MON	TUE	WED	THR	FRI	SAT
JUNE						
13	14	15	16	17	18	19
20	21	22	23	24	25	26
				JULY		
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
AUGUST						
1	2	3	4	5	6	7



Program Eligibility

Students qualify for CBK Summer Programs based on SAT, ACT, or EXPLORE test scores or through a portfolio admission process (see page 28 for more information on portfolios). Critical Reading/Reading/English scores are used to determine eligibility for Humanities courses, and Mathematics/Science scores determine eligibility for Math and Science courses. Please review the chart below for score requirements. Scores for program admission are good for two years; students are not required to retest each year in order to maintain eligibility for the summer programs. Scores obtained through participating in any of the four regional Talent Searches will be considered.

SHINE	Minimum of 8 yrs old at start of program AND finishing grade 3 or maximum of 12 yrs old	
GLOW	Minimum of 10 yrs old AND finishing grade 5 or maximum of 14 yrs old	Mature 5th graders may apply but MUST have qualifying test scores
Luminary	Minimum of 12 yrs old AND finishing grade 7 or maximum of 17 yrs old	Mature 7th graders may apply but MUST have qualifying test scores

	EXPLORE	ACT	SAT
SHINE	Combined 55	No minimum score	No minimum score
GLOW	M17; R18	M17; R20	M480; CR460
Luminary	Not accepted	M20; R22	M540; CR 510

Course Selection

Students should choose courses to which they are willing to commit time, energy, and enthusiasm, and that are in line with their academic strengths, interests, and educational objectives. These **choices will be reviewed for optimal match (p.5)**. Students will be placed in their first choice courses when possible. First choices are honored on a first-come, first-served basis. Class size for all courses is limited based on enrollments. Applications will not be considered until **fully complete**. Students should only list courses on their application which they are willing and motivated to attend, if assigned. This includes second and third choice courses.

The application fee will be forfeited for students who refuse assignment to a second or third choice course. CBK reserves the right to cancel any course due to insufficient enrollment.



CBK SHINE:

Students Headed Into New Enrichment



CBK SHINE is a one-week residential program for 4th-6th graders who will live on campus. Students take one enrichment course of interest that offers exploration for **four hours a day**, with a strong, daily, organized residential program to complement the experience. This program focuses on conceptual development through hands-on experiences that include inquiry, creativity, aesthetic expression, and problem solving. Residential life and programs promote friendships and social interaction with peers who also have high academic and creative interest.

STUDENTS: Students entering **grades 4-6** in fall 2010

DATES: August 1-7, 2010

ADMISSION: EXPLORE combined score (sum of 4 sections) 55 or portfolio application

2010 SHINE Courses

- Prosecution and Defense: Mock Trial**
- Finding an Aesthetic: A Writers Workshop**
- Ruby Warrior: Computer Game Design**
- Symmetry and the Divine: An Interdisciplinary Study**
- Robot Exploration Using LEGO Mindstorms**
- Computer Science Unplugged**
- Grossology of the Body: Human Anatomy**



SHINE Courses

Prosecution and Defense: Mock Trial

What *really* goes on inside a courtroom? This course will offer a behind the scenes look at lawyering. We will delve into the complexities of the American legal system. We will explore and debate the federal and state law systems. After discussing the purposes behind court proceedings and the goals of the justice system we will prepare opening statements, closing arguments, direct and cross examinations of witnesses and basic objections for use during our own mock trial. We will also debate some current cultural and legal topics. This course is wonderful for aspiring attorneys or students who want to enrich their writing, public speaking and higher level thinking skills.

Jacquelynn Rich obtained her J.D. from the Indiana University School of Law and was admitted as a member of the Colorado State Bar in 2008. She has volunteered as a Court Appointed Special Advocate/Guardian ad Litem for the Marion County Courts from 2006-2007. Jacquelynn also has earned degrees in elementary education and German language.

Finding an Aesthetic: A Writers Workshop

This course approaches the traditional writer's workshop through an aesthetic experience of learning. Concluding with the development of a visual photo-essay, writers will draw upon imagination, risk-taking, sensory experience, perceptivity, active engagement and making connections in order to develop a story line told through the use of technology, pictures, photographs and quotes. This course will activate the right-brain's more creative side while also presenting the opportunity for students to explore a unique and exciting learning style. Combining a variety of approaches and theories in aesthetic learning practices, this course promises to offer challenging enrichment, while fostering community, leadership and individual expression.

Amanda Smith earned her Master's Degree in cross cultural studies in education from National University. She is currently pursuing her PhD in curriculum and instruction at the University of Denver following multiple years of teaching experience at Brown International School, which was awarded IB status during her tenure.

Ruby Warrior: Computer Game Design

You are standing in a dimly lit room. From the corner you see... a terrifying sludge-monster! Do you run away, rest a moment, or draw your sword? Whatever the decision, students of *Ruby Warrior* will specify their choice in Ruby, a modern, dynamic, open source programming language that emphasizes power, simplicity and beauty. Students are provided a game framework within which they learn programming techniques. Each level presents a different challenge for the warrior (and the student programmer!) and students must craft their solution using the Ruby language. Once the basic tower is conquered, students will challenge themselves with the more advanced tower and explore more complex programming techniques as well as artificial intelligence programming or additional customizations to their game environment, resulting in their very own customized Ruby Warrior game design.

