Summer Programs Catalogue

Center for Bright Kids
Regional Talent Center

a bright spot for bright kids...

2012

COLORADOSCHOOLOFMINES
EARTH • ENERGY • ENVIRONMENT

Center for Bright Kids Regional Talent Center
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CBK is 501(c)3 non-profit center.

Welcome to CBK Summer!

Center for Bright Kids Regional Talent Center

Welcome to the Center for Bright Kids! This is our celebratory **30th year** operating summer programs for bright, high interest and high ability students. 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 gifted and talented 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 rigor 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 finalized a long-term relationship with Colorado School of Mines as our host** in offering high interest courses full of academic rigor, new experiences, and fresh challenges, as well as dynamic recreational opportunities as we nestle into the foothills of the Rocky Mountains for the summer. This summer students **will be housed in Morgan Hall on the main quad.** Finally, we continue to offer a **streamlined application process for our past participants** who are eager to come back this summer—you only have to fill out one back to back page and pick your course choices!

This catalogue includes all three summer programs with 2012 course and program information. Every year, many courses and instructors 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 the **Western Academic Talent Search** and our other regional 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.

I look forward to seeing you this summer!

Dr. Amy S. 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 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 recognize 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 Academic Talent Search 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.

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. Instructors do not assign extensive homework so that brains can reboot.

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. All staff are background checked and mandatory reporters, and Campus Safety is part of our team. A CBK administrative team of the Executive Director, Residential Director, and Assistant Residential Director are ALWAYS on call and on campus during each program. Please review the Honor Code online for more information on our student policies.

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 possibility, as equivalency seat hours are met. Syllabi are available 2 weeks prior to the Luminary Project upon request.

What about the cell phone policy—I am nervous that my student is far from home?
Students are not allowed to have cell phones with them during the program. They may bring cell phones that are checked in with the Residential Director to use during phone calls home periods. This policy is for safety and connection to the program.

Programs Overview

CBK SHINE (Students Headed Into New Enrichment) ***July 29-August 4***
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 1/2 hours a day**, with a strong, daily, organized residential program to complement the experience.

CBK GLOW (Gaining Leadership, Obtaining Wisdom) ***June 10-23***
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 1/2 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 1-21***
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 1/2 hours a day** for the total credit equivalency 92-seat-hours. Two full residential weekends provide off-campus activities as part of this experience.

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

Program Eligibility

Students qualify for CBK Summer Programs based on SAT, ACT, or EXPLORE test scores or through a portfolio admission process (see page 24 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. Age ranges are indicated as of the first day of the applicable program.

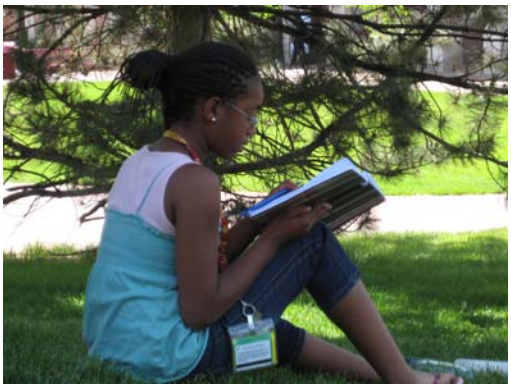
SHINE	Minimum of 8 yrs old at start of program OR finishing grade 3 or maximum of 12 yrs old	
GLOW	Minimum of 10 yrs old OR finishing grade 5 or maximum of 14 yrs old	Mature 5th graders may apply but MUST have qualifying test scores
Luminary	Minimum of 12 yrs old OR finishing grade 7 or maximum of 17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

	EXPLORE	**ACT**	**SAT**
SHINE	Combined 58	No minimum score	No minimum score
GLOW	M/S17; R/E20	M/S16; R/E20	M500; CR/W455
Luminary	Not accepted	M/S21; R/E23	M570; CR/W560

