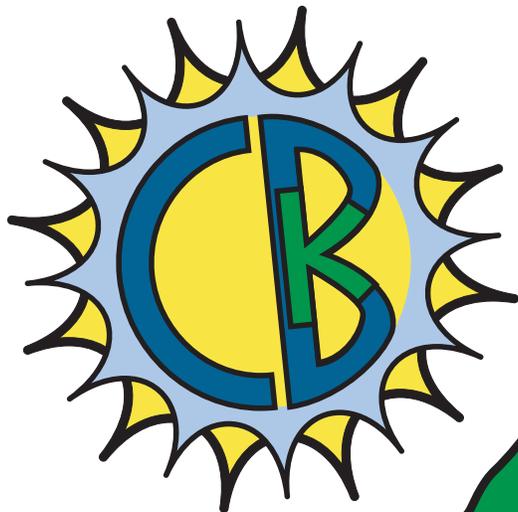


Summer Programs Catalogue



Center for Bright Kids

Regional Talent
Development Center

a bright spot for bright kids...

2017



COLORADO SCHOOL OF MINES
EARTH • ENERGY • ENVIRONMENT

APPLICATIONS MUST BE SUBMITTED ONLINE

Center for Bright Kids Regional Talent Development Center

7765 Wadsworth Blvd #746679, Arvada, CO 80003

303-428-2634 • 303-428-2638 (fax)

cbk@centerforbrightkids.org • www.centerforbrightkids.org

CBK is a 501(c)3 non-profit education center.

Welcome to CBK Summer!

Center for Bright Kids Regional Talent Development Center

Welcome to the Center for Bright Kids! This is our **35th 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 from across the country in an inquiry-driven, hands-on learning environment that provides a space to take risks in thinking differently. **Colorado School of Mines is our home** for offering high interest courses full of academic rigor, new experiences, and fresh challenges, as well as dynamic recreational opportunities while we nestle into the foothills of the Rocky Mountains for the summer. This summer students **will be housed in the newly renovated Bradford Hall on the main quad!** Please remember that **our application process is fully online** as you consolidate your information and set up an account for CBK summer that you can sign in and out of to manage your experience! This year, our application will mirror the new experience many of you had for WATS 2016, and we are excited about how smooth it has been. We hope you find the summer application to work the same.

This catalogue includes all three summer programs with 2017 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 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.

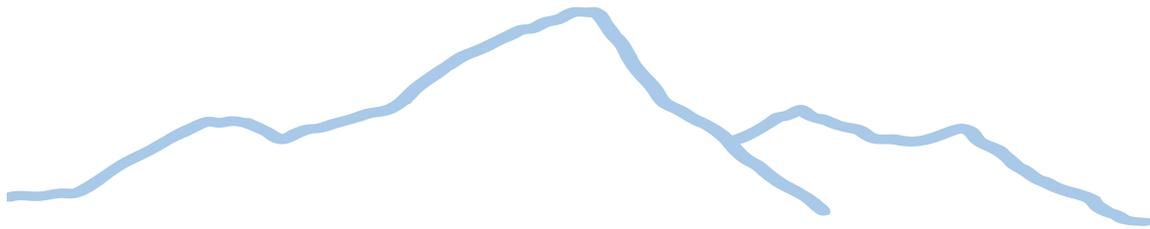
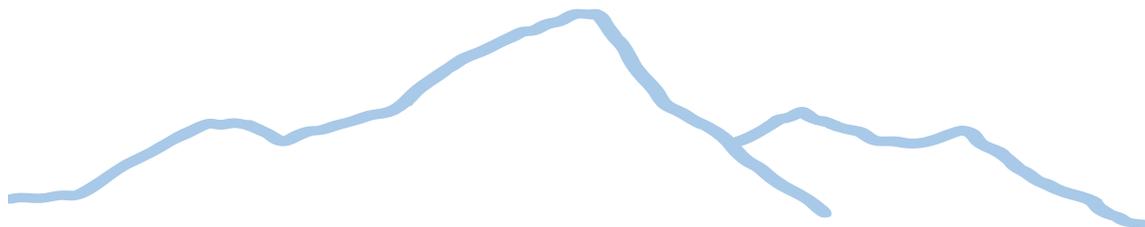
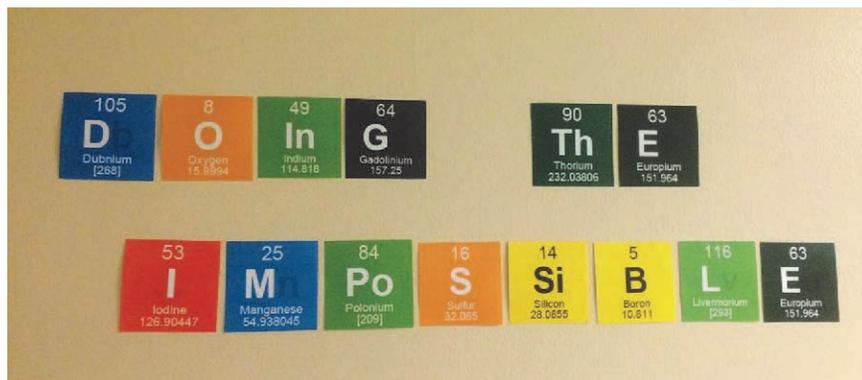


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CBK Philosophy and Welcome



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 in the fall are offered a varied selection of enrichment and 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. Many staff were long-ago participants themselves! 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.

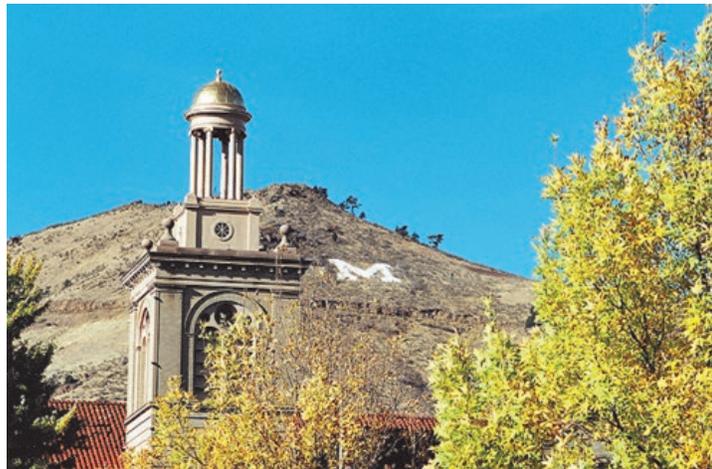
We promote student independence, confidence, empowerment and positive self-esteem through respectful, responsible, and accountable contributions in a community that is safe and responsive to the need for a sense of belonging.