Yong Joseph Bakos is a graduate of Northwestern University and has been operating a software development company, Human-Oriented Systems, in Denver for over 15 years. He currently teaches as an adjunct at the Colorado School of Mines in the Math & Computer Science department, where he shares his love of programming.

Symmetry and the Divine: An Interdisciplinary Study

This course covers some of the basics of art/design, fundamentals in mathematics, geometry and symmetry. The focus of the class projects will be the emphasis of visual harmony and proportion, or the ability of the human to geometrize. The course will move through three modes of cognition—logical, spatial and aesthetic thinking. These modes will be used with a filter of color-coded vocabulary to teach Transvisual Mathematics. The theoretical framework of the course is aesthetic practice, a social science perspective that provides a definition for how to see math through an aesthetic lens.

Theresa Ferg is both a renowned artist as well as a math and science educator. She holds a Master of Arts in Sculpture and a Master of Integrated Sciences degree. She is currently a PhD candidate in curriculum and instruction at the University of Denver. She has taught Symmetry 101 as a pilot program to students of grade school age to college level.



SHINE Courses

Robot Exploration Using LEGO Mindstorms

Have you ever wondered how a robot does what it does, or wished you could program a robot yourself? This course will provide the opportunity to learn about the basic components of robots and to write computer programs that direct a robot to interact with its environment and complete specific tasks. Instructional topics will include program design and testing, as well as relevant programming constructs such as conditional statements and loops. Through teamwork and individual efforts, students will have the joy of playing with and learning from LEGO® robots to gain experience with computer programming.

Julie Krause is pursuing her Master's Degree in Computer Science at the Colorado School of Mines. Before beginning graduate school, she was a Mathematics teacher and diving coach. She is excited to bring her passion for learning and technology to the CBK summer program.

Computer Science Unplugged

Computers are used throughout society for both work and play. Children are learning to use computers even as they learn to walk and talk. This course offers students a chance to learn about what goes on behind the scenes of a computer. Students will learn about binary numbers, algorithms, data compression, image representation and more while engaging in fun and interactive activities. We will also learn about error detection and correction using a "magic" trick and we will search and sort algorithms through a group "Battleship" game. Minimum spanning trees, routing and deadlock in networks, and programming languages or human interface design may also be covered based upon student interest. Let's unplug these machines and see what makes them tick!

Tina Kouri is Ph.D. Candidate at Colorado School of Mines. She is doing research in applied algorithms and data structures. She received a M.S. degree in computer science from Colorado School of Mines in 2009 and a B.S. degree in computer science from California State University San Bernardino in 2006. Tina has worked as a software engineer for the Caltech Spitzer Science Center and for CGI.

Grossology of the Body: Human Physiology

Dive into the ooey-goey world of boogers, earwax, and much more! If you have ever wondered why snot is green and goeey, or why we fart, this is the class for you! This course will explore the body, bodily functions, and all of our body's "gross" capabilities from a scientific perspective. Students will establish the fundamentals of human physiology through daily hands-on experiments ranging from a class simulated "blood transfusion" to observing bacteria on our hands. Near the end of the course, students will research specific ways to stay healthy and present their expertise to the class. Students will leave this class armed with knowledge concerning the gross world of the human body.

Atchara Phanpaktra has her degree in molecular biology from the University of Denver and is currently pursuing an MBA. She plans to next apply for medical school. Her laboratory experience includes clinical psychology, as well as bench biology laboratory research. Atchara is constantly learning about how the human body works and is excited to share her knowledge..





SHINE Program Format

Student Housing and Supervision

Students will be housed in an air-conditioned residence hall tower, which is locked at all times to outsiders. We are the only program in this building during the summer. Students live in wings of no more than 14 participants per Residential Assistant. Girls and boys live on separate floors in suites of 1-5 rooms, and each suite has two bathrooms and showers. Students will be assigned a roommate in the same course or area unless they have made specific requests—both students must request one another on their applications. Our oldest students may be placed in a single room within a multi-room suite. Roommate requests cannot be guaranteed to be filled and roommates are not reassigned. In this program, students are escorted to all activities and are not unsupervised at any time. Residential Assistants are screened and selected for their ability to relate to students of this age and participate in a rigorous pre-program training that includes other campus personnel who are present throughout the program to ensure student safety. Access to e-mail and phone calls will be available on a limited basis only in order to prevent intensified homesickness. Students may not bring personal computers or cell phones. Students are required to live on campus and to participate in both the academic and residential life of the program. This may mean that students will miss sports practices or other extracurricular commitments at home. CBK is unable to accommodate specific physical training regimens or lessons schedules. CBK operates as a closed campus and visitors are not allowed at any time during the program for student safety.

Daily Schedule

7:30am-9:30am	Morning wing time and breakfast
9:30am-11:30am	Morning Instruction
11:30am-12:30pm	Lunch
12:30pm-2:30pm	Afternoon Instruction
2:30pm-4:30pm	Afternoon Activities
4:30pm-5:00pm	Wing time, cleaning, community building
5:00pm-6:00pm	Dinner
6:00pm-8:00pm	Evening Activities
8:00pm-8:30pm	Wing Meetings
8:30pm-9:30pm	Quiet Time on Wings
9:30 pm	Lights Out

The schedule for this program is extremely structured. We have a wide range of activities planned for afternoons and evenings for students to choose from as part of the community life of the program. Students are expected to adhere to the outlined schedule, **regardless of how it may differ from life at home, for the safety and well-being of all students.**

Activity Periods

During each activity period, residential staff offer a variety of options from which students choose to participate. From athletics to academics to fine arts, these opportunities give kids a chance to do something they love or try something new, and to take a well-deserved break from class. They also are a great time to meet other kids in the program from different courses and wings as the community learns more about one another. All activities are supervised and vary each day and each period. Some are held in or near the residence hall, while many activities take place at the award-winning Mines Student Recreational Center, such as dance, yoga, weight- and cross-training, swimming, jogging, basketball, indoor soccer or the 4000sq.ft. climbing wall. Finally, due to our proximity to the foothills, activities may also take place in the near vicinity at parks or on marked hiking paths.