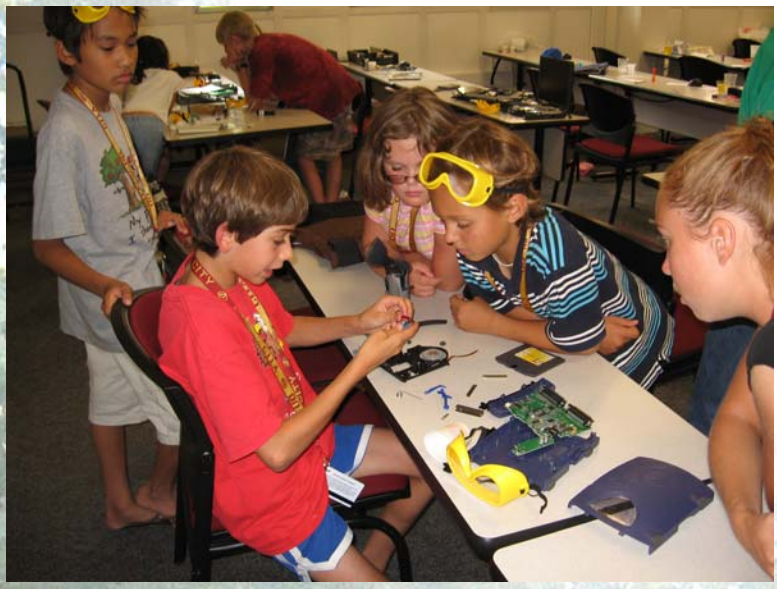
Course Selection

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. Courses with too few students will be cancelled and students moved to their next available choice. 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 is nonrefundable for reasons of course assignment.
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 live on campus. Students take one accelerated enrichment course of interest that offers exploration for **four 1/2 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 2012

DATES: July 29—August 4, 2012

ADMISSION: EXPLORE combined score (sum of 4 sections) 58 or portfolio application

2012 SHINE Courses

Robot Exploration Using LEGO Mindstorms
Finding Your Inner Poet: A Journey Through Creative Writing
Grossology of the Body: Human Physiology
Motion Commotion: Newton's Laws
Head Scratchers: Critical Thinking and Creative Problem Solving
An Introduction to Algebra and Graphing

2012 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.

Caitlin Hurley is pursuing a degree in Computer Science at the Colorado School of Mines. She is excited to bring her passion for learning and technology to the CBK summer program after being a teaching assistant for this course last summer.

Finding Your Inner Poet: A Journey Through Creative Writing

Does a poem always have to rhyme? How long does a poem have to be? Is a songwriter a poet? All these questions and more will be answered in this course about poetry and creative writing! Jump into the world of amazing writing and learn about the different types of poetry and prose that are just at the tip of your pen! Starting from the most basic and journeying into the outstanding, students in this course will learn how to release their inner poet and get their creative juices flowing. Starting with reading some of the most popular poetry and learning the styles, students will build upon their skills to become independent writers, culminating in their own poetry journal and presentations. Students will enjoy the freedom of prose and the creativity they will discover!

Amanda Spencer is at Colorado School of Mines, majoring in Biochemistry with a minor in BioEngineering and Life Sciences and Pre-Medicine. She is currently teaching a Freshman seminar class at Mines. In her spare time she is a volunteer at Skyview Elementary School, where she works in a reading and writing class. She also enjoys blogging for Mines and being a member of the Pre-Medical Society.

Grossology of the Body: Human Physiology

Dive into the ooey-gooey world of boogers, earwax, and much more! If you have ever wondered why snot is green and gooey, 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 is a recent graduate from the University of Denver with a dual degree of Master in Business Administration and Bachelor in Molecular Biology. She wrote her thesis in evolutionary biology. She hopes to next attend medical school. Her laboratory experience includes clinical psychology, as well as bench biology laboratory research.

2012 SHINE Courses

Motion Commotion: Newton's Laws

This course dives right into the basics of physics. Students will learn Newton's Laws (developed when Newton was only 23!) and how to apply them to the movements they make everyday—from walking and running, to playing catch and kicking a soccer ball, you will know how to analyze inertia, mass, force, acceleration, and resistance. While many people know what Newton's Laws say, many do not know what they mean, or really *believe* what they mean—even today, most people believe that a force is required to keep an object moving. By completing individual and group experiments to challenge your own misconceptions, students will leave this course being able to notice just how much of everyday life is basic mathematics and physics.

Toni Welling is currently studying Electrical Engineering at Colorado School of Mines. Physics was her favorite class in high school and got her started on the path to becoming an engineer. She hopes she can bring the same enthusiasm about the subject to students in CBK.

