



CONTINUING EDUCATION & PROFESSIONAL STUDIES

Digging Deeper.

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Renaissance — p. 4

It's all Greek to me.

World of Ancient
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Not just kid's stuff.

Children's
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Explore more online:

visit conted.colorado.edu
for course updates.

SPRING '11

Who says
dreams
have to change?



Monica

Age 7: Rock Star
Age 20: Student, *Appreciation of Music*

Where have you always seen yourself...on stage, backstage, or behind the music?

Inside you'll find course options to help you pursue your passion or discover a new one. With the flexibility of evening, online, and weekend courses, there's nothing that will stand in your way.

Achieve your dream today.

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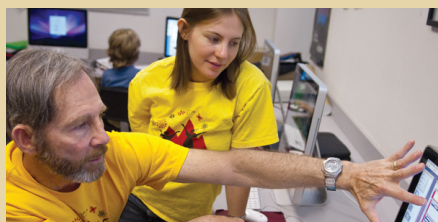
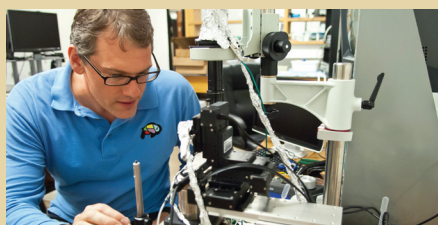
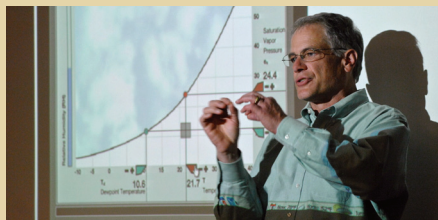
English as a second language programs for international students, community residents, or interested visitors from other countries.

30 Science Discovery

An experience-based educational outreach program designed to stimulate scientific interest, understanding, and literacy among Colorado's youth, teachers, and families.

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Projects highlighting faculty research, creative work, and teaching aimed at audiences outside the university community.



CU ON THE WEEKEND

American Musical Theatre: The U.S.A.'s Most Popular Cultural Export
BUD COLEMAN

“What is it about American musicals that makes them so

UNIVERSALLY
appealing?”

“American musicals are a fascinating combination of the American Dream, secular humanism (they are rarely about any religion), democracy, and a form which was strongly influenced by each immigrant community that came to America,” says Bud who is providing the community with a one-day version of his on-campus course. “American musicals are about family, love, children, community, and dreams – things that anyone around the world can relate to.”



DO SOMETHING JUST FOR YOU.

CU on the Weekend is a series of one-day classes from CU-Boulder faculty offered on Saturdays and open to the public. Take advantage of the unique opportunity to interact with some of CU-Boulder's best faculty and learn more about their teaching, research, and creative work. Running from 3 to 6 hours, these one-day classes allow for in-depth conversations on a range of engaging subjects.

We hope to see you at one of these exciting events this semester!

Enroll

Visit conted.colorado.edu/enroll/noncredit for a link to the QuikPay system to enroll using your credit card or call 303-492-5148.

Refunds

If you are unable to attend please e-mail our registration staff at cereg@colorado.edu or call 303-492-5148 by 4 pm the Friday before your class. Non-attendance or non-payment does not constitute withdrawal. Only preregistered students may attend.

Can't Find Something?

Continuing Education will no longer be offering noncredit foreign language, writing, acting, or studio art workshops. Consistent with our role and mission, we will now be featuring more of our CU-Boulder faculty in the CU on the Weekend program. We will continue to offer professional development courses. See page 36 for information.

As for local providers of other noncredit workshops, here are some to consider in the future:

CU-Boulder Anderson Language Technology Center (ALTEC) for foreign language classes
altec.colorado.edu/languageclasses

Boulder Valley School District Lifelong Learning www.bvssd.org/LLL

City of Boulder Parks and Recreation
www.BoulderParks-Rec.org

Front Range Community College Continuing Education www.frontrange.edu/Academics/Continuing-Education

Naropa University School of Extended Studies
www.naropa.edu/extend

Thank you for your continued support and enthusiasm through the years!

CU ON THE WEEKEND

The Zombie Renaissance CUWSP11-01

This class won't prepare you for the zombie apocalypse because we're already infested with the undead! They're everywhere – books, comics, songs, movies, and all the way down to the warning alerts you get on your home computer. The plague has started already. This class will take you back to Gilgamesh and Tibet to the world's first zombies, and then explore religion within Haiti until you have an uncomfortably intimate understanding of the living dead, know their taxonomy, what characterizes them as a species, and where – if anywhere – to draw the line between us and them. Just as importantly, you'll begin to suspect how the zombie is constantly being used and recycled to express or address society's many anxieties. It's no accident that *Night of the Living Dead* was a hit when it was nor is it a coincidence that *28 Days Later* premiered when it did. As for the Zombie Renaissance, there's no better time to study it than now. We're caught up in it, we can see it changing us in the process, infecting us with tomorrow, and everything we can't know beyond.

.....
*Professor of English Stephen Grabam Jones is the author of seven novels and two story collections. As related to this course, his *Demon Theory*, *The Ones That Got Away*, and *It Came from Del Rio* each have the risen dead in them. The others do as well, of course — all stories are about zombies, but these three are the most undead. Jones earned his PhD from Florida State University.*
 Saturday, February 12, 9 am-3 pm
 (1 hour lunch), Hellems 201, 1 session. \$25.