Colorado School of Mines is a top public rated research university devoted to engineering and applied science. Mines has the highest admissions standards of any university in Colorado and among the highest of any 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 5,000, Mines has a student/faculty ratio of 17:1 and an average undergraduate class size of 34 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.

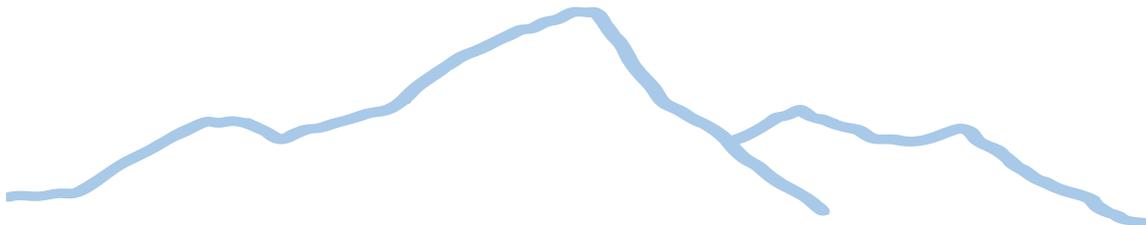


What is Academic Talent Search?

In 1972, Dr. Julian Stanley, a psychology professor at 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 90th 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. The other three sister Centers offering the Academic Talent Search within their own, separate geographical regions are: Center for Talented Youth (Johns Hopkins University), Talent Identification Program (Duke University), and Center for Talent Development (Northwestern University).



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. Lots of kids access our program this way and do Talent Search later.

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 Associate Residential Director are on campus and ALWAYS on call 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 two 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. This policy is for safety and connection to the program. Students arriving by airplane are asked to bring a phone that can be checked in with staff upon arrival.

Programs Overview

CBK SHINE (Students Headed Into New Enrichment)

July 30-Aug 5

CBK SHINE is a one-week residential program for rising 4th-6th graders who live on campus. Students take one accelerated 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 11-24

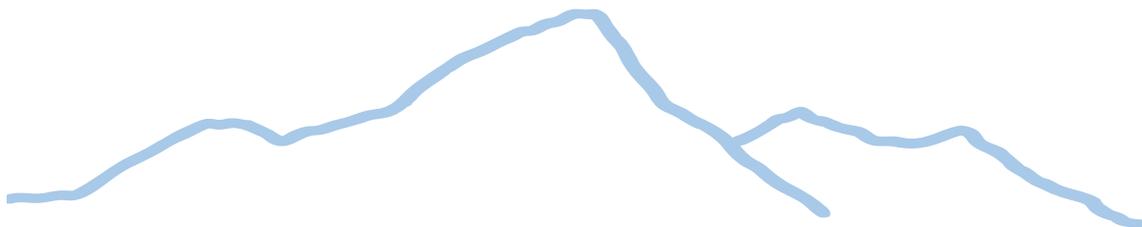
A transitional program between SHINE and the Luminary Project, rising 6th-8th graders attend this two-week residential experience and focus on one course of study for **five 1/2 hours a day** that is a blend of academic enrichment and acceleration based on pace, ability, and interest. These courses feel more like high school learning. One full residential weekend provides off-campus activities as part of this program. Students do not go home for the weekend.

The CBK Luminary Project

July 2-22

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. Courses feel more collegiate. Classes meet **six hours a day** for total high school credit equivalency seat-hours. Two full residential weekends provide off-campus activities and one instructional period. Students do not go home for the weekends.

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



Program Eligibility

Students qualify for CBK Summer Programs based on SAT, ACT, EXP, or PSAT 8/9 test scores or through a portfolio admission process (see page 24 for more information on portfolios). Reading or English scores are used to determine eligibility for Humanities courses, and Mathematics or Science scores determine eligibility for STEM courses. Please review the chart below for score requirements and see courses for coding. Scores from any of the four Academic Talent Searches for program admission are good for two years (2015); students are not required to retest each year in order to maintain eligibility for the summer programs. **AGE OR GRADE 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 and no older than 18 as of the first day of the program.	Mature 7th graders may apply but MUST have qualifying test scores

OR PORTFOLIO	EXPLORE or PSAT 8/9	ACT	SAT pre-March 2016	SAT post-March 2016
SHINE	EXP report or PSAT ticket OR higher than 90% as eligible for WATS	ACT report, no minimum score	SAT report, no minimum score	SAT report, no minimum score
GLOW	EXP M/S17; R/E17 PSAT 8/9 R/W 370; M 410	M/S19; R/E21	M490; CR/W480	M520; R24
Luminary	Not accepted	M/S22; R/E23	M520; CR/W510	M550; R28

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 any reason, including 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 2017 or ages 8-12

DATES: Sunday, July 30 – Saturday, August 5

ADMISSION: PSAT 8/9 ticket, or EXP, ACT or SAT score report
OR 90% or higher on a national test as eligible for WATS
or portfolio application

2017 SHINE Courses

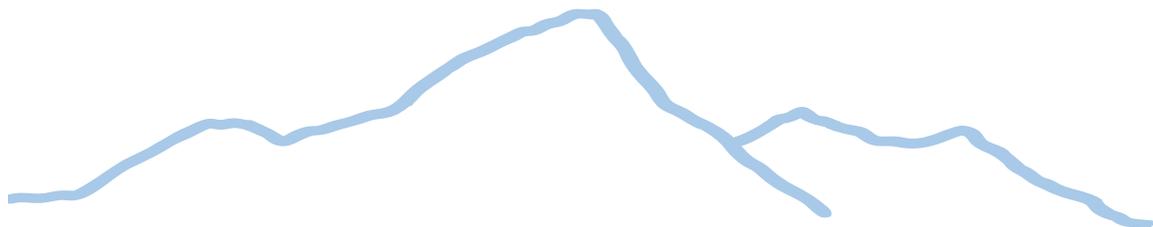
Illuminating the World Through Scientific Exploration (M/S)

The Psychology of Cultural Difference (H)

Superheroes and Our Lives (H)

How to Go Viral: Modeling the Digital Era (M/S)

Heroes and Tricksters: Archetypes in Mythology and Storytelling (H)