Head Scratchers: Critical Thinking and Creative Problem Solving

For centuries, people have enjoyed challenging problems as entertainment. Consider the popularity of Sudoku puzzles found in the newspaper each day. This course will focus on developing your skills as a critical thinker and creative problem solver to significantly enhance your success in higher mathematics courses. You will learn to make better decisions through critical thinking and creative problem solving, to adapt to different thinking styles in group and team environments, and to present your ideas clearly and concisely. Transform your creativity into practical solutions to real world problems. Profile your personal thinking style as you analyze left- and right-brain characteristics. Participate in cooperative learning based, hands-on activities as you build friendships, mathematical thinking skills, and great memories.

Phyllis Manning is currently a math and language arts teacher for the Gifted and Talented Center program at Evergreen Middle School in Jefferson County, Colorado. She has been working with gifted students, middle through high school, for the past ten years and holds a master's degree in mathematical instruction and an endorsement in gifted education.

"The top thing I learned about myself is that there are other people similar to me and that makes me think, 'I am as special as anyone else.'"

Introduction to Algebra and Graphing

This course is designed to help students start thinking about algebra and math in a more rigorous way so that you, too, can be excited about all the fun and exciting things you can do with math. You may have heard the terms "slope," "y-intercept," and "Cartesian coordinates" tossed around without people really understanding what they mean. We will start with algebraic methods and solving simple equations such as $3x + 7 = 4$ and $x3 – 3 = 5$. Then we will move on to graphical representations of two variable equations, solving quadratic equations, and exploring different ways to factor quadratic polynomials, and we will finish with the quadratic formula. Hopefully, we will also work on how to use and graph inequalities. You will become well-versed in most topics covered in an introductory algebra course and leave not only well-prepared, but loving math even more!

Austin Cotant is a student at Wesleyan University, CT. He is studying Mathematics and Physics, assisting with teaching similar courses at the collegiate level. Austin hopes to pursue his teaching certification to teach high school math or physics or to continue studying graduate level mathematics focusing on number theory and algebra.

SHINE Program Format

Student Housing and Supervision

Students will be housed in a traditional residence hall, 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 16 participants per Residential Assistant. Girls and boys live on separate floors in nicely-sized double bed rooms. The shared bathroom offers private 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 in their acceptance paperwork. Our oldest returning students may be placed in single rooms, depending on program numbers. 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 very limited basis only in order to prevent intensified homesickness. Students may not bring personal computers, cell phones, or any transmitting devices. 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-3:00pm	Afternoon Instruction
3:00pm-4:30pm	Afternoon Activities
4:30pm-5:30pm	Quiet Time on Wings
5:30pm-6:30pm	Dinner
6:30pm-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 others 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, **CBK 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 1/2 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 2012

DATES: June 10-23, 2012

MATH/SCIENCE ADMISSION	HUMANITIES ADMISSION
SAT-M 500	SAT-CR 455
ACT-M or S 16	ACT-R or E 20
EXP-M or S 17	EXP-R or E 20

or portfolio application

2012 GLOW Courses

The Elements of Life: Biochemistry
Author's Craft: The Art of Writing
Tree of Life: Animal Science in Taxonomy and Classification
Crossing the River with Dogs: Logic and Creative Problem-Solving
Aristotle, Newton, and Einstein: Defying Gravity
Manipulating Math: Trigonometry and Pre-Calculus

2012 GLOW Courses

The Elements of Life: Biochemistry

Carbon, phosphorous, lipids and water- these are just some of the building blocks within the human body. In this class, we will learn how chemical elements come together to form a functional physiological system. We will start from the basics of chemical elements, their make-up in DNA, and then move to organs and body systems. Students will participate in daily hands-on experiments ranging from testing liquid density to performing a forensic investigation in order to demonstrate the mechanisms of the human body. At the culmination of the course, students will pick an element, research its role in the human body, and then present it to the class. Join us as students become scientific investigators through an exploration of biochemistry.

Atchara Phanpaktra is a recent graduate from the University of Denver with a dual degree of Master in Business Administration and Bachelor in Molecular Biology. She wrote her thesis in evolutionary biology. She hopes to next attend medical school. Her laboratory experience includes clinical psychology, as well as bench biology laboratory research.