Diving for the Ancient Past – Underwater Archaeological Vignettes From the Mediterranean Sea CUWSP11-02

During the past four decades, Bob Hohlfelder has had the good fortune to participate in or direct 50+ underwater archaeological explorations in eight Mediterranean countries as well as in the deep water of the Northern Aegean Sea, the Sea of Crete, and the Libyan Sea. This class will cover the evolution of maritime archaeology as a discipline, some of its exciting contributions to our understanding of the ancient past, the political realities confronting underwater archaeological investigations, the development of the technology of underwater exploration from its beginning to the present, and the promise of future discoveries. In essence, this class will focus on the highlights of Hohlfelder's career of archaeological and historical discovery.

.....
Professor Robert Hohlfelder is a recently retired professor and former chair of the Department of History at CU-Boulder. His research interests are in ancient maritime history, Late Antiquity, and ancient numismatics (the study or collection of currency). Hohlfelder has participated in or directed over 50 maritime archaeological expeditions throughout the Mediterranean and currently serves as a senior maritime archaeologist for an international, interdisciplinary team research group engaged in a deep-water search for shipwrecks off the coast of Greece dating from Persian War era in the 5th century BC. He has published or edited six books, 84 articles, and 59 reviews and has presented 131 papers at professional conferences in 13 countries. In addition, Hohlfelder has given over 300 public lectures at universities and museums around the world.

Saturday, February 19, 1-4 pm,
 Benson Earth Sciences 185, 1 session. \$15.

Who Causes Third World Underdevelopment? The West, the South, or Mother Nature? CUWSP11-03

The Western world has reached a level of economic well-being and technological achievement that would have been unimaginable just a century ago. Worldwide, however, most countries remain part of the poverty-stricken Third World or global "South," and almost half of humanity survives on less than \$2 per day. In this class, we will explore a wide range of possible reasons and explanations for why so many countries remain poor, and we will do so from a wide range of ideological and disciplinary perspectives. Should we blame the "West"—that is, allegedly harmful international forces such as colonialism, globalization, and the IMF? Or should we blame domestic factors in the countries of the "South" itself, such as corrupt dictators and a lack of free markets and globalization? Alternatively, perhaps "Mother Nature" has dealt the Third World a difficult geographical and climatic hand. Examples and anecdotes from Latin America, Africa, Middle East, China, India, Russia, and elsewhere will comprise an important part of the discussion, and the course will also consider the impact of charitable giving and foreign aid on development.

.....
*Associate Professor Andy Baker received his PhD from the University of Wisconsin-Madison in 2001. His research focus includes Latin America, mass political behavior, and international political economy. In 2007, he joined the CU-Boulder Department of Political Science. Baker has published many articles in his field of research, as well as the book *The Market and the Masses* in Latin America in 2009.*

Saturday, February 26, 9 am-3 pm
 (1 hour lunch), Benson Earth Sciences 185,
 1 session. \$25.



Third World Underdevelopment ANDY BAKER

“One of the most important moral questions we can ask ourselves is why some countries are poor and some are rich.”

“We explore a variety of scholarly answers to this question, as there is no absolute answer,” says Baker, who invites debate and critical, open-minded thinking to tackle such questions. “What political and economic changes could spark poor countries toward growth and greater personal freedoms? What will channel citizens’ hard work into increased productivity and improved well-being?”

There's No Business Like Show Business CUWSP11-04

Whether performed in English or translated into another language, American musicals are popular and performed around the globe. Almost every nation has a rich theatrical past, but what is it about the American musical that has captured the hearts of audiences around the world?

Created in the 19th century from bits and pieces of vaudeville, melodrama, extravaganza, and minstrelsy, the American musical not only became this country's most popular theatre form in the 20th century, but it also began to be translated into multiple languages, so now you can experience *My Fair Lady* in Egypt, *Rent* in Japan, *Next to Normal* in Norway, and *Spring Awakening* in Malta. International productions of *The Lion King* have grossed \$2.2 billion to date, and the musical is still playing around the world. Using film clips from many live performances, we will explore not only the content and form of the American musical, but also the factors that led to its popularity at home and abroad.

.....
Associate Professor and Theatre and Dance Department Chair Bud Coleman is a former dancer with Les Ballets Trockadero de Monte Carlo, Fort Worth Ballet, Kinesis, and Ballet Austin. Coleman has directed/choreographed productions including Pippin, Wonderful Town, Songs in the Key of...Caffeine, A Funny Thing Happened on the Way to the Forum, Shakespeare's Women, Six Degrees of Separation, Turkey!!!, Hair, and Dames at Sea. Professional credits include being author, director, and performer of the one-man show, An Evening's Intercourse With Natasha Notgoudenuff at the Bailiwick Theatre in Chicago. In addition to being a playwright, Coleman's writing includes analytical articles on the performance of gender, musical theatre, and American Theatre History. He holds a PhD in Theatre History and Criticism from the University of Texas-Austin.

Saturday, March 5, 1-4 pm, Hellems 201,
 1 session. \$15.

CU ON THE WEEKEND

Picasso and World War II – A Question of Patriotism?**CUWSP11-05**

A fascinating aspect of Pablo Picasso's life is the fact that he never left France during the World War II. As an international figure, he was offered haven from the horrors that were sure to follow by numerous governments and agencies, yet Picasso chose to stay. In this presentation we will explore his reasons for staying in France. Was it an act of patriotism? Was it indifference? Through his works during this time period we will try to uncover his reasons. Does his art speak of the occupation in a positive or negative way? These are only a few of the questions we will explore during the afternoon class on Picasso.