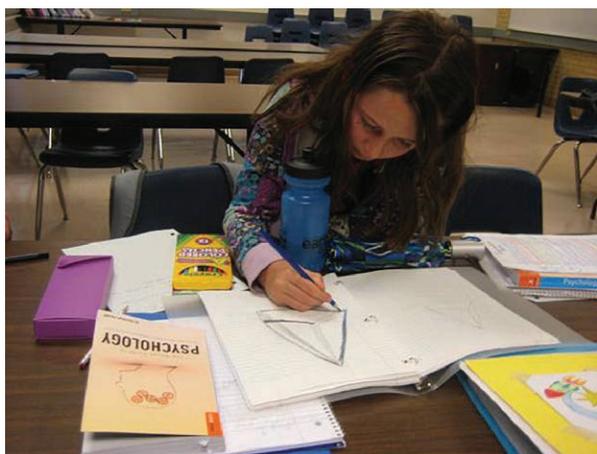


2017 SHINE Courses

illuminating the World Through Scientific Exploration

Science has shone its light on almost everything we know, and the quest to understand this knowledge begins by learning how to ask the right questions. In this class, we'll follow in the footsteps of notable scientists and see how they uncovered the secrets of the world. Learn about the fundamental laws of the universe and how those laws can be circumvented with creative thinking, then use those skills to challenge your classmates in problem-solving adventures. Explore your own perceptions of reality and discover that things aren't always as they seem. Use psychological tricks and mind games to unlock your potential as a scientist. Attempt to grasp the scale of the cosmos, and debate the ethics of what we can do versus what we should do. By understanding scientific techniques, we will illuminate the answers that the universe has hidden in plain sight. (\$40 lab fee)

Brandon Tutt spent seven years conducting research studies focused on improving care in a variety of medical settings, and managing a neuroscience lab. He has since been teaching science and engineering to kids across the Front Range. He holds an M.A. in Anthropology from East Carolina University and a B.A. in Anthropology from the University of Massachusetts at Amherst.



The Psychology of Cultural Difference

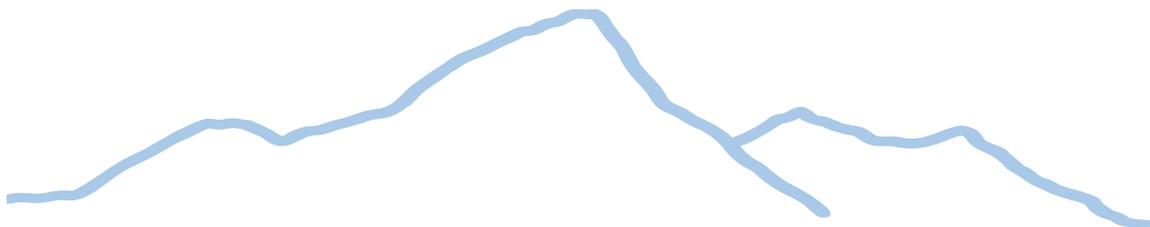
This course will use a multicultural lens to examine different theories of human development ranging from Piaget's Theory of Cognitive Development to Bennett's Developmental Model of Intercultural Sensitivity. Students will engage in deep and thoughtful conversations about ethnocentricity, stereotyping, colorblindness, and difference in worldviews in a group setting. They will be encouraged to challenge both developmental theories and themselves by studying intelligences, states, and transformations, and utilizing some artistic expression. Goals for this course include creating a deeper understanding of our own cultural identities and the ability to challenge commonly cited theories of human development. The final project for the class will be the creation of an original theory of cognitive development.

Crystal Fegenbush holds an M.A. in Counseling from the University of Colorado Denver and a B.A. in Psychology from Colorado College. Crystal was born and raised in the Denver metro area and owns a private practice where she specializes in couples therapy. She enjoys hiking, mountain biking, and knitting in her free time.

Superheroes and Our Lives

Although often written off as "kids books," comics have begun to garner a serious reputation in academia. Authors and readers alike have seen their own worlds, struggles, and identities through the four-color dots and glossy covers of comic books. This course will focus on comic books as literature with strong messages about the world we live in. We will read comics as well as authors inspired by superheroes in order to think about our individual identities and our world – in particular, the struggles of a young superhero's sense of self. The week will culminate in making our own "zine" comics to share messages about self in the broader world context.

Nick Steverson holds a B.A. in English Literature and Latin from Bates College, and comes to CBK from Maine, where he worked in an elementary school as certified professional support staff. He also has directed an after school youth program, and is excited to be moving back to his home state of Colorado. In his spare time, he loves to read, hike, play his guitar, and talk about comic books.



2017 SHINE Courses

How to Go Viral: Modeling the Digital Era

Recently, much ado has been given to cultural phenomena on the Internet, such as viral videos. The way these videos spread and repeat is a specific example of what can be considered to be the information equivalent to genetics. The spread of these tropes has been a constant throughout human history - from sun gods to dragons and knights in shining armor to silly musical covers, sweeping ideas have evolved and spread to become cultural mainstays. In this course, we will use models based on mathematical difference equations to investigate modern forms of communication. The results from these models will motivate our discussions on how presentation plays a key role in spread of ideas. Students will complete a project using mathematical modeling techniques that focuses on a specific part of how information is communicated to answer our main question - how do you go viral? (\$50 lab fee)

Ben Sattelberg received his B.S. and M.S. in Applied Mathematics and Statistics from the Colorado School of Mines. He has been involved with CBK for a number of years in various positions, and loves coming back to the CBK family every summer. Ben is currently planning to start a doctoral program in the fall.

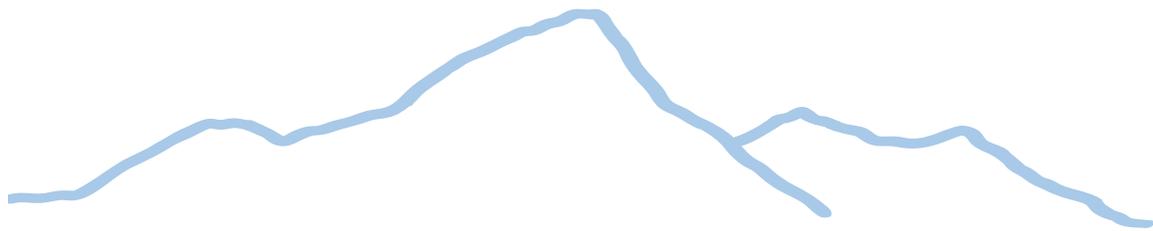
March Gotthoffer is pursuing a degree in Visual Arts and has a history of taking upper level physics courses at UCCS and CU Boulder. He has been involved with CBK for several years in multiple positions. He is working towards a career in education.