Author's Craft: The Art of Writing

Where do writers get ideas? And what do they do once they have them? This course answers these questions by looking at what authors do by examining fiction, poetry, and writing methods they actually use. This student centered course will guide a community of writers through the process of answering their questions about writing as a craft, including forming ideas, crafting work, and developing a portfolio. Students will be evaluated based on participation in the community and their final portfolio. Students will write extensively, share often, and reflect on their own process and themes.

Kyle Dudley, a returning CBK instructor, has worked in Colorado as a literacy teacher, instructional mentor, and gifted coordinator. He is trained and experienced in the workshop model of instruction. He most recently worked as an English and writing teacher for the Leadership Academy of Math and Science in Cincinnati, OH as well as a reading and writing tutor in and around Dayton, OH.

Tree of Life: Animal Science in Taxonomy and Classification

Animals have been evolving since the beginning of time, but how did they come to look like they do now? How do we know the difference between a leopard and a tiger? How does habitat determine how an animal is classified? Learn the history and science behind animal classification: how it came to be and why it works the way it does. We will start with the basics of classification and explore more in depth to understand the concepts of taxonomy through experimentation and research. Culminating with a classification and taxonomy project, students will get a hands-on opportunity to discover the behind-the-scenes of the animal world!

Amanda Spencer is at Colorado School of Mines, majoring in Biochemistry with a minor in BioEngineering and Life Sciences and Pre-Medicine. She is currently teaching a Freshman seminar class at Mines. In her spare time she is a volunteer at Skyview Elementary School, where she works in a reading and writing class. She also enjoys blogging for Mines and being a member of the Pre-Medical Society.

"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."

"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!"

2012 GLOW Courses

Crossing the River with Dogs: Logic and Creative Problem-Solving

A problem can be defined as the difference between things as desired and things as perceived. In this course, you will learn techniques and processes for identifying and defining problems and producing creative solutions to those problems. Most mathematics classes present a problem, give an example for arriving at a solution, and then provide additional problems that can be solved by following the same steps used in the example. Not all problems can be solved with previously developed steps to a solution. Strategies for attacking situations that lack a clear path to a solution are not often taught in general mathematics courses. Some of these strategies include learning to define criteria, focus on an outcome, apply questioning techniques, and challenge assumptions. In this course, you will develop problem solving strategies that will become tools that can be generalized to a variety of situations while working in cooperative learning groups engaged in hands-on activities that reflect real-world problems.

Phyllis Manning is currently a math and language arts teacher for the Gifted and Talented Center program at Evergreen Middle School in Jefferson County, Colorado. She has been working with gifted students, middle through high school, for the past ten years and holds a master's degree in mathematical instruction and an endorsement in gifted education.

Aristotle, Newton, and Einstein: Defying Gravity

It guides falling apples, daily tides, and planets in their orbits, but what is this force called gravity really all about? Students will explore how gravity explains the motions we observe in the world. We'll take a hands-on historical journey and explore gravity as viewed by scientists including Aristotle and Newton, considering both the tools and prevailing ideas that shaped their conclusions. We'll replicate activities and experiments that informed earlier theories, including the challenges of measuring time with a Galilean Water Clock! Finally, we'll peek into abstract ideas about gravity that emerged with Einstein, and discuss questions that scientists are still grappling with today. Throughout the course, students will gain insights into the nature of science and the process by which scientific ideas and concepts change over time.

Dawn Jones teaches science at North Arvada Middle School Gifted and Talented Center program in Jefferson County, Colorado. She has a graduate certificate from Johns Hopkins University on Mind, Brain, and Teaching and has a master's degree in science education, teaching for the past nine years. She also maintains a Brain Blog, where "Neuroscience, Cognitive Psychology, and Education meet."

Manipulating Math: Trigonometry and Pre-Calculus

This course is an excellent precursor for any calculus study. We will be focusing on manipulating mathematical expressions, such fractional algebraic expressions, trigonometric expressions, and using logarithms and exponents. The hardest part of calculus is looking at an expression and manipulating it until you get something you recognize to then apply the rules of calculus. Getting the expressions to look like something that the rules apply to takes creativity and needs practice. Group work and white board exercises will make this an interactive class where manipulating numbers is both intellectually challenging and socially (for us math people!) fun.

Austin Cotant is a student at Wesleyan University, CT. He is studying Mathematics and Physics, assisting with teaching similar courses at the collegiate level. Austin hopes to pursue his teaching certification to teach high school math or physics or to continue studying graduate level mathematics focusing on number theory and algebra.