.....
Associate Professor Albert Albadeff has been teaching all aspects of 19th century art in France, sculpture and painting for more than a quarter century in the Department of Art and Art History at CU-Boulder. Albadeff teaches classes in early, mid, and late 19th century art, focusing on Romanticism, Realism, and Impressionism. Lately he has been especially committed to graduate and undergraduate seminars on Van Gogh, Picasso, and the early 20th century, specifically Dadaism and Surrealism.

Saturday, March 12, 1-4 pm,
 Visual Arts Complex 303, 1 session. \$15.

Baseball and the American Dream in History**CUWSP11-06**

What do Jackie Robinson and Jackie Mitchell, A-Rod and Albert Spalding, Marvin Mitchell and Mannie Ramirez, O'Malley and O'Doul have in common? A shared history of baseball and a belief in the American dream, the promise that when given an opportunity, a personal commitment to hard work, and a bit of luck, anyone (regardless of birth or hardship) can seize the initiative to achieve success, freedom, and happiness. This class will link baseball to topics foundational to the American dream: Equality (race), Liberty (women), Prosperity (business and work), Mobility (expansion), and Opportunity (globalization). While baseball buffs and addicts are welcome, this class is for novices and experts alike who wish to study historical trends. This class is not about statistics, games, or the field of dreams, but all of these will play a part in our attempt to see what became of the American dream. The international pastime shows us how to learn about ourselves as well, for as historian Jacques Barzun wrote, "whoever wants to know the heart and mind of America better learn baseball".

.....
Professor Tom Zeiler, of the history and international affairs departments at the CU-Boulder since 1990, has published on American foreign relations, war, globalization, and baseball. He serves as the Director of the Global Studies Residential Academic Program (G-RAP) and is the executive editor of the journal Diplomatic History. He grew up in Atlanta (thus, a Braves fan even in the dark days of the 1960s-1990s) and went to graduate school in Massachusetts, where he unhappily cheered for the doomed Red Sox in the 1986 World Series. He created the American History Through Baseball course in 2001, and has taught it at CU, online, and abroad in Japan. He wrote Ambassadors in Pinstripes: The Spalding World Baseball Tour and the Birth of the American Empire.

Saturday, April 9, 9 am-3 pm (1 hour lunch),
 Eaton Humanities 250, 1 session. \$25.

Understanding the Age of Oprah: Where Popular Culture Meets History and Politics**CUWSP11-07**

In the late 1980s, Oprah Winfrey held the dubious title of "queen" of trash-talk TV. By the mid-90s, she was being hailed as a "savior of the written word." Over the last decade, Winfrey has been deemed an "inspirational phenomenon," "the world's most powerful woman," and a political "kingmaker," thanks to her endorsement of Barack Obama. Through her talk show, magazine, website, seminars, charity work, and public appearances, Winfrey's influence—both in the U.S. and globally—has been enormous. This class will examine that influence by using her journey from talk show host to cultural icon and billionaire media mogul as a window into major currents in American political, economic, cultural, and religious history. Among the developments that will be covered are the eclipse of the second wave women's movement by postfeminism, the emergence of the "recovery movement," the revival of personal growth forms of spirituality, and the rise of the neoliberal political-economic agenda that has dominated the political landscape of the U.S. since the 1980s.