CBK GLOW:

Gaining Leadership, Obtaining Wisdom



A transitional program between CBK SHINE and The Luminary Project, **GLOW** is for 6th-8th graders. These participants attend a two-week residential experience living on campus and focus on one course of study for **five hours a day** that may be either an accelerated enrichment opportunity or an initial academically rigorous experience. CBK GLOW serves to help students move from enrichment work to more intensive study with a dynamic group of high-interest peers. Residential life and programs promote friendships and social interaction with peers who also have high academic and creative interest.

STUDENTS: Students entering **grades 6-8** in fall 2010

DATES: June 13-26, 2010

MATH/SCIENCE ADMISSION

SAT-M 480

ACT-M or S 17

EXP-M or S 17

HUMANITIES ADMISSION

SAT-CR 460

ACT-R or E 20

EXP-R or E 18

or portfolio application

2010 GLOW Courses

To the Limit: X-Games Physics

Author's Craft: A Writers Workshop

Trial by Jury: Analytical and Creative Problem-Solving

Robotics: LEGO Mindstorms and Computer Programming

Blaster Tracking: An Intro to Wireless Sensor Networks

Germs, Bugs, and DNA: Genetics and Pathology



GLOW Courses

To the Limit: X-Games Physics

Sir Isaac Newton, Robert Hooke, Daniel Bernoulli ... Shaun White? Most people don't think of extreme athletes when they list the great physicists of the past and present, but the incredible stunts that X Games athletes pull off every year to win gold are all about taking advantage of principles of motion, forces, energy, and aerodynamics. In this course, students will explore the physics behind today's action sports, such as skateboarding, snowboarding, freestyle skiing, rock climbing, surfing, and bungee jumping. They will examine the innovations in these sports that have led to their current level and will think like engineers, addressing challenges that face the development of the sports today. Activities will include a variety of hands-on investigations both in and out of the classroom and computer simulations.

Heather Danforth is a gifted education coordinator and teacher in Cody, Wyoming. She has a master's degree in curriculum and instruction with a concentration in gifted education from the University of Denver. Before earning this degree, she taught in rural Arkansas through the Teach for America program. She enjoys teaching and looks forward to sharing her love of physics with her students this summer.

Author's Craft: A Writer's Workshop

This course is a look at the methods writers use to produce both ideas and work for publication. Focusing mainly on the genres of short fiction and poetry, the community will explore various texts and allow successful authors to guide us through the process of developing our own notebooks, drafts, and final pieces for a portfolio. The process will involve the creation of a community of writers who encourage, critique, and advance one another as writers and readers. Students will be evaluated based on level of participation in the community as well as a portfolio of final and in-progress work due at the end of the program. Students will be expected to write extensively and often, read a variety of works, and reflect on content, process and themes.

Kyle Dudley teaches in Aurora Public schools. He has extensive training in teaching the Reader's/Writer's Workshop and also serves as the gifted and talented coordinator for his school. In that capacity he helped 61 of his students get their poetry published. He has also been a proofreader, technical writer, journalist, and ghost writer.

Trial by Jury: Analytical and Creative Problem-Solving

Students who like to debate, who have a "dramatic flair," love history, or like to "think on their feet" will love this course focusing on the process of developing a case and preparing to tell the story of the prosecution or the defense. Though many of the most basic rules of law are utilized, the emphasis is on higher level thinking skills, problem solving and particularly on understanding Paul's Reasoning Model. Students will participate in a series of mock trials, beginning with fairy tales, progressing to pre-set historical trials where roles and responsibilities are described, and culminating in a true historic trial where students will research the facts and develop and prepare their own witnesses. Throughout the class, students will be asked to address the question, *What are the responsibilities of a government to protect its citizens?*

Debbie Getzel is beginning her thirtieth year in public education. Her first 28 years were spent at Newton Middle School in Littleton, CO, with 16 of those years as the building Gifted and Talented Facilitator. She currently serves as the IB Coordinator for Aurora Hills Middle School in Aurora Public Schools. Debbie's interests include world travel, outdoor education, Tai Chi, gardening and youth sports.

Robotics: LEGO Mindstorms and Computer Programming

This course will provide a close look into one of the core components of many technologies – computing. Through hands-on experience with LEGO® robots, this course will offer a fun way to implement computer programs. Students will learn about essential programming constructs such as conditional statements and loops. They will plan, design and test programs that direct a robot to perform specific actions such as moving and using its sensors to respond to its environment. Students will also have the opportunity to program multiple robots to work together to solve problems. Come catch an exciting glimpse into the world of computing technology!