GLOW Program Format

Student Housing and Supervision

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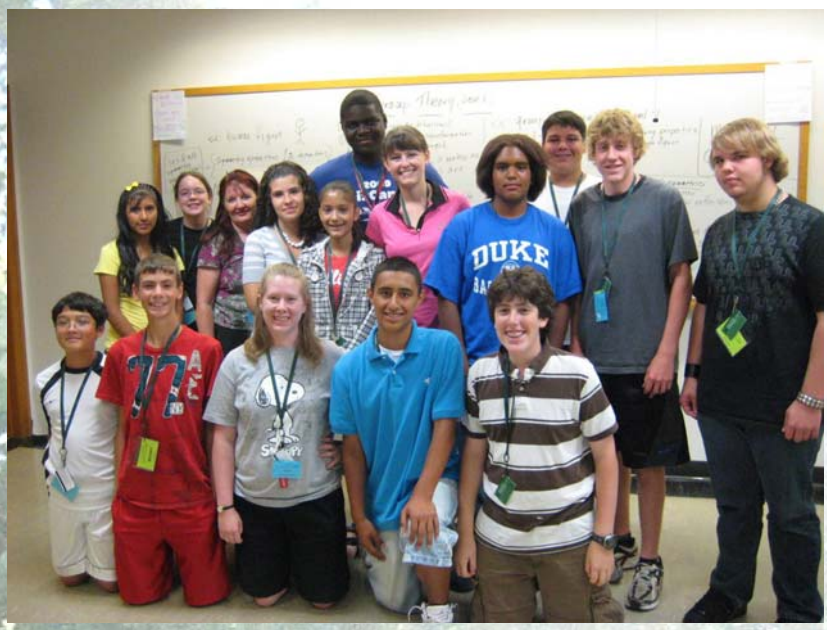
4:30pm-6:00pm	Evening Instruction
6:00pm-7:00pm	Dinner
7:00pm-8:30pm	Evening Activities or Quiet Time on Wings
8:30pm-9:00pm	Wing Meetings
9:00pm-10:00pm	Quiet Time on Wings
10:00 pm	Lights Out

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**. A full residential weekend program is part of this experience.

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 others 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 1/2 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 2012

DATES: July 1-21, 2012

MATH/SCIENCE ADMISSION	HUMANITIES ADMISSION
SAT-M 570	SAT-CR 560
ACT-M or S 21	ACT-R or E 23

or portfolio application

2012 Luminary Project Courses

Exploring History through Literature: Science Fiction and the Russian Revolution
The Writing Community: A Writers Workshop
An Introduction to Limits and Differential Calculus
Blowing the Lid Off the Box: Logic and Critical Thinking
Environmental Engineering: Water Conservation and Regulation
Cognitive Science 101: The "Mind-Brain Problem"

2012 Luminary Project Courses

Exploring History Through Literature: Science Fiction and the Russian Revolution

Have you ever wondered how sci-fi authors get their ideas? Has it ever seemed that a story is more than just a story? This course explores the complex relationship between literature and history through two of the most exciting and misunderstood topics of those disciplines: science fiction and the Russian Revolution of 1917. We will take an in-depth look at the science fiction that was written around the time of the Russian Revolution to reveal that through the use of symbolism, allegory, and commentary, writers and thinkers could get dangerous messages and opinions across without directly putting themselves at risk. Before sci-fi was pulp fiction and the stuff of mass-market paperbacks, it wielded enormous political and intellectual power because the masking of their true subjects helped them reach large audiences before the censors even caught on. Even today the importance of most sci-fi is overlooked by book critics and scholars, but after learning the history and connecting the dots, you will never at sci-fi the same way again.

Jessica Kern is a history student at the University of Colorado at Boulder, a writer, an avid reader, and a long-time science fiction fan. Jessica is also a CBK alumni, and attended the program for three years before coming back last year as a teaching assistant.

"I didn't have to pretend to be someone else to have people like me—I am who I am and that's ok."

"I'm not just some nerd—I'm good at stuff I never thought I could do!"

"It's way easier than I thought to grow life long experiences with people."

"Everybody at CBK was a good friend—I felt so accepted by everyone right away."

"Our RA made me feel safe and wanted—and encouraged us to be ourselves."