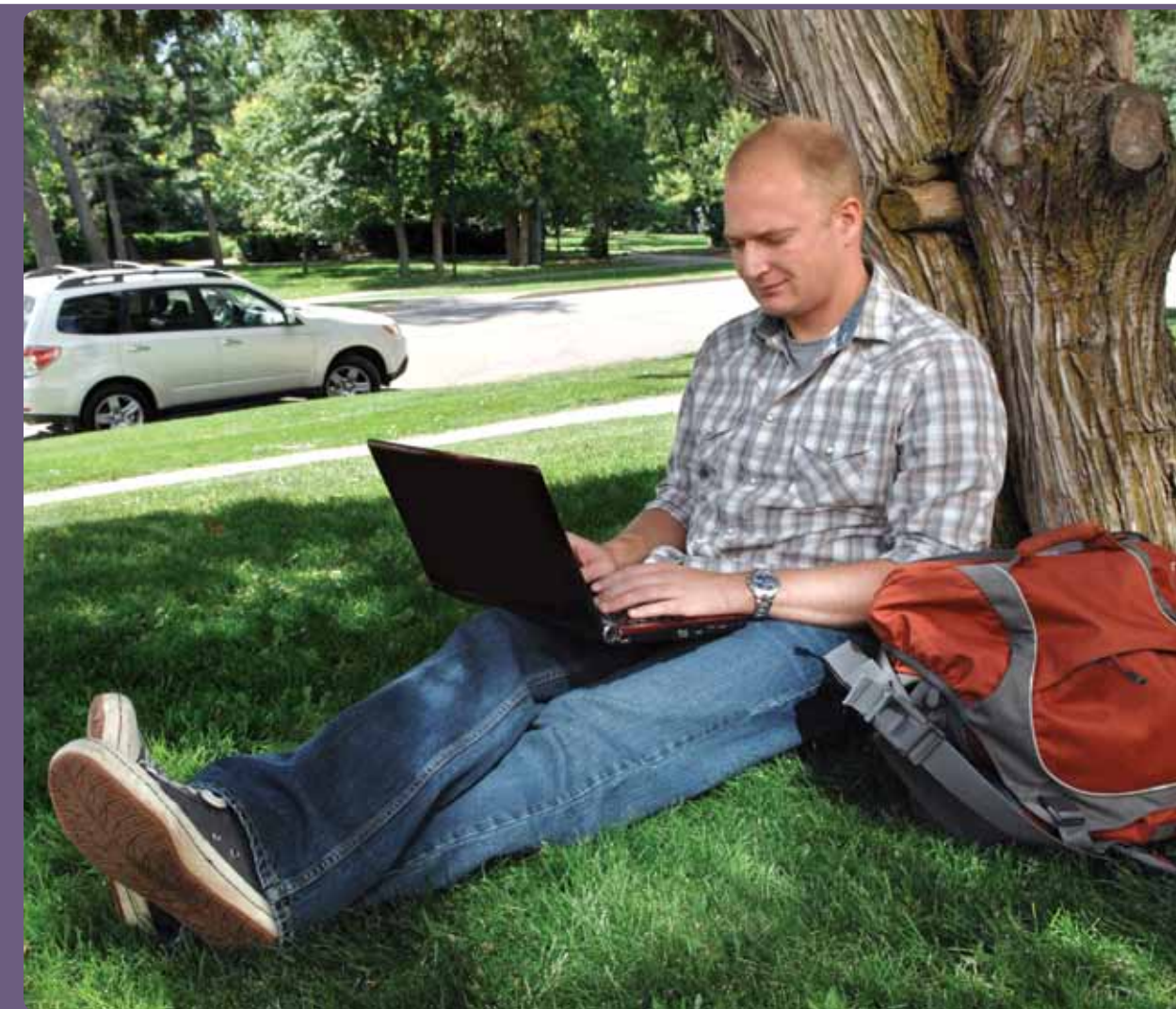
.....
*Associate Professor Janice Peck teaches media studies in the School of Journalism and Mass Communication at CU-Boulder. She is the author of two books, *The Gods of Televangelism: The Crisis of Meaning and the Appeal of Religious Television (1993)* and *The Age of Oprah: Cultural Icon for the Neoliberal Era (2008)*. Peck has published on media theory, television and the family, cultural studies, TV talk shows, advertising, and representations of race in media. She has been interviewed about her research on Oprah Winfrey by The New York Times, The Today Show, NPR's Weekend Edition, Australia's national radio program Life Matters, and the French national newspaper Liberation, among others. Before becoming an academic, Peck worked as a journalist, editor, and free-lance writer for newspapers, magazines, and radio. She holds a BA in journalism from the University of Utah, an MA in communication from the University of Washington, and a PhD in communication from Simon Fraser University in Canada.*

Saturday, April 16, 1-4 pm, Hellems 201,
 1 session. \$15.

CU COMPLETE SERVICE

John-Patrick Sansom

"I went to school for a little while after high school, but it just wasn't right for me at the time. I ended up leaving and joined the military. While deployed in Iraq, I decided I wanted to finish my degree and contacted Continuing Education. They helped me find a flexible program with online Independent Learning classes, so I could attend school while being deployed. When I returned to Colorado, I became a regular student on the main campus. I'm a Political Science major, and once I complete my degree I want to go back to working for the government."

**NOW IS THE TIME TO COMPLETE YOUR DEGREE.**

Your degree is closer than you think. CU Complete offers the academic guidance and potential financial support to achieve the CU degree that you started.

Guiding Former Students Toward Completing Their Degrees

CU Complete is a service designed to help former CU students complete their degrees at CU-Boulder.

Our advisors understand the challenges facing the adult student population and can help you create a path toward completing your degree.

If you are ready to work toward completing your degree, please fill out the intake form available at cucomplete.colorado.edu.

CU Complete Scholarship

Continuing Education has allocated \$70,000 in scholarship funds to assist students who are trying to finish their CU bachelor's degree. Scholarships of either \$500 or \$1,000 are available.

More information is available at cucomplete.colorado.edu.

**Let's get connected.**

Visit conted.colorado.edu/catalogs to be placed on the permanent mailing list.