Julie Krause is pursuing her Master's Degree in Computer Science at the Colorado School of Mines. Before beginning graduate school, she was a Mathematics teacher and diving coach. She is excited to bring her passion for learning and technology to the CBK summer program.



GLOW Courses

Blaster Tracking: An Intro to Wireless Sensor Networks

This course will serve as an introduction to using low power computational devices called motes to detect and react to solve real world problems. Students will learn to program in a specialized language, similar to C, to develop an application for tracking people inside a mine. After development of the software system, the students will implement their system on hardware and deploy that hardware within the Edgar Experimental Mine, owned by the Colorado School of Mines and used as a laboratory for training future engineers. The resulting system will supply real-time data describing the location of people wearing motes inside the mine. This data will be processed and displayed on an interactive web page.

Doug Hakkarinen is a PhD student at Colorado School of Mines working on wireless sensor networks in environmental restoration. He has previously taught Introduction to Programming in C++ at Mines and worked in efforts to broaden participation and diversity in computing.

Germ, Bugs, and DNA: Genetics and Pathology

Heart attacks, liver failure, skin cancer... Have you ever wondered how the human body works and what certain diseases entail? This course will investigate how our body functions, both structurally (physiology) and in terms of warding off diseases (pathology). We will start from the basics of DNA, then move to organs and body systems. Students will participate in daily hands-on experiments ranging from a forensic investigation to owl pellet dissections in order to demonstrate the mechanisms of the human body. At the culmination of the course, students will choose a disease to study, then offer their knowledge to the group. Learn how the body works, and what to do to keep it healthy and strong. Join us for an in-depth exploration of the body!

Atchara Phanpaktra has her degree in molecular biology from the University of Denver and is currently pursuing an MBA. She plans to next apply for medical school. Her laboratory experience includes clinical psychology, as well as bench biology laboratory research. Atchara is constantly learning about how the human body works and is excited to share her knowledge..

"This has been the single most fabulous experience of my son's life. He felt the coursework was challenging, but appropriate. He loved meeting the kids and the staff. He was so glad to have an opportunity to be "independent" for the first time. I cannot thank you enough for providing this opportunity for my son."

"Because of this program, I realized that I am smart. Being around people who are smart makes me want to learn more. It is also more enjoyable to learn."

"I learned that any project is possible if you try really hard."

"The residential program was wonderful – it was a very positive growing experience. The program was very organized and I felt very comfortable leaving my child."

"I learned I am a leader kind of person – I am positive, and I am social!"





GLOW Program Format

Student Housing and Supervision

Students will be housed in an air-conditioned residence hall tower, which is locked at all times to outsiders. We are the only program in this building during the summer. Students live in wings of no more than 14 participants per Residential Assistant. Girls and boys live on separate floors in suites of 1-5 rooms, and each suite has two bathrooms and showers. Students will be assigned a roommate in the same course or area unless they have made specific requests—both students must request one another on their applications. Our oldest students may be placed in a single room within a multi-room suite. Roommate requests cannot be guaranteed to be filled and roommates are not reassigned. In this program, students are escorted to all activities and are not unsupervised at any time. Residential Assistants are screened and selected for their ability to relate to students of this age and participate in a rigorous pre-program training that includes other campus personnel who are present throughout the program to ensure student safety. Access to e-mail and phone calls will be available on a limited basis only in order to prevent intensified homesickness. Students may not bring personal computers or cell phones. Students are required to live on campus and to participate in both the academic and residential life of the program. This may mean that students will miss sports practices or other extracurricular commitments at home. CBK is unable to accommodate specific physical training regimens or lessons schedules. CBK operates as a closed campus and visitors are not allowed at any time during the program for student safety.

Daily Schedule

7:30am-9:30am	Morning wing time and breakfast
9:30am-11:30am	Morning Instruction
11:30am-12:30pm	Lunch
12:30pm-2:30pm	Afternoon Instruction
2:30pm-4:30pm	Afternoon Activities
4:30pm-5:30pm	Evening Instruction
5:30pm-6:30pm	Dinner
6:30pm-8:30pm	Evening Activities
8:30pm-9:00pm	Wing Meetings
9:00pm-10:00pm	Quiet Time on Wings
10:00 pm	Lights Out

The schedule for this program is extremely structured. We have a wide range of activities planned for afternoons and evenings for students to choose from as part of the community life of the program. Students are expected to adhere to the outlined schedule, **regardless of how it may differ from life at home, for the safety and well-being of all students.**

Activity Periods

During each activity period, residential staff offer a variety of options from which students choose to participate. From athletics to academics to fine arts, these opportunities give kids a chance to do something they love or try something new, and to take a well-deserved break from class. They also are a great time to meet other kids in the program from different courses and wings as the community learns more about one another. All activities are supervised and vary each day and each period. Some are held in or near the residence hall, while many activities take place at the award-winning Mines Student Recreational Center, such as dance, yoga, weight- and cross-training, swimming, jogging, basketball, indoor soccer or the 4000sq.ft. climbing wall. Finally, due to our proximity to the foothills, activities may also take place in the near vicinity at parks or on marked hiking paths. A weekend trip is part of this two-week experience.

The CBK Luminary Project



The Luminary Project is a three-week residential program held on campus for mature 8th-11th graders. Students focus on one intensive course of study for **six hours a day that is an equivalent to one full year of honors level high school content or one semester of college content**. Many schools consider these courses for high school credit, although CBK cannot guarantee this transfer. As much as students think hard in the accelerated courses, they play hard in this deepened residential experience. Many students find that life-long friends are made during this program, and full community weekend activities and trips are part of an energetic, structured residence life program.