"I learned there are people out in the world who want the same thing I do no matter how different we are."

The Writing Community: A Writer's Workshop

This course takes a student-centered approach by looking at the questions *you* have about how writers develop their craft. The class will be a community of writers focusing mostly on fiction and poetry. Students will share, perform, question, reflect, and develop their own craft over the three-week course. The community will encourage one another to produce and value the creative resources within themselves and one another. Students will learn practical exercises, activities, and techniques to ignite and maintain their creative writing abilities. Community members will push one another to add depth and detail to their writing through peer revision, editing, and open discussion of literature. Students will also read and discuss the work and methods of professional writers as a way to expand their own creative process. Students will produce a portfolio of individual work as well as create collaboratively with the rest of the community.

Kyle Dudley, a returning CBK instructor, has worked in Colorado as a literacy teacher, instructional mentor, and gifted coordinator. He is trained and experienced in the workshop model of instruction. He most recently worked as an English and writing teacher for the Leadership Academy of Math and Science in Cincinnati, OH as well as a reading and writing tutor in and around Dayton, OH.

An Introduction to Limits and Differential Calculus

The course will start with review of pre-calculus work and move quickly into a discussion of mathematical limits, the basis of differential calculus. We will then move into methods of differentiation and what the derivative function does. Advanced students may move into optimization and integral calculus. Finishing one-dimensional differential calculus is the equivalent of the first half of a collegiate calculus course and will prepare students for future mathematical pursuits by teaching them advanced analytical skills. PREREQ: Strong algebra, trig, or pre-calc base is recommended. This is not an introductory algebra course.

Austin Cotant is a student at Wesleyan University, CT. He is studying Mathematics and Physics, assisting with teaching similar courses at the collegiate level. Austin hopes to pursue his teaching certification to teach high school math or physics or to continue studying graduate level mathematics focusing on number theory and algebra.

2012 Luminary Project Courses

Blowing the Lid Off the Box: Logic and Critical Thinking

Innovation springs from creativity. Students enrolling in this course will be seeking skills to help them be our innovators of tomorrow. This course will explore the nature of critical thinking, creative thinking, and problem solving. Many students use guess-and-check, finite differences to study functions and sequences, or drawing diagrams and physical representations, but not often are students taught to utilize strategies like matrix logic or unit analysis. This course will offer interactive exercises, case analyses, discussions and projects to foster and enhance critical thinking and creativity. Work with problems that are ill defined, open-ended, and rich in social complexity to expand your approach to problem solving. Become better prepared to meet the challenges of higher mathematics courses, for standardized testing like the SAT that relies heavily on problem-solving skills, and for tackling the obstacles of everyday life.

Phyllis Manning is currently a math and language arts teacher for the Gifted and Talented Center program at Evergreen Middle School in Jefferson County, Colorado. She has been working with gifted students, middle through high school, for the past ten years and holds a master's degree in mathematical instruction and an endorsement in gifted education.

Environmental Engineering: Water Ecology, Hydrology, and Sustainability

Water is one of the most overlooked, yet essential, components of everyday life. In this course we will cover much of the scientific study of water. We will attempt to better understand the interrelationships between water, society, and the natural world. The course will be interdisciplinary and will begin with hydrology, the scientific study of the properties, distribution, and effects of water on the earth's surface, in the soil and underlying rocks, and in the atmosphere. We will also draw on students' knowledge of math, science, and social issues, focusing on: water ecology, water usage, treatment, and pollution, and research. A field trips to the Golden Water Treatment Plant will aid in our study of advanced water treatment technologies.

Josh Dickerson is studying Environmental Engineering at Colorado School of Mines. He has experience working on water treatment facilities at Phoenix Mine and in the Environmental, Health and Safety division at Whiting Petroleum.

Cognitive Science 101: The "Mind-Brain Problem"

Understanding how the biological brain can be responsible for complex activities such as language, reason, and creativity is one of the most exciting frontiers in science today. In this course, students will be introduced to the interdisciplinary field called Cognitive Science – an examination of the nature of mental processes. Students will explore the basic anatomy of the brain, brain processes, two contrasting learning theories, and the historical context of the "mind-brain problem." We'll also study research about memory and learning – including questions about what is innate and how experience actually changes the brain. What do we know? How do we know it? Class readings will include philosophical essays, scientific papers, scientific memoirs, and popular press accounts.