BOULDER EVENING

Our Changing Environment: El Niño, Ozone, and Climate

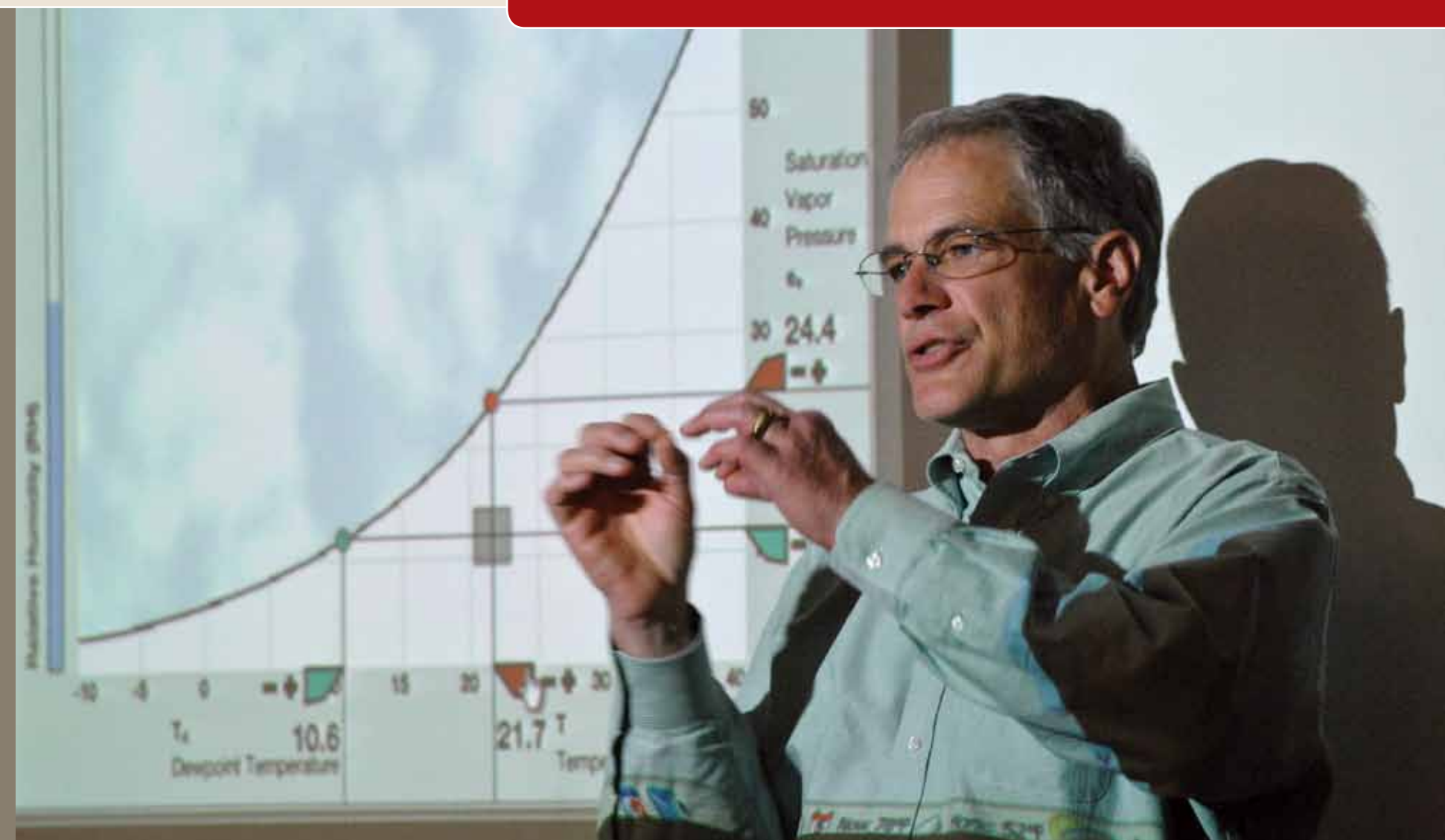
JEFF FORREST

“Earth’s systems extend into space. Our atmosphere

INTERACTS

with space. There is a bleed between the two. Earth does not exist in a vacuum. It is a very complex system of systems.”

“Once you learn systems thinking, you can apply it to anything, not just science,” says Jeff. “If you get the big picture and think like an Earth systems scientist, you can apply that thinking, for example, to building business systems. The concepts for understanding and seeking solutions remain the same – just the variables change.”

**TAKE CREDIT FOR LEARNING**

Use our evening courses to make significant progress toward a degree or to acquire a career-advancing skill without taking time away from the rest of your busy life. You can start a degree, finish one, enhance your employability, experiment with returning to college, or supplement your current on-campus course load. It all depends on you.

Boulder Evening credits are just like those awarded on main campus. Grades count toward your GPA. And your transcript doesn't distinguish between evening and daytime courses. Talk with one of our advisors today at 303-492-8252.

Eligibility

All you need is a high school diploma or GED. (Individuals with University of Colorado financial stops or on academic suspension from the College of Engineering and Applied Science may not enroll.)

If you are considering applying to CU-Boulder as a degree student in the future, meet with a Continuing Education academic advisor to learn about your academic options. We want to help you be successful at the University

of Colorado and meet your academic goals. Requirements for admission vary by your status (freshman, transfer, second-degree student), so set up an academic advising appointment before you enroll in classes. If you are under age 22, please bring copies of your high school transcript, any college transcripts, and your SAT or ACT scores to your advising appointment. For more information about admission procedures and registration status, call Continuing Education at 303-492-5148.

Resident Tuition Requirement

Colorado law (House Bill 1023) requires that Continuing Education verify that students receiving in-state tuition, the College Opportunity Fund, and some types of financial aid are legally present in the United States. This applies to students in the ACCESS, Boulder Evening, Applied Music, Individualized Instruction, Engineering Management (on-campus), and Telecommunications (on-campus) programs.

You can verify your legal presence in one of three ways:

1. Complete an affidavit in person at Continuing Education or the University Registrar's Office. You will need to bring an approved photo ID to complete the affidavit.
2. Complete and submit the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov or the College Opportunity Fund (COF) application at cof.college-assist.org.
3. Download the PDF at registrar.colorado.edu/students/pdf/affadavit_verifying_citizenship.pdf. Mail the completed and notarized form to Continuing Education.

If you do not verify your presence you will be reclassified as a nonresident of Colorado and charged the higher nonresident tuition.

Adding and/or Dropping Courses

Complete information on enrolling and dropping, along with deadlines, can be found on page 10. If you don't officially withdraw from a course, you may receive a grade of *F* for that course and you may be liable for any tuition and fees.

If you do not attend your course regularly during the first week through the last day to drop (see page 10), you *may* be administratively dropped. Check with your instructor or contact the Division of Continuing Education and Professional Studies for additional information.