STUDENTS: Students entering **grades 8-11** in fall 2010

DATES: July 4-24, 2010

MATH/SCIENCE ADMISSION

SAT-M 540

ACT-M or S 20

HUMANITIES ADMISSION

SAT-CR 510

ACT-R or E 22

or portfolio application

2010 Luminary Project Courses

NAND to Tetris: Modern Computer Science

The Writing Community: A Writers Workshop

Experimental and Generative Poetics

Winning Games with Code: C++ and Artificial Intelligence

Cryptology: Codemaking and Breaking

Design, Deploy, and Detect: Programming Wireless Sensor Networks



Luminary Project Courses

NAND to Tetris: Modern Computer Science

Did you know that you could build a computer that plays tic-tac-toe from nothing but Tinkertoy parts? Or that you could build a simple calculator with water and levers instead of electricity? It is said that computer science is “thousands of layers of abstractions” assembled together to produce what we now call a “computer.” To understand and master computing technology, many college undergraduates will take specialized classes focusing on operating systems, programming languages, compilers, and data structures. However, in this three-week class, students are introduced to the entire abstraction stack of computing by building their own computer – from NAND gates to higher-level programs like computer games. The end result is a computer that *they have built* and whose functionality they understand—an excellent introduction to modern computer science.

Yong Joseph Bakos is a graduate of Northwestern University and has been operating a software development company, Human-Oriented Systems, in Denver for over 15 years. He currently teaches as an adjunct at the Colorado School of Mines in the Math & Computer Science department, where he shares his love of programming. His professional passions include Web programming with Rails, iPhone application development, honing the art of successful development teams, and the social and cultural effects of technology on humanity.



The Writing Community: A Writer's Workshop

This course takes a student-centered approach to creative writing with an emphasis on fiction. The class will emphasize the building of a community of writers while encouraging students produce and value the creative resources within themselves and one another. Students will learn practical exercises and activities that will help them ignite and maintain their writing abilities. Additionally, the writing community will push one another to add depth and detail to their writing through peer revision, editing, and open discussion of student work. Students will also read and discuss the methods of professional fiction writers as a way to expand their own creative process. Students will be required to read their work out loud to the class frequently and to submit work to be discussed openly in the community as well as in smaller groups.

Kyle Dudley teaches in Aurora Public schools. He has extensive training in teaching the Reader's/Writer's Workshop and also serves as the gifted and talented coordinator for his school. In that capacity he helped 61 of his students get their poetry published. He has also been a proofreader, technical writer, journalist, and ghost writer.

Experimental and Generative Poetics

It's one thing to say that anything's possible in poetry but entirely another to actually put that maxim into practice. This course will explore the boundaries of possibility in the poem, that species of poetry and poetics driven by the call of the wild and the weird—the avant-garde, the experimental, the great and terrible new. We will read and discuss poems and manifestos from a range of sources, geographies, and eras. We will also experiment with the poetics of those we've read—from Digital-Age flarfists and Slam Poets to European Vorticists and Sound Poets to American Objectivists and L=A=N=G=U=A=G=E Poets. Further, we will attempt to develop our own generative poetics, which we will use to produce and discuss our own experimental works. Come ready to play, to challenge, and to experiment—not your English teacher's poetry.

Dan Louis Singer is a doctoral student in English at the University of Denver specializing in generative writing theory and rhetoric & poetics. He teaches theory-based writing courses at DU and in the Succeed Program for the University of Colorado at Denver. Before coming to Denver, he was a high school English teacher in New Hampshire.



Luminary Project Courses

Winning Games with Code: C++ and Artificial Intelligence

The course will first begin with an introduction of the contemporary language, C++. Programming topics will include: simple input/output, control structures, repetition, functions, files, classes and abstract data types, arrays, and if we have time, pointers. Other skills developed are problem solving, program design, documentation, and debugging practices. Introduction to operating systems and object-oriented programming will be covered as well. Applications to problems in game artificial intelligence will become the main focus of the course after the first basics of the language are overcome. We will touch on minimax search algorithms and alpha-beta pruning techniques, as well as evaluation functions as AI approaches to games. No prerequisite programming required.

Chris Walsh is currently a graduate student studying Computer Science at the Colorado School of Mines. His background is in wireless networking, simulations, and embedded systems. He currently teaches Introduction to Programming in C++ for the university.

Cryptology: Codemaking and Breaking

For more than 4,000 years people have created codes to keep secrets and have broken them to find those secrets. The history of the battles between code makers and code breakers is fascinating. In this class, we will use basic mathematics to study the most common encryption schemes. We will begin by exploring manual coding systems used as early as 4,000 years ago, including the Shift, Transposition, Vigenere, and Playfair ciphers. We will then shift to mechanical coding systems, focusing primarily on the famed German Enigma coding system from World War II. The course will conclude by exploring digital coding systems, including the RSA cryptosystem—the backbone of Internet security. Topics from discrete math and number theory will be taught, including mathematical logic, modular arithmetic, the Euclidean algorithm, prime factorization, and combinatorics.