Dawn Jones teaches science at North Arvada Middle School Gifted and Talented Center program in Jefferson County, Colorado. She has a graduate certificate from Johns Hopkins University on Mind, Brain, and Teaching and has a master's degree in science education, teaching for the past nine years. She also maintains a Brain Blog, where "Neuroscience, Cognitive Psychology, and Education meet."

Luminary Project Format

Student Housing and Supervision

Students will be housed in a traditional residence hall, 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 16 participants per Residential Assistant. Girls and boys live on separate floors in nicely-sized double bed rooms. The shared bathroom offers private 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 in their acceptance paperwork. Our oldest students may be placed in single rooms, depending on program numbers. 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. 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 very limited basis only in order to prevent intensified homesickness. Students may not bring personal computers, cell phones, or any transmitting devices. 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-12:00pm	Morning Instruction
12:00pm-1:00pm	Lunch
1:00pm-3:00pm	Afternoon Instruction
3:00pm-5:00pm	Afternoon Activities
5:00pm-6:30pm	Evening Instruction
6:30pm-7:30pm	Dinner
7:30pm-9:00pm	Evening Activities or Quiet Time on Wings
9:00pm-9:30pm	Wing Meetings
9:30pm-10:30pm	Quiet Time on Wings
10:30 pm	Lights Out

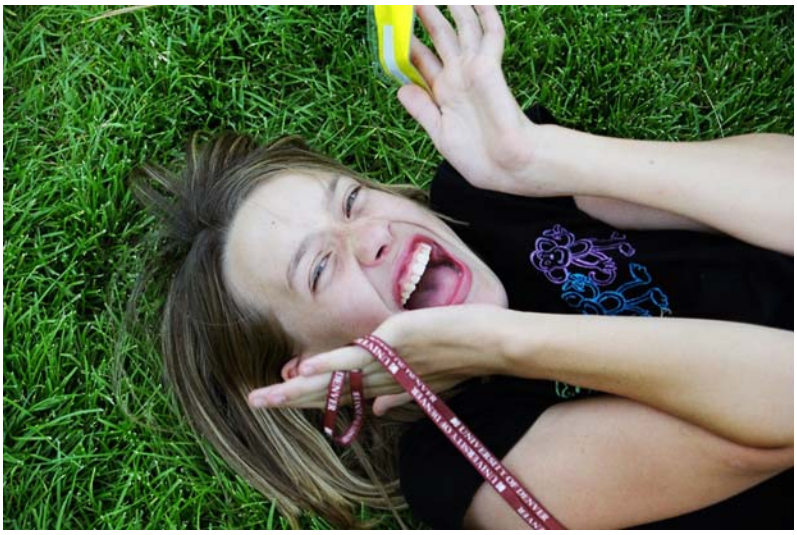
The schedule for this program is not as structured as younger students' programs. We have a wide range of activities planned for afternoons and evenings for students to choose from as part of the community life of the program. However, in this program, students will have more unstructured time to schedule 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.** Two full residential weekend programs with trips are included.

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. Activities are supervised and vary each day and each period. Due to the intensity of Luminary Project, down time is nearly always an offered choice. Some activities are held in or near the residence hall, while others 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 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 **the CBK Honor Code 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, teasing of a sexual nature or regarding sexuality, 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**. We pride ourselves on providing a safe environment, both physically and emotionally, for our students to thrive and to which they can feel comfortable returning. Our behavioral expectations are in place to both protect our participants and to ensure an enjoyable stay on campus. These are zero tolerance policies due to program length and intensity. Should a student be dismissed from the program, the Executive Director of CBK will contact the student's family. Families are required to remove the child from campus or make arrangements to remove the child from campus within 12 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.

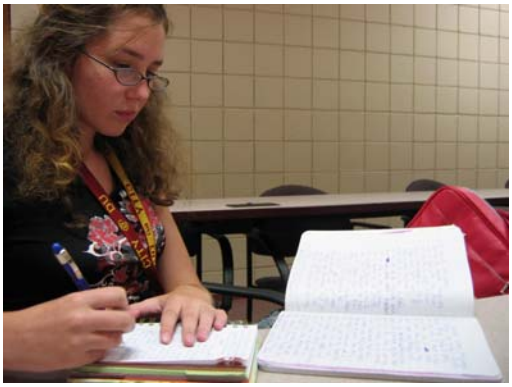


Health Services

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 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 transportation mode when possible. Campus health service is not available.