Tuition

Boulder Evening tuition is assessed in addition to any tuition paid on campus (resident or nonresident).

Tuition is determined by your residency.

Resident tuition

\$250 per credit hour

Nonresident tuition

Three credits or less is \$1,012 per credit hour
Four or more credits is \$14,000

The Division will charge the resident tuition rate for Boulder Evening when a nonresident degree student pays full out-of-state tuition through the Boulder campus and then enrolls for additional Boulder Evening courses. A full tuition schedule is available at conted.colorado.edu/student-resources/accounting/ceps-tuition. Some courses requiring special equipment or materials may be slightly higher.

Residency

If you have lived in Colorado for the past 12 months, you may be eligible for in-state tuition rates although you may be asked for documentation. For additional information, please contact our classification coordinator at 303-492-5148.

Final Exams and Grades

Final exams are held the last day of the class. See the list of courses by start date on pages 11-13. Final grades will be available at mycuinfo.colorado.edu approximately two weeks after a class ends. If you need an official transcript, visit the registrar's office website at registrar.colorado.edu/students/transcripts.html for information.

Faculty and Staff Discounts

University of Colorado faculty and staff on at least a half-time, permanent appointment and retired faculty and staff may enroll in classes at a 50% tuition discount. Please provide proof of status when you enroll.

Student Fees

Boulder Evening students have the option of paying student fees for use of the Recreation Center, Wardenburg Student Health Center, etc. including purchasing an RTD bus pass. Visit conted.colorado.edu/student-resources/accounting for information.

BOULDER EVENING

BOULDER EVENING REGISTRATION AND REFUND DEADLINES

FULL SESSION

November 1: Boulder Evening registration through mycuinfo.colorado.edu begins 7 am–midnight. Registration is also available by mail, fax, or in person at the Continuing Education Center, 1505 University, 8 am–5 pm Monday through Friday.

January 17: University closed.

January 18: Full Session classes begin.

January 21: Deadline to apply for Nontraditional Student Scholarship.

January 28: Deadline to petition for in-state tuition classification for Full Session classes.

February 1: 5 pm deadline to enroll in Full Session classes, add your name to a wait list, request *pass/fail* status, or drop with a 100% refund.

5 pm deadline for Architecture, Business, Education, Engineering, Journalism, and Music degree students to drop without instructor's instructor.

Withdrawals from Full Session classes after this date will appear as a *W* on your academic record and must be received in writing.

February 2: Instructor's signature required to add Full Session classes.

Tuition for Full Session due.

February 15: 5 pm deadline to withdraw from Full Session classes with a 60% refund.*

March 1: 5 pm deadline to withdraw from Full Session classes with a 40% refund.*

March 2: Petition required to add Full Session classes. Petition Forms documenting extenuating circumstances are available at Continuing Education.

March 21–25: Spring break. No classes.

March 31: 5 pm deadline for Arts and Sciences degree students and nondegree students to withdraw from Full Session classes without signatures.

April 1: Instructor's signature and petition documenting extenuating circumstances required for Arts and Sciences degree students and nondegree students to withdraw from Full Session classes.

April 26–May 2: Last day of classes and final exams for Full Session classes.

SESSION I

November 1: Boulder Evening registration through mycuinfo.colorado.edu begins 7 am–midnight. Registration is also available by mail, fax, or in person at the Continuing Education Center, 1505 University, 8 am–5 pm Monday through Friday.

January 17: University closed.

January 18: Session I classes begin.

January 21: Deadline to petition for in-state tuition classification for Session I classes.

Deadline to apply for Nontraditional Student Scholarship.

January 25: 5 pm deadline to enroll in Session I classes, add your name to a wait list, request *pass/fail* status, or drop with a 100% refund.

5 pm deadline for Architecture, Business, Education, Engineering, Journalism, and Music degree students to drop Session I classes without instructor's instructor.

Withdrawals from Session I classes after this date will appear as a *W* on your academic record and must be received in writing.

January 26: Instructor's signature required to add Session I classes.

February 1: 5 pm deadline to withdraw from Session I classes with a 60% refund.*

February 2: Tuition for Session I due.

February 8: 5 pm deadline to withdraw from Session I classes with a 40% refund.*

February 9: Petition required to add Session I classes. Petition Forms documenting extenuating circumstances are available at Continuing Education.

February 16: 5 pm deadline for Arts and Sciences degree students and nondegree students to withdraw from Session I classes without signatures.

February 17: Instructor's signature and petition documenting extenuating circumstances required for Arts and Sciences degree students and nondegree students to withdraw from Session I classes.

March 3 and 7: Last day of classes and final exams for Session I.

SESSION II

November 1: Boulder Evening registration through mycuinfo.colorado.edu begins 7 am–midnight. Registration is also available by mail, fax, or in person at the Continuing Education Center, 1505 University, 8 am–5 pm Monday through Friday.

January 17: University closed.

January 21: Deadline to apply for Nontraditional Student Scholarship.

March 8: Session II classes begin.

March 11: Deadline to petition for in-state tuition classification for Session II classes.

March 15: 5 pm deadline to enroll in Session II classes, add your name to a wait list, request *pass/fail* status, or drop with a 100% refund.

5 pm deadline for Architecture, Business, Education, Engineering, Journalism, and Music degree students to drop Session II classes without instructor's instructor.

Withdrawals from Session II classes after this date will appear as a *W* on your academic record and must be received in writing.