Jonathan Von Stroh returns again this year to offer Cryptology. When not teaching at CBK, Jonathan is a doctoral candidate in Mathematics at the University of Denver and teaches at the Ricks Center for Gifted Children. LUGIARIG EJ ZUUPEGH KUSXIST AU IGUARFS HSFIA MFIS UK WSMQAUZUHM IA WCP!

Design, Deploy, and Detect: Programming Wireless Sensor Networks

The world of small wireless devices has been dramatically growing, not in size, but in capability and pervasiveness. This course will serve as an introduction to using low power computational devices called motes to detect and react to solve real world problems. Students will learn to program in a specialized language, similar to C, to develop an application for tracking people inside a mine. After development of the software system, the students will implement their system on hardware and deploy that hardware within the Edgar Experimental Mine, owned by the Colorado School of Mines and used as a laboratory for training future engineers. The resulting system will supply real-time data describing the location of people inside the mine. This data will be processed and displayed on an interactive web page using software developed by the students.

Alan Marchiori is a PhD student in Computer Science at the Colorado School of Mines. His main research interest is in creating novel cyber-physical systems. His focus is on developing the necessary networking protocols and tools to facilitate peer-to-peer information sharing and to create a distributed control architecture. He recently completed a Graduate Teaching Fellowship where he taught the course "Programming Concepts in C++" at Mines.





Luminary Project Format

Student Housing and Supervision

Students will be housed in an air-conditioned residence hall tower, which is locked at all times to outsiders. We are the only program in this building during the summer. Students live in wings of no more than 14 participants per Residential Assistant. Girls and boys live on separate floors in suites of 1-5 rooms, and each suite has two bathrooms and showers. Students will be assigned a roommate in the same course or area unless they have made specific requests—both students must request one another on their applications. Our oldest students may be placed in a single room within a multi-room suite. Roommate requests cannot be guaranteed to be filled and roommates are not reassigned. In this program, students begin to have some supervised independence on campus, navigating to their courses in groups following orientation. Residential Assistants are screened and selected for their ability to relate to students of this age and participate in a rigorous pre-program training that includes other campus personnel. Access to e-mail and phone calls will be available on a limited basis only for student safety and attention to the program. Students may not bring personal computers, PDAs, or cell phones. Students are required to live on campus and to participate in both the academic and residential life of the program. This may mean that students will miss sports practices or other extracurricular commitments at home. CBK is unable to accommodate specific physical training regimens or lessons schedules. CBK operates as a closed campus and visitors are not allowed at any time during the program for student safety.

Daily Schedule

7:30am-9:00am	Morning wing time and breakfast
9:00am-11:30am	Morning Instruction
11:30am-12:30pm	Lunch
12:30pm-3:00pm	Afternoon Instruction
3:00pm-5:00pm	Afternoon Activities
5:00pm-6:00pm	Evening Instruction
6:00pm-7:00pm	Dinner
7:00pm-9:00pm	Evening Activities
9:00pm-9:30pm	Wing Meetings
9:30pm-10:30pm	Quiet Time on Wings
10:30 pm	Lights Out

The schedule for this program is not as structured as younger students' programs. We have a wide range of activities planned for afternoons and evenings for students to choose from as part of the community life of the program. However, in this program, students will have more unstructured time to schedule as they choose.

Students are expected to adhere to the outlined schedule, regardless of how it may differ from life at home, for the safety and well-being of all students. Students are still held accountable for their whereabouts and personal responsibility at all times.

Activity Periods

During each activity period, residential staff offer a variety of options from which students choose to participate. From athletics to academics to fine arts, these opportunities give kids a chance to do something they love or try something new, and to take a well-deserved break from class. They also are a great time to meet other kids in the program from different courses and wings as the community learns more about one another. All activities are supervised and vary each day and each period, and include weekend trips. Due to the intensity of The Luminary Project, down time is nearly always an offered choice. Some activities are held in or near the residence hall, while many activities take place at the award-winning Mines Student Recreational Center, such as dance, yoga, weight- and cross-training, swimming, jogging, basketball, indoor soccer or the 4000sq.ft. climbing wall. Finally, due to our proximity to the foothills, activities also take place in the near vicinity at parks or on marked hiking paths into the mountains.



Student Conduct

CBK Summer Programs maintain high expectations for student conduct. As residential programs, students live and learn together in collaborative, supportive, and safe environments both in and out of class. Students from all walks of life attend these programs, and **guidelines must be followed, regardless of higher levels of independence that students may be accustomed to at home** in order to ensure a safe experience for everyone. All participants are expected to treat students across programs, instructors and TAs, residential staff, program staff, and university employees and students with respect as representatives of CBK programs. Behavioral expectations and program rules are sent to families with acceptance packets. Applicants are required to sign an agreement to follow rules of student conduct. Specific expectations are outlined for each program in the Student Handbook, which is again reviewed during orientation. **Bullying, sexual harassment, curfew abuses or hall access violations, vandalism, physical or emotional violence, and use of any controlled substances are grounds for immediate dismissal from the program without refund.** Our behavioral expectations are in place to both protect our participants and to ensure an enjoyable stay on campus. These are zero tolerance policies. Should a student be dismissed from the program, the Executive Director of CBK will contact the student's family. Parents are required to remove the child from campus or make arrangements to remove the child from campus within 24 hours. Parents must make immediate travel arrangements at their own expense. Program fees will not be refunded. If you have any questions, please contact CBK immediately.