Heroes and Tricksters: Archetypes in Mythology and Storytelling

Ever wondered why Loki is such a troublemaker? What made the Wicked Witch of the West so angry? Come find out as we explore the characters that make up world mythology—from tricksters like Coyote and heroes like Robin Hood to not-so-damsels-in-distress like Princess Leia and wizened mentors like Merlin. This course will immerse students in stories and myths from around the world, helping them discover how—and why—storytellers develop character archetypes and stereotypes. We will read and listen to a variety of myths and use them to develop an understanding of basic storytelling techniques. Towards the end of the course, students will create their own cast of characters by writing a story or myth. Help us tame the shrew, call out the shapeshifter, and defeat a wicked nemesis using our most powerful tools: scholarship and understanding.

Kelsey Ransick is excited to be back for another adventure at CBK. She holds a B.A. in History from the University of San Francisco and an M.A. in History and Museum Studies from the University of Delaware. Kelsey hails from colorful Colorado, but now lives in Minnesota, where she divides her time between museum, web design, and publishing work.



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 floor bathroom offers private showers. Students will be assigned a roommate approximately the same age unless they have made specific requests—both students must request one another in their acceptance paperwork. In some situations, students may be placed in a triple, 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. They **will not do laundry** during this program due to time constraints. 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	Breakfast and morning wing time
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	Down Time
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, jogging, basketball, indoor soccer, and a limited visit to 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 held 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 intensive, accelerated, 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. A rich weekend program is part of this experience.

STUDENTS: Students entering **grades 6-8** in fall 2017 or ages 10-14

DATES: Sunday, June 11—Saturday, June 24

MATH/SCIENCE ADMISSION (M/S)

SAT-M 490 (pre-Mar 2016)
SAT-M 520 (post-Mar 2016)
ACT-M or S 19
EXP-M or S 17
PSAT 8/9 M 410

HUMANITIES ADMISSION (H)

SAT-CR 480
SAT-R 24
ACT-R or E 21
EXP-R or E 17
PSAT 8/9 R-W 370

or portfolio application

2017 GLOW Courses

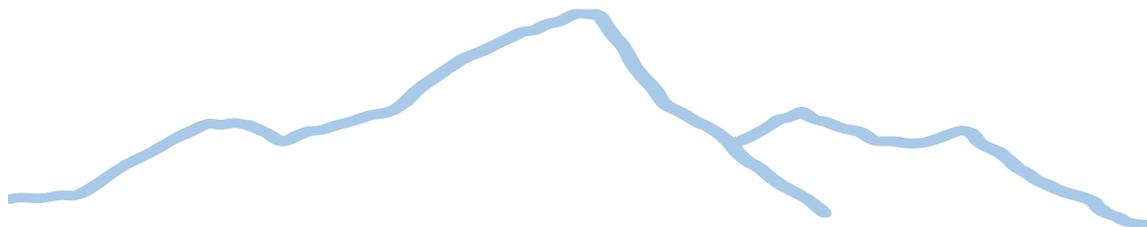
Powering the Planet: Environmental Chemistry and Climate Change (M/S)

X-Men and the Fantastic Four: Comic Books as Literature (H)

Taking Over the World Through Scientific Investigation (H/M/S)

Going Viral: Modeling the Cultural Diffusion of Information (M/S)

Physics at Warp Speed (M/S)



2017 GLOW Courses

Powering the Planet: Environmental Chemistry and Climate Change

Is there a climate catastrophe around the corner? Are statistics being blown out of proportion? Does the truth lie somewhere in the middle? In this course, students analyze the relationships between energy production, the environment, economics, and politics. Students start by exploring environmental chemistry, focusing on carbon-based atmospheric interactions. Students then perform an analysis on different sources of energy based on their economic and environmental impact. Students complete the course with the creation and defense of their own policy proposals for a more efficient and/or cleaner energy grid. Do you have the power to take on one of our toughest issues? (\$60 lab fee)

Chelsea Stiles holds a B.S. in Chemistry from the Colorado School of Mines. She then spent two years working as a chemist for a small iodine-derivative company in Kansas City, but after a summer with CBK, is now pursuing teaching. Chelsea is currently a Teacher-Resident in Kansas City, working on a master's degree in education at Park University.

X-Men and the Fantastic Four: Comic Books as Literature

Although often written off as “kids books,” comics have begun to garner a serious reputation in academia. Authors and readers alike have seen their own worlds, struggles, and identities through the four-color dots and glossy covers of comic books. This course will focus on comic books as literature with strong messages about the world we live in. We will read comics as well as authors inspired by superheroes in order to think about our individual identities and our world – in particular, the representation of diversity during the Civil Rights Movement and the immigrant experience.

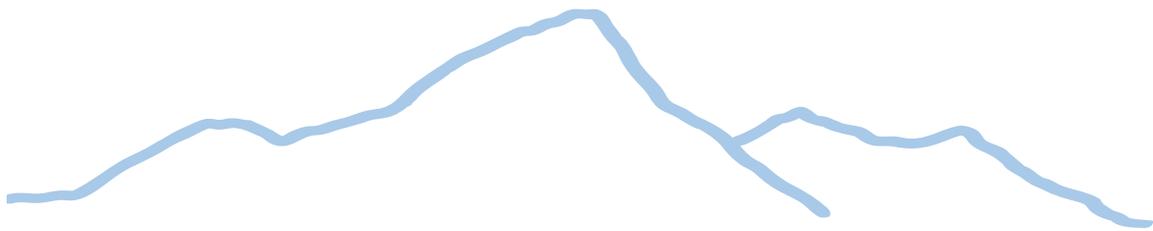
Nick Steverson holds a B.A. in English Literature and Latin from Bates College, and comes to CBK from Maine, where he worked in an elementary school as certified professional support staff. He also has directed an after school youth program, and is excited to be moving back to his home state of Colorado. In his spare time, he loves to read, hike, play his guitar, and talk about comic books.

Taking Over the World Through Scientific Investigation

Want to change the world? Or even shake the very foundations of our reality to change humanity forever? To do that, you'll need to have the proper tool: science. Science continues to change our reality by the second, but it does so by first understanding the fabric of the cosmos. The systematic methodology that brought us to this point has been hard won, and in order to properly use it we must understand its philosophical origins. We'll follow history as we learn how the scientists of the past slowly cracked the secrets of the universe with the finely honed tools of empirical investigation. We will grasp the scale of all that is, from quantum strings to galaxy clusters. We will dive into the muck of ethical and political debates and learn how to ask elegant and beautiful, or messy but meaningful questions. Explore the scientific universe through discussion, videos, experiments, and hands-on activities to learn how great scientists made remarkable discoveries. Once you master these tools, you'll know how to satisfy your curiosity and seize your chance to change reality. (\$40 lab fee)

Brandon Tutt spent seven years conducting research studies focused on improving care in a variety of medical settings, and managing a neuroscience lab. He has since been teaching science and engineering to kids across the Front Range. He holds an M.A. in Anthropology from East Carolina University and a B.A. in Anthropology from the University of Massachusetts at Amherst.