March 16: Instructor's signature required to add Session II classes.

March 21–25: Spring break. No classes.

March 29: 5 pm deadline to withdraw from Session II classes with a 60% refund.*

March 30: Tuition for Session II due.

April 5: 5 pm deadline to withdraw from Session II classes with a 40% refund.*

April 6: Petition required to add Session II classes. Petition Forms documenting extenuating circumstances are available at Continuing Education.

April 13: 5 pm deadline for Arts and Sciences degree students and nondegree students to withdraw from Session II classes without signatures.

April 14: Instructor's signature and petition documenting extenuating circumstances required for Arts and Sciences degree students and nondegree students to withdraw from Session II classes.

April 28 and May 2: Last day of classes and final exams for Session II.

COURSES BY START DATE

Course No.–Hours	Sec.	Times	Course Title	Core	Resident Tuition
FULL SESSION					
Monday courses begin January 24 and end on May 2					
BCOR 2300-3	300	6-9 pm	Adding Value with Management	business core	\$750
COMM 3410-3	300	6-9 pm	Intercultural Communication	human diversity	\$765
EBIO 1220-3	302	6-9 pm	General Biology 2	natural science	\$750
FILM 3002-3	301	6-9 pm	Major Film Movements: Contemporary Documentaries Part 2	none	\$835
GEOG 1992-3	300	6-9 pm	Human Geographies	none	\$750
HIST 2117-3	300	6:30-9:30 pm	History of Colorado	United States context	\$750
MATH 1012-3	300	6-9 pm	Quantitative Reasoning and Mathematical Skills	quantitative reasoning and mathematical skills	\$750
PSYC 2012-3	300	6-9 pm	Biological Psychology 1	natural science	\$750
SPAN 2110-3	300	6-9 pm	Second-Year Spanish 1	foreign language	\$770

Monday and Wednesday courses begin January 19 and end May 2

SPAN 1010-5	300	5-7:30 pm	Beginning Spanish 1	foreign language	\$1,270
SPAN 1020-5	300	6-8:30 pm	Beginning Spanish 2	foreign language	\$1,270

Tuesday courses begin January 18 and end April 26

ANTH 2020-3	300	6:30-9:30 pm	Introduction to Physical Anthropology 2	natural science	\$750
CLAS 1051-3	300	6:30-9:30 pm	The World of the Ancient Greeks	historical context	\$750
*ECON 2010-4	300	6-9 pm	Principles of Microeconomics	contemporary societies	\$1,000
ENGL 3000-3	300	6:30-9:30 pm	Shakespeare for Nonmajors	literature and the arts	\$750
FILM 3002-3	302	6-9 pm	Major Film Movements: Rock and Roll in Film Part 2	none	\$835
GEOG 1982-3	300	6-9 pm	World Regional Geography	none	\$750
IPHY 3420-3	300	6-9 pm	Nutrition, Health, and Performance	natural science	\$750
MATH 2510-3	300	6-9 pm	Introduction to Statistics	none	\$750
MUEL 1832-3	300	6-9 pm	Appreciation of Music	literature and the arts	\$785
PHIL 1000-3	300	6-9 pm	Introduction to Philosophy	ideals and values	\$750
PSYC 4684-3	300	6-9 pm	Developmental Psychology	none	\$750
RLST 2500-3	300	6-9 pm	Religions in the United States	United States context or ideals and values	\$750
SOCY 1016-3	300	6:30-9:30 pm	Sex, Gender, and Society 1	human diversity	\$750
SOCY 4024-3	300	6:15-9:15 pm	Juvenile Delinquency	contemporary societies	\$750



Course descriptions are available at conted.colorado.edu/evening

*A portion of this course will be taught online. See course description for details.

*All refund requests must be received in writing.

BOULDER EVENING

COURSES BY START DATE (continued)

Course No.–Hours	Sec.	Times	Course Title	Core	Resident Tuition
FULL SESSION (continued)					
Tuesday and Thursday course begins January 11 and ends April 28					
ARTS 1010-3	300	5-8 pm	Introduction to Studio Art	none	\$975
Tuesday and Thursday course begins January 18 and ends April 28					
MATH 1300-5	300	6-8:30 pm	Analytic Geometry and Calculus 1	quantitative reasoning and mathematical skills	\$1,250
Wednesday courses begin January 19 and end April 27					
ARTH 1300-3	300	6-9 pm	History of World Art 1	literature and the arts	\$825
COMM 1300-3	300	6-9 pm	Public Speaking	none	\$765
EBIO 1220-3	301	6-9 pm	General Biology 2	natural science	\$750
ENGL 3164-3	300	6-9 pm	History and Literature of Georgian England	historical context	\$750
GEOG 3251-3	300	6-9 pm	Mountain Geography	none	\$750
HIST 1025-3	300	6-9 pm	History of the United States since 1865	United States context	\$750
PHIL 1600-3	300	6-9 pm	Philosophy and Religion	ideals and values	\$750
PSCI 4703-3	300	5:30-8:30 pm	Alternative World Futures	none	\$750
PSYC 1001-3	300	6:30-9:30 pm	General Psychology	none	\$750
SOCY 2031-3	300	6-9 pm	Social Problems	ideals and values	\$750
SOCY 3042-3	300	6-9 pm	Topics in Population and Health: Death and Dying	none	\$750
THTR 1009-3	300	6-9 pm	Introduction to Theatre	literature and the arts	\$795
*WMST 2000-3	300	6:30-8:30 pm	Introduction to Feminist Studies	human diversity	\$750
WRTG 3020-3	300	5:45-8:35 pm	Topics in Writing: From Essay to Blog: Exploring Nonfiction	written communication	\$760



Danielle Slusher
Weather and the Atmosphere

“This is my first semester at CU, but in my experience at other colleges, people who take night classes are more motivated to learn, and I thrive in that environment. I also like taking classes at night because it opens up the day for work and studying.”