Health Services

Although students may schedule a visit to a local health clinic for acute diagnoses, most injuries and illnesses require transport to the emergency room. Personal health insurance is required for attendance at any program and the Medical Release Form in the acceptance packet mailing must be completed. All medications, including all non-prescriptions such as pain relievers or vitamin supplements must be stored in the Residential Director's office. The only exceptions to this policy will be for urgent medications such as asthma inhalers, epinephrine devices, or insulin. CBK staff members will not administer medications (they will only be monitored), except in the event of a life-saving emergency. Transportation costs to clinics and/or hospitals are the responsibility of the family—CBK attempts to use the least expensive transport mode when possible.



Homework and Attendance

Because of the intensity of the academic portion of the program, and because we stress the importance of residential activities, **extensive homework will not be assigned** to students in the summer programs. Students in GLOW and Luminary may be assigned short readings or practice problems for the evening, but the expectation is that students fully participate in playing hard after class as much as thinking hard during class. Both of the older students' programs also include an evening study period during which the majority of extended work should be completed. Students unable to keep up with the course pace during the day should speak with their instructors immediately. **Attendance is required for the duration of the program.** Missing class may result in dismissal. Because sharing activities and responsibilities with classmates is such an important part of the experience, families should not plan to visit or pick up their child for other activities during the program. For the security of your children, **such arrangements may only be made in advance or in emergency** with the Executive Director. We hope that families will encourage the self-confidence that comes with independence and the self-esteem that comes from interacting with peers for the entirety of the program.



Student Evaluation and Credit Equivalency

Instructors use a variety of assessment techniques, including observation, project-based evaluation, and pre-test/post-test, throughout the programs. Skills are assessed, but there are no grades or point scales for SHINE or GLOW Programs. Luminary Project participants will be assigned a grade for the purpose of transfer. Due to the difficult nature of courses, no grade lower than a B- will be assigned. A grade of P indicates that the student participated but will not be eligible for credit. **Students should talk to their guidance counselors in advance of the program to determine whether a course will be considered for equivalency.** On the final Saturday of each program, students and their families participate in a mandatory exit interview with the instructor to discuss their achievements in class and receive their final evaluation. This interview is followed by the program **closing ceremony at which students are recognized for their accomplishments** and participation.

Instructors

Summer Program courses are typically taught by outstanding secondary teachers, college and university faculty/instructors, content experts, and advanced graduate students. Instructors participate in a thorough application and interview process, and are selected based on their knowledge of the subject area as well as their ability to work with students. We hold our instructors to the expectation that they will provide a challenging and enjoyable educational experience for all students. Brief bios are available by program.



Tuition and Fees

CBK Summer Programs tuition is comparable to other programs offering the same type of residential experience. Hourly rates reduce to \$11/hour *excluding the cost of overnight and weekend supervision and participation*. Tuition covers campus room and board, compensation to our instructional and residential staff, planning and evaluation for the courses, marketing and publications, facilities charges, books, materials, program shirt, and residential events and trips. Additional student expenses not covered in tuition may include trips to the campus bookstore, snacks, special activities while on trips, or other optional choices. Limited financial aid and merit scholarships are available to support families who would like to attend but need assistance.

**Checks should be made payable to:
CNDC CBK.**

CBK can now accept credit card payments through PayPal-

See our web application for this option. A receipt is required with your application.

Application Fee

All applicants must submit a **nonrefundable \$50 application fee**. This fee is not applied to program tuition. Applications not including this fee (***this must be included even with application for financial aid***) or with insufficient funds are returned. **Regular application postmark deadline is May 3rd, 2010.**

Tuition, Room, and Meals

Payment of all program fees must be received in our office no later than May 21st, 2010. Students with an outstanding balance at the deadline may have their applications withdrawn. Total tuition for each program is:

SHINE \$1290

GLOW \$2030

Luminary \$2930

Tuition Deposit

A 50% tuition deposit is due with the application. This deposit is applied directly toward tuition and will not be refunded once the course assignment is accepted. If applying for financial aid, the tuition deposit is waived and any monies remaining due following the award must be paid by May 21st. **All aid decisions will be made by May 14th.**

The tuition deposit is refunded only if:

- 1) a student is not accepted to the program
- 2) a student cannot be placed in any of the three listed course choices
- 3) a student withdraws in writing before **4pm, May 28th, 2010**
- 4) a family applies for financial aid and does not receive a sufficient award

Students who must withdraw during a program due to hospitalization or the death of a parent, guardian, or sibling will receive a **prorated refund not to exceed 50%** of program fees paid, less the deposit. **If a student withdraws for any other reason after the program has started, or if a student is dismissed from the program, no monies will be refunded.** Refunds take 4-6 weeks to process.

Residential Damage Deposit

A refundable \$100 damage/key security deposit is required in addition to full payment. Damages beyond this amount will be reported as vandalism to Campus Security for investigation and collections. Deposits are refunded approximately four weeks following the program close. ***This deposit is not covered by financial aid and must be included with final fees.***

Returned Checks/Late Fees and Deadline

All returned checks, failed credit charges, or late applications will result in a \$50 charge.

Late applications will be accepted if received no later than May 21st, 2010. Financial aid will not be awarded to late applicants. Full payment of all fees is also due May 21st, 2010.