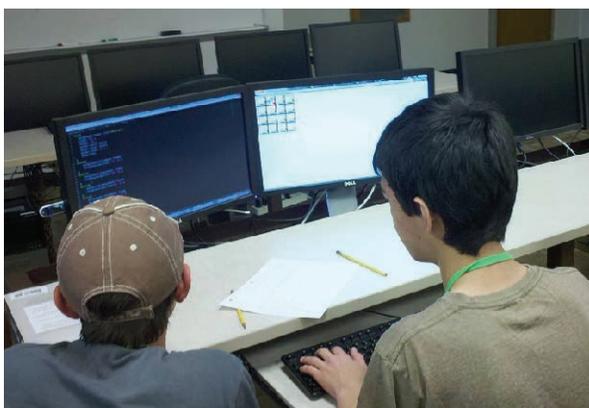
2017 GLOW Courses

Going Viral: Modeling the Cultural Diffusion of Information

Recently, much ado has been given to cultural phenomena on the Internet, such as viral videos. The way these videos spread and repeat is a specific example of what can be considered to be the information equivalent to genetics. The spread of these tropes has been a constant throughout human history - from sun gods to dragons and knights in shining armor to Shrek, sweeping ideas have evolved and spread to become cultural mainstays. In this course we will use mathematical models based on concepts such as graph theory and difference equations to investigate how technological changes in communication have changed the flow of information. We will then extend these models to modern forms of communication and discuss how even small changes in how an initial idea is presented can have a massive impact on diffusion and staying power. Finally, we'll combine these concepts and generate graphical representations of these effects to answer our motivating question - how do you go viral? (*\$50 lab fee*)

Ben Sattelberg received his B.S. and M.S. in Applied Mathematics and Statistics from the Colorado School of Mines. He has been involved with CBK for a number of years in various positions, and loves coming back to the CBK family every summer. Ben is currently planning to start a doctoral program in the fall.

March Gotthoffer is pursuing a degree in Visual Arts and has a history of taking upper level physics courses at UCCS and CU Boulder. He has been involved with CBK for several years in multiple positions. He is working towards a career in education.



"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."

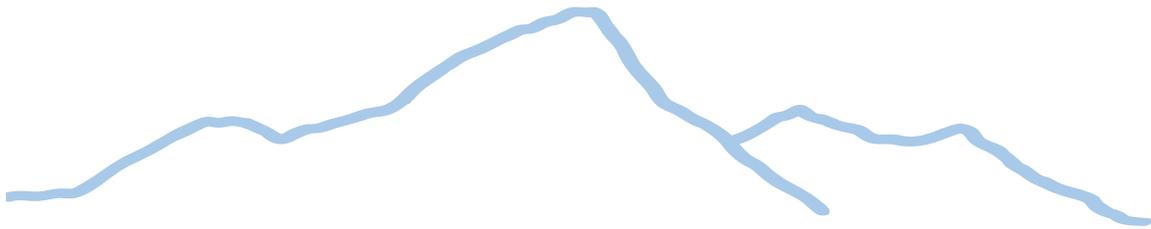
"The residential program was wonderful - it was a very positive growing experience. The program was very organized and I felt very comfortable leaving my child."

Physics at Warp Speed

Have you ever wondered why scientists make such a big deal out of relativity when Newton's laws have been proven to work again and again? Everything in the universe, from snails to rocket ships, obeys the laws of relativity. Though far less apparent at small speeds, the phenomena of time dilation and length contraction remain the same. In this course, we will introduce Einstein's theory of special relativity, discussing these topics as well as relativistic momentum, the twin paradox, and more. We will explore what happens as rockets try to accelerate up to the speed of light, and why anything going faster than the speed of light cannot slow down below that speed. Students will be encouraged to question their previous assumptions about the laws that govern our world, and explore the many contradictions in modern physics. Complete your calculations for the jump to light speed! Previous experience with classical (Newtonian) physics is recommended. (*\$40 lab fee*)

Gwen Leifer is pursuing degrees in physics and math at Tulane University, where she is a Supplemental Instructor for a physics course, and a calculus tutor. Gwen enjoys exploring New Orleans, singing jazz, playing rugby, and encouraging younger students to pursue physics.

Ryan Browne holds a B.S. in Engineering Physics and an M.S. in Applied Physics from the Colorado School of Mines. He is a software engineer in Silicon Valley with a passion for sharing the power of physics and the beauty of mathematics. He spends most of his days coding, cycling, and practicing martial arts.



GLOW 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 floor bathroom offers private showers. Students will be assigned a roommate approximately the same age unless they have made specific requests—both students must request one another in their acceptance paperwork. In some situations, students may be placed in a triple, 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. Laundry is scheduled only once during this program. 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	Breakfast and morning wing time
9:30am-12:00pm	Morning Instruction
12:00pm-1:00pm	Lunch
1:00pm-2:30pm	Afternoon Instruction
2:30pm-4:30pm	Afternoon Activities
4:30pm-5:45pm	Evening Instruction
5:45pm-6:45pm	Dinner
6:45pm-7:15pm	Down Time
7:15pm-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**. A full residential weekend program and off-campus Denver trip 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. Down time is built into the schedule due to program intensity. 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, jogging, basketball, indoor soccer or limited swimming and visits to 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. The weekend is a time of critical socio-emotional growth.

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 2017 or ages 12-17.

DATES: Sunday, July 2—Saturday, July 22 (students stay for the holiday)

MATH/SCIENCE ADMISSION (M/S)

SAT-M 520 (pre-Mar 2016)
SAT-M 550 (post-Mar 2016)
ACT-M or S 22

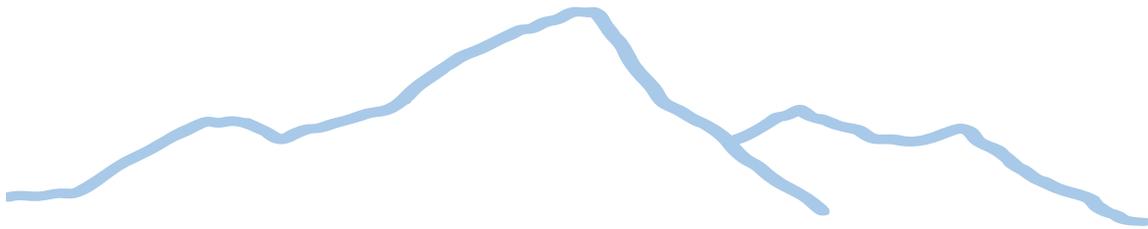
HUMANITIES ADMISSION (H)