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.

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

CBK accepts credit card payments on our website—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 April 30th, 2012.

Tuition, Room, and Meals

Payment of all program fees must be received in our office no later than May 21st, 2012. Students with an outstanding balance at the deadline may have their applications withdrawn. Total tuition for each program is:

SHINE $1426 GLOW $2230 Luminary $2930 plus your $50 application fee

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 25th, 2012** (a 9% fee is assessed with this late withdrawal)
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 and a 9% fee. **If a student withdraws for any other reason after the first day of 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 valid credit card number and identifying information is required as a deposit following acceptance. No monies will be charged to this account without notification. Damages beyond $300 will be reported as vandalism to Campus Security for investigation and collections. Damage fees are charged to the account approximately 1-3 weeks following the program close. ***This credit card deposit is required as a condition of acceptance—most common sample fees include late or lost library book fees, lost or missing BlasterCard fees, or lockouts. CBK will not use this account as a charge account for any student expenses while on campus, with the exception of medication authorized by a parent following discharge from a clinic or hospital.***

Returned Checks/Late Fees and Deadline

All returned checks, failed credit charges, or late applications will result in a $100 charge.

Late applications will be accepted if received no later than May 21st, 2012, with an additional $100 fee.

Upon acceptance, return of required acceptance paperwork past the deadline will result in a $100 late fee.

Late applicants cannot be considered for financial aid and full payment of all fees remains due May 21st, 2012.

Program	Application (postmark) and Financial Aid (receipt) Deadline: April 30, 2012	Tuition Deposit Due April 30, 2012	Late Application Receipt Deadline May 21, 2012	2nd/Full Payment Due May 21, 2012	Total Regular Tuition w App Fee
SHINE	Application Fee $50 Nonrefundable & in addition to tuition	$713	$100 Fee add to tuition	$713	**$1476**
GLOW	Application Fee $50 Nonrefundable & in addition to tuition	$1115	$100 Fee add to tuition	$1115	**$2280**
Luminary Project	Application Fee $50 Nonrefundable & in addition to tuition	$1465	$100 Fee add to tuition	$1465	**$2980**

Airport Shuttle Service

Service to/from DIA can be arranged by CBK for student arrivals and departures at **$90 roundtrip or $45 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. Please contact CBK for more information on this service or for gate clearance identifications. **Arrivals or departures outside of these times cannot be supervised or met by CBK staff, as they are required elsewhere.**

Financial Aid and Merit Scholarships

CBK offers limited **financial aid awards** to applicants demonstrating significant 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. Please note that the *average* annual income of the last several years' award groups was $32,000. To be considered, please complete the enclosed Financial Aid and Merit Scholarship Application and send it with the full Summer Programs Application, 2011 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 $150. 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 April 30th, for consideration.**

All award notifications will occur by May 14 by telephone. Additional expenses, such as the application fee and damage fees, 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 April 30th.
Financial Aid applications must still include the $50 Application Fee to be processed.
The damage deposit credit card authorization is required and damage fees are not 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. Again, APPLY EARLY!

DO NOT SUBMIT YOUR APPLICATION PACKET UNTIL ALL REQUIRED PIECES ARE INCLUDED.

REGULAR APPLICATION POSTMARK DEADLINE IS APRIL 30th, 2012

ACCEPTANCE PACKETS will be emailed upon acceptance of the student application to the **parent/guardian address you provide on your application** and include multiple forms necessary for safety in a residential or campus program as well as an opportunity to make a roommate request. **These forms are due back to CBK no later than June 1st or a $100 late fee for processing will be assessed.**

WELCOME LETTERS will be emailed **as classes fill in late April and early May** . Please do not call CBK to check on course assignment status. This letter will include class assignment, roommate assignment, and critical opening day information, maps, and directions.

APPLICATION CHECKLIST

- ☐ **RETURNING STUDENT Application**
- ☐ $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:

- ☐ NEW STUDENT SUMMER PROGRAM 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 April 30th, 2012]**
- ☐ $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 12th** or prior may waive the $50 application fee. This discount may only be applied upon the day the application is sent.
All returning students may take an additional $30 discount in celebration of our 30-year anniversary.