Program	Application (postmark) and Financial Aid (receipt) Deadline: May 3, 2010	Tuition Deposit Due May 3, 2010	Late Application Receipt Deadline May 21, 2010	2nd/Full Payment Due May 21, 2010	Total Regular Tuition and Fees w Deposit
GLOW	Application Fee \$50 Nonrefundable & in addition to tuition Damage Deposit \$100 refundable	\$645	\$50 Fee add to tuition	\$645	\$1440
SHINE	Application Fee \$50 Nonrefundable & in addition to tuition Damage Deposit \$100 refundable	\$1015	\$50 Fee add to tuition	\$1015	\$2180
Luminary	Application Fee \$50 Nonrefundable & in addition to tuition Damage Deposit \$100 refundable	\$1465	\$50 Fee add to tuition	\$1465	\$3080

Airport Shuttle Service

Service to/from DIA can be arranged by CBK for student arrivals and departures at **\$75 roundtrip or \$40 one way** and must be paid in advance to CBK. Students must plan to adhere to program arrival and departure schedules – additional housing and supervision CANNOT be provided. Students electing this service will be met **at the gate**. [Flight arrangements must be made in the following windows: Arrivals \(8:00am-11:00am\); Departures \(7:30am-9:30am\)](#). Families may also schedule arrivals and departures on their own with SuperShuttle without CBK supervision.

Financial Aid and Merit Scholarships

CBK offers **financial aid awards** to applicants demonstrating economic need. This aid ranges from partial tuition to smaller awards. Awards are determined by committee using a scale based on financial need and family circumstances. It is also our recommendation that you seek out sources of support in your community. Many professionals, service organizations, schools, and philanthropists welcome opportunities to support the education of bright youth. To be considered, please complete the enclosed Financial Aid and Merit Scholarship Application and send it with the full Summer Programs Application, 2009 IRS tax return form and W-2 forms, and Statement of Need detailing extenuating circumstances during the current year. A limited number of competitive **merit scholarships** are also available. Awards typically range from \$50 to \$500. To be considered, please complete the Financial Aid and Merit Scholarship Application and send supporting documents with the full Summer Programs Application. [Application RECEIPT, not postmark, is May 3, 2010, for consideration.](#)

All award notifications will occur by May 14 by telephone. Additional expenses, such as the application fee and damage deposit, purchases on weekend trips, snacks, or other student choices are not covered by CBK.

The Financial Aid and Merit Scholarship Application will not be reviewed after May 3rd.

Financial Aid applications must still include the \$50 Application Fee to be processed.

The refundable \$100 damage deposit will not be covered by financial aid.

Application Process and Policies

Summer Programs Applications are evaluated as they are received on a rolling basis. Apply early since classes fill very quickly. In order to make the initial registration process as equitable as possible, we will not accept hand-delivered or faxed applications. **All applications must be mailed to CBK** for course choice equity by postmark. Eligible students are assigned classes as fully completed applications with all payment deposits are received. If a student's first choice class is full, he or she will be put on the waiting list, and then assigned to the second choice. The same process holds for second and third choices. Waitlisted students sometimes get into their first choices. It is important that students list only those courses in which they would accept enrollment. If all class choices listed on the application are full, a phone call will be placed to the applicant to discuss options.

**DO NOT SUBMIT YOUR APPLICATION PACKET UNTIL ALL
REQUIRED PIECES ARE INCLUDED.
Individually sent pieces will be destroyed.**

REGULAR APPLICATION POSTMARK DEADLINE IS MAY 3RD, 2010

Acceptance letters will be sent **as classes fill**. Please do not call CBK to check on course assignment status—this information will only be released in mailed assignment letters. **Welcome packets will include class assignment, roommate assignment and multiple forms necessary for safety in a residential or campus program.**

APPLICATION CHECKLIST

- Returning Students Application**
 - \$100 Refundable Damage Deposit **payable to CNDC CBK**
 - \$50 Nonrefundable Application Fee made **payable to CNDC CBK**
 - 50% Tuition Deposit made **payable to CNDC CBK or PayPal Receipt**
- OR FOR FIRST TIME APPLICANTS:**
- Summer Programs Application
 - Student essay
 - Copy of Talent Search score report (SAT, ACT, or EXPLORE) from WATS or other Talent Search
OR Portfolio Admission Application and all supporting documents
 - 2 recommendation forms with signatures across the envelope seals. **MUST be included.**
 - Financial Aid/Merit Application and supporting documents if applying **[receipt by May 3, 2010]**
 - \$100 Refundable Damage Deposit **payable to CNDC CBK (required with all applications)**
 - \$50 Nonrefundable Application Fee made **payable to CNDC CBK (required with all applications)**
 - 50% Tuition Deposit made **payable to CNDC CBK or PayPal Receipt** (waived if applying for Financial Aid)

Portfolio Admission Process

CBK offers alternate application by portfolio for students who do not have the necessary test scores through a Talent Search. All portions of the Portfolio Admission Application must be completed and all required materials received, including the full Summer Programs Application, before portfolio admission candidates will be considered. Portfolio applications, once completed in full, will be included in the course selection process according to postmark. **See Portfolio Admission Application.** In this way, the portfolio review process, which takes a bit longer than the score review process, will not affect admission to specific courses that may fill quickly. **Early application is highly recommended.** Students are encouraged to participate in the Western Academic Talent Search to achieve qualifying scores for future summers.

SPECIAL INCENTIVES

CBK is offering an early-bird promotion; any application postmarked March 31st or prior may waive the \$50 application fee. This discount may only be applied upon the day the application is sent.