SAT-CR or W 510
SAT-R 28
ACT-R or E 23

or portfolio application

2017 Luminary Project Courses

- Your Move: Game Design and Mechanics (M/S)
- Superheroes, Self-Identity, and Civil Rights: Comic Books as Literature (H)
- Scientific Methodology to Understand the Cosmos and Change Reality (H/M/S)
- Going Viral: Modeling the Evolution of Cultural Information (M/S)
- Questioning the Boundaries of Modern Physics: Applications of Relativity (M/S)



2017 Luminary Project Courses

Your Move: Game Design and Mechanics

Since the breakout success of Pong, video gaming has grown to be a multi-billion dollar industry, affecting popular culture, the pace of technological development, and human psychology. Meanwhile, board games have had a renaissance in recent years, spanning everything from simple card games to complex, multi-hour-long experiences. This course aims to give students a broad introduction into game design and the tools to critically examine gaming. It will examine gaming's place amongst other media as well as the elements that contribute to good game design and how games manipulate the player's emotional state differently than other media do. We will investigate motivational theories, incentives, and intermittent conditioning to understand how a game entices the player to keep coming back to the world of the game, including social and historical impacts of gaming, mechanics as a method of storytelling, graphics and aesthetic impact, and narrative techniques unique to gaming. The class will progress to analyze the development and perpetuation of common conventions within game genres, discussing ideas of "gamification" and the applications gaming has to other disciplines.

Zachary Boerner received his B.S. in Engineering Physics from the Colorado School of Mines and has since worked for various software engineering companies. He currently works for a mobile game company in Silicon Valley and enjoys dissecting video games in his spare time. Zach is currently building a video game that seeks to be educational through engagement.

Superheroes, Self-Identity, and Civil Rights: Comic Books as Literature

Although often written off as "kids books," comics have begun to garner a serious reputation in academia. Authors and readers alike have seen their own worlds, struggles, and identities through the four-color dots and glossy covers of comic books. This course will focus on comic books as literature with strong messages about the world we live in. We will read comics as well as authors inspired by superheroes such as the X-Men, Fantastic Four, Captain America, and some anime characters in order to think about our individual identities and our world – in particular, the

representation of diversity during the Civil Rights Movement and the immigrant experience. By investigating themes in science fiction, magical realism, fabulism, mysticism, and metafiction, this college-style seminar will encourage us to develop an understanding of major historical and sociopolitical arcs in the comic industry as well as develop our own critical analysis and discussion skills.

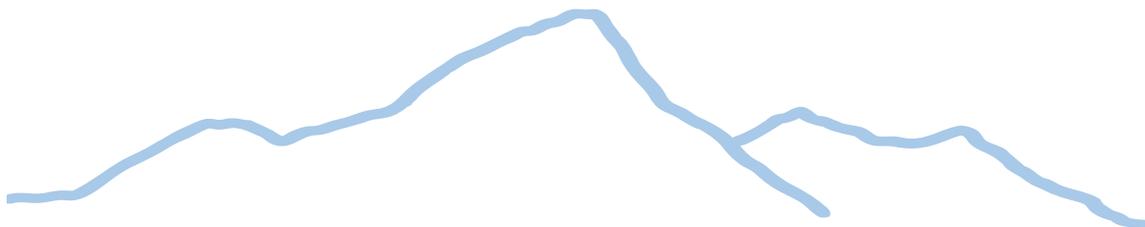
Nick Steverson holds a B.A. in English Literature and Latin from Bates College, and comes to CBK from Maine, where he worked in an elementary school as certified professional support staff. He also has directed an after school youth program, and is excited to be moving back to his home state of Colorado. In his spare time, he loves to read, hike, play his guitar, and talk about comic books.

Scientific Methodology to Understand the Cosmos and Change Reality

You are surrounded by science. The fluid dynamics of the air you breathe, the wavelengths of the light you see, and the gravity bending you to the center of the earth are all governed by the laws of science. In this course, you will decipher the language of science, and learn how to use that language to add your discoveries to the annals of humanity. With this knowledge comes the power to shape the reality that we rely on, and the technology that keeps us alive and improves the human condition. We will follow the history of science from the philosophical cradle of scientific inquiry to the academic explosion of the Enlightenment. We will study the ideas of Einstein, Sagan, Darwin, Newton, Feynman, and more, and explore science's lesser-known characters and tales that give us the knowledge that we take for granted today. We will dive into the ethical quandaries that besieged those in the past and analyze how the morals of investigation have changed over time. You will learn the skills needed for investigation, and how to be full of wonder while remaining a trained skeptic. We will explore how you can use science to master the world around you and transform the future.

(\$40 lab fee)

Brandon Tutt spent seven years conducting research studies focused on improving care in a variety of medical settings, and managing a neuroscience lab. He has since been teaching science and engineering to kids across the Front Range. He holds an M.A. in Anthropology from East Carolina University and a B.A. in Anthropology from the University of Massachusetts at Amherst.



2017 Luminary Project Courses

Going Viral: Modeling the Evolution of Cultural Information

Recently, much ado has been given to cultural phenomena on the Internet, such as viral videos. The way these videos spread and iterate is a specific example of what can be considered to be the information equivalent to genetics. The spread of these tropes has been a constant throughout human history - from sun gods to dragons and knights in shining armor to the three-field system, sweeping ideas have evolved and spread to become cultural mainstays. In this course we will use mathematical models based on concepts such as graph theory and differential equations to investigate how technological changes in communication have changed the flow of information. We will then extend these models to modern forms of communication and discuss how even small changes in how an initial idea is presented can have a massive impact on diffusion and staying power. Based on these discussions, we'll consider how past and modern methods of communication can affect the diffusion and staying power of ideas. Finally, we'll combine these concepts and use MATLAB to generate graphical representations of these effects so we can answer our motivating question - how do you go viral? **PREREQ:** previous experience with mathematical functions and programming concepts recommended (\$50 lab fee)

Ben Sattelberg received his B.S. and M.S. in Applied Mathematics and Statistics from the Colorado School of Mines. He has been involved with CBK for a number of years in various positions, and loves coming back to the CBK family every summer. Ben is currently planning to start a doctoral program in the fall.

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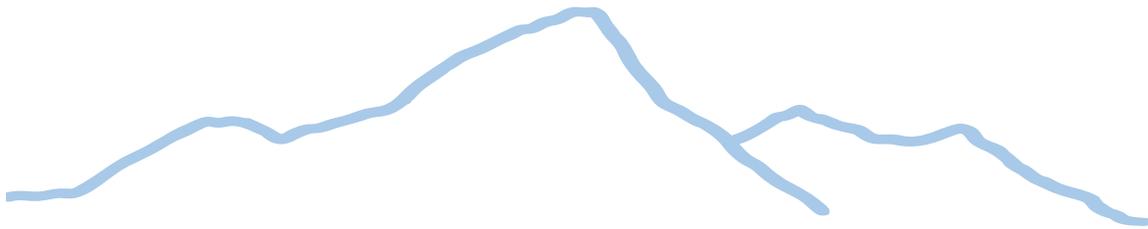
“ The top thing I learned about myself is that there are other people similar to me and that makes me think, ‘I am as special as anyone else.’”



Questioning the Boundaries of Modern Physics: Applications of Relativity

This course offers an approach to Einstein's theory of special relativity that allows students to immerse themselves in several applications of relativistic theory. We not only will discuss what happens to objects and particles at immensely high speeds, but also what that means for the nature of space and time, and how the effects of these phenomena can be seen in our world. We will explore the concepts of the malleable nature of space and time, relativistic energy and momentum, and spacetime. The beginning of the class will be spent discussing a wide variety of intellectually stimulating topics, such as Lorentz transformations, relativistic addition of velocities, and the Doppler effect. Students will then be given the opportunity to conduct team research on concepts they found especially resonant, such as the twin paradox, atomic fission and fusion, binding energy, and massless particles. Previous experience with classical (Newtonian) physics is recommended. Prior experience in relativity is not required, but excitement about time and space is “relatively” important! (\$40 lab fee)

Gwen Leifer is pursuing degrees in physics and math at Tulane University, where she is a Supplemental Instructor for a physics course, and a calculus tutor. Gwen enjoys exploring New Orleans, singing jazz, playing rugby, and encouraging younger students to pursue physics.



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 floor bathroom offers private showers. Students will be assigned a roommate approximately the same age unless they have made specific requests—both students must request one another in their acceptance paperwork. In some situations, students may be placed in a triple, 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. Weekends are a critical part of the socio-emotional development of our community.

Daily Schedule

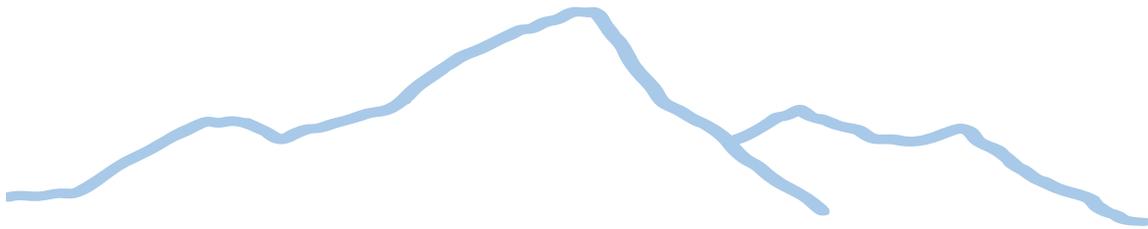
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7:30pm-9:00pm	Evening Activities
9:00pm-9:30pm	Wing Meetings
9:30pm-10:30pm	Quiet Time on Wings
10:30 pm	Lights Out

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. Two full residential weekend programs with off-campus 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 built in to the schedule. 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, jogging, basketball, indoor soccer, and limited swimming or use of 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 Welcome Packet, which is again reviewed during orientation. **Bullying, sexual harassment, teasing of a sexual nature or regarding gender or sexuality, curfew abuses or hall access violations, vandalism, physical or emotional violence including excessive horseplay or threats to self, 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, in which our students thrive and to which they can feel comfortable returning. As a result, the majority of our students do come back to their second “family” each summer. 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 6 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.



“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!”

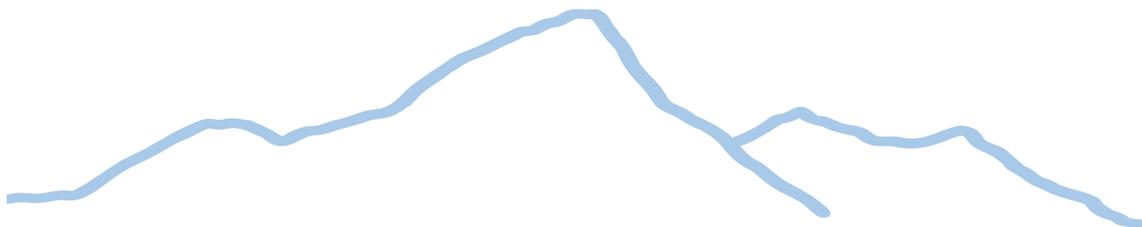
“It’s way easier than I thought to grow
life long experiences with people.”

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

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

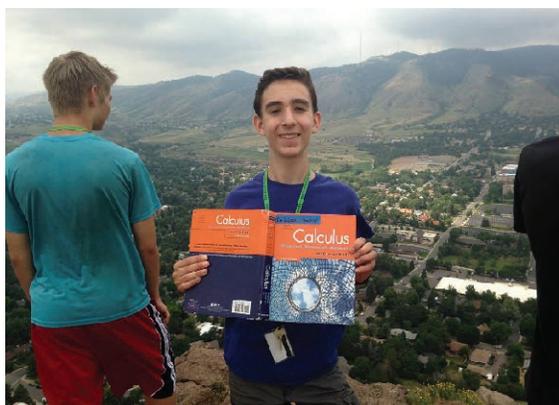
Health Services

Although we may be able to 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 emergency life-saving 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. Mental health crises may require transportation to and evaluation by hospital staff at the discretion of CBK.



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 class 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 so that we can help them to be successful. **Attendance is required for the duration of the program.** Non-participation 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 considered at least two weeks in advance of the program or in an 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.

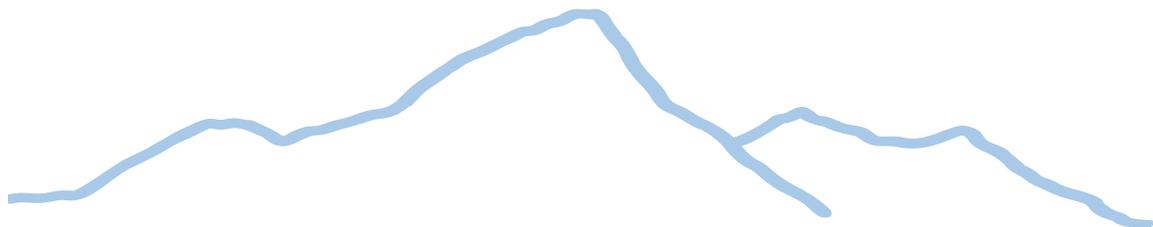


Student Evaluation and Credit Equivalency

Instructors use a variety of assessment techniques, including observation, project-based evaluation, rubrics, and pre-assessments 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 rigor and acceleration of courses in comparison to traditional environments, 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 final evaluation. This interview is followed by the **essential closing ceremony** at which students are recognized for their accomplishments and participation. Plan to attend.

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, inquiry-driven, 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 \$16/hour *excluding the cost of overnight and weekend supervision and participation*. Tuition covers campus room and board and facilities charges (the majority of tuition goes to Colorado School of Mines), staff salaries/housing, planning and evaluation for the courses, publications, books, materials, program shirt, and residential events and trips. Additional student expenses not covered in tuition include a **lab fee** for materials-based courses, and may include souvenirs from the campus bookstore, snacks, laundry, or other *optional* activities.

Checks should be made payable to: CNDC CBK or you may pay online with Paypal surcharges.

Lab fees and shuttle fees are paid upon ACCEPTANCE. Discounts must be taken at initial application only.

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. **Mailed fees must include student name/program.**

Regular COMPLETED application deadline is APRIL 7th, 2017.

Tuition Deposit

A 50% tuition deposit is due with the application. This deposit is applied directly toward tuition and will not be refunded. If applying for financial aid, the tuition deposit is waived and any monies remaining due following the award must be paid by April 28th.

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 12th, 2017** (a 10% 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 10% 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.

Tuition, Room, and Meals - if you mail fees, **PLEASE INCLUDE student name and program**

Payment of all program fees must be received in our office no later than April 28, 2017. Students with an outstanding balance at the deadline may have their applications withdrawn. Total tuition for each program is:
TUITION ONLY: **SHINE \$1724 GLOW \$2546 Luminary \$3710 PLUS your \$50 application fee**

Residential Damage Fees

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, double-paid meals due to forgotten Blastercards, or lockouts. *CBK will not use this account as a charge account for student expenses while on campus, with the exception of medication authorized by a parent following discharge from a clinic or hospital.*

Late Fees and Deadlines and Returned Checks Fee

Late applications will be accepted with an additional **\$100 fee if RECEIVED** no later than:

GLOW= MAY 5; Luminary= MAY 26; SHINE= JUNE 2.

Late applicants cannot be considered for financial aid. **FULL PAYMENT of all fees is due WITH late application.**

All returned checks, failed credit charges (including for damages), or late applications will result in a \$100 charge.

PROGRAM	Application Deadline: April 7, 2017	Tuition Deposit Due April 7, 2017	Late Application Receipt By Program: 5/5, 5/26, 6/2	2nd/Full Payment Due with Lab/ Shuttle Fees Apr 28, 2017	Total Regular Tuition w Application Fee (or by credit card)
SHINE	Application Fee \$50 Nonrefundable & in addition to tuition	\$862	\$100 Fee add to tuition and PAID IN FULL	\$862	\$1774 (\$1814 cc)
GLOW	Application Fee \$50 Nonrefundable & in addition to tuition	\$1273	\$100 Fee add to tuition and PAID IN FULL	\$1273	\$2596 (\$2654 cc)
Luminary Project	Application Fee \$50 Nonrefundable & in addition to tuition	\$1855	\$100 Fee add to tuition and PAID IN FULL	\$1855	\$3760 (\$3845 cc)

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 with acceptance**. 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 (8:30am-11:00am); Departures (7:00am-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. CBK MUST be notified of any flight** for a student to/from the program. A student MAY NOT travel unaccompanied and make separate arrangements solo via any form of ground transportation.

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 **Financial Aid and Merit Scholarship Application**, 2016 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/or Merit Scholarship Application**.

REQUIRED APPLICATION DEADLINE for consideration is April 1st—NO EXCEPTIONS.

All **award notifications will occur by April 21st**. Additional expenses, such as the application fee and damage fees, lab fees, purchases on weekend trips, snacks, or other student choices are not covered by CBK.

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

CBK is able to set up payment plans upon request but all payments must be received before program start.

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**. **APPLY ONLINE from the CBK home page** for course choice equity by time stamp. 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 or third choice. 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 BEGIN YOUR ONLINE APPLICATION UNTIL YOU HAVE ALL REQUIRED PIECES IN HAND!

REGULAR COMPLETED APPLICATION DEADLINE IS APRIL 7th, 2017

SUMMER ACCOUNT ACCESS will be the same as your WATS user id/password. **If you did not participate in WATS you will need to create a summer account.** Application (including portfolio documents), payments (unless mailing a check), and acceptance forms will all be submitted through your summer account—letters of recommendation for new students must be sealed and **mailed**. Additional tuition payments, **lab, and shuttle fees should be paid AT ACCEPTANCE, not application**—paying lab fees early does not guarantee a spot in the course, and those fees will not be refunded. Acceptance forms must be completed no later than **MAY 1st, 2017**, or a \$100 late fee for processing will be assessed.

WELCOME EMAILS will be sent **as classes fill in late April and early May**. Please do not call CBK to check on course assignment status. This email will include **class assignment** and critical opening day information, maps, and directions. **Roommate assignments** will go out by email approximately one week prior to your arrival.

APPLICATION CHECKLIST—have in hand before you apply

RETURNING STUDENT Application

- \$50 Nonrefundable Application Fee **MUST** be paid online at application
- 50% Tuition Deposit check payable to CNDC CBK or you may pay online (please note Paypal surcharge)

OR FOR FIRST-TIME APPLICANTS:

- \$50 Nonrefundable Application Fee **MUST** be paid online (required with ALL applications)
- 50% Tuition Deposit check payable to CNDC CBK or pay online (waived if applying for Financial Aid)
- Student essay ready to be uploaded as a pdf
- Copy of Talent Search score report (SAT, ACT, EXPLORE, or PSAT 8/9) from WATS or other Talent Search
 - OR** Portfolio Admission Application responses and all supporting documents
- 2 recommendation forms with signatures across the envelope seals. **MUST be MAILED SEPARATELY.**
- Financial Aid/Merit Application and supporting documents if applying **[DEADLINE by April 1st]**

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 submitted with 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 date stamp. **See online requirements for materials submission**. 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—ONLY MAY BE TAKEN UPON INITIAL APPLICATION

CBK is offering an early-bird promotion; any application **submitted complete Feb 24th** or prior may waive the \$50 application fee. Kids of Colorado School of Mines faculty or staff receive one additional \$50 discount. Families sending multiple kids to CBK Summer for 2017 additionally receive one \$50 discount upon application.