Course No.–Hours	Sec.	Times	Course Title	Core	Resident Tuition
Thursday courses begin January 20 and end April 28					
ANTH 3000-3	300	6:30-9:30 pm	Primate Behavior	natural science	\$750
*ECON 2020-4	300	6-9 pm	Principles of Macroeconomics	contemporary societies	\$1,000
ENGL 2502-3	300	6:30-9:30 pm	British Literary History 1	none	\$750
ENGL 3060-3	300	6-9 pm	Modern and Contemporary Literature	literature and the arts	\$750
FILM 2105-3	300	6-9 pm	Introduction to the Screenplay	none	\$835
HIST 1020-3	300	6-9 pm	Western Civilization 2: 16th Century to the Present	historical context	\$750
JOUR 2601-3	300	6-9 pm	Principles of Journalism	none	\$750
MATH 1011-3	300	6-9 pm	Fundamentals and Techniques of College Algebra	quantitative reasoning and mathematical skills	\$750
PSCI 3011-3	300	6-9 pm	The American Presidency	United States context	\$750
PSYC 2145-3	300	6-9 pm	Introductory Cognitive Psychology	none	\$750
SOCY 3151-3	300	6:30-9:30 pm	Self in Modern Society	United States context or ideals and values	\$750
THTR 2003-3	300	6-9 pm	Acting 1	none	\$795

SESSION I

Monday course begins January 24 and ends March 7

*ATOC 1050-3	100	6-9 pm	Weather and the Atmosphere	natural science	\$750
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Tuesday and Thursday course begins January 18 and ends March 3

GEOG 1001-4	100	6-9 pm	Environmental Systems 1: Climate and Vegetation	natural science	\$1,000
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SESSION II

Monday course begins March 14 and ends May 2

*ATOC 1060-3	200	6-9 pm	Our Changing Environment: El Niño, Ozone, and Climate	natural science	\$750
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Monday and Wednesday courses begin March 9 and end May 2

ENGL 3060-3	200	6-9 pm	Modern and Contemporary Literature	literature and the arts	\$750
SOCY 3161-3	200	6:30-9:30 pm	Sociological Perspectives on Race and Ethnicity	none	\$750

Tuesday and Thursday courses begin March 8 and end April 28

GEOG 1011-4	200	6-9 pm	Environmental Systems 2: Landscapes and Water	natural science	\$1,000
SOCY 1001-3	200	6-9 pm	Introduction to Sociology	contemporary societies	\$750



Course descriptions are available at conted.colorado.edu/evening

*A portion of this course will be taught online. See course description for details.

INDEPENDENT LEARNING

Introduction to Neuroscience 2
DON COOPER

“Rather than asking a question and hearing an answer, students get a much richer understanding of a system if they can construct and probe a model to **LEARN** the answer.”

“We maintain an active research program, which the students will get a glimpse of while learning the academic material in class,” says Don, who is the co-director of the new Neuroscience program at CU. “For instance, the computational modeling component of our class allows students to run simulations of realistic neurons and do hypothesis testing by playing with models.”

**THE ULTIMATE IN FLEXIBILITY WITH CU QUALITY.**

You call the shots — by deciding when, where, and how you learn.

Independent Learning lets you start your study any time of the year. You can complete courses over the Internet or through the mail; choose from self-paced classes that you complete according to your calendar; or term-based classes that follow the semester calendar. Online classes allow rich interaction with your instructor and other students.

Think of the possibilities. You can earn extra credit toward your degree, enhance and develop your job skills, prepare for a career change, or just satisfy your curiosity — all at your own convenience.

So, it's up to you to challenge yourself and to decide how you want to take a course. Complete course descriptions and additional information are available at conted.colorado.edu/independent or call 303-492-5148.

If you are considering applying to CU-Boulder as a degree student in the future, meet with a Continuing Education academic advisor to learn about your academic options. We want to help you be successful at the University of Colorado and meet your academic goals. Requirements for admission vary by your status (freshman, transfer, second-degree student), so set up an academic advising appointment before you enroll. If you are under age 22, please bring copies of your high school transcript, any college transcripts, and your SAT or ACT scores to your advising appointment. Advising appointments can be held by phone or in person. To make an appointment online and explore your options visit conted.colorado.edu/student-resources. For more information about admission procedures and registration status, call Continuing Education at 303-492-5148.

Faculty and Staff Discounts

University of Colorado faculty and staff on at least a half-time appointment are eligible for a 20% discount on most courses with the exception of the Writing and Rhetoric courses.

Course Information

These University of Colorado credit classes are approved by the individual departments and are offered in three formats:

Correspondence Courses by Mail

These courses are self-paced, allowing you up to a year to finish your course work (one-year extensions are also available). Follow a printed study guide and professor-student communication is conducted by regular mail and e-mail.

Self-paced Online Courses

Like correspondence courses, self-paced online courses allow you up to 6 months to finish and can be extended for another 6 months. All course communications are conducted online. Many of these courses involve online interaction among students and a broad range of web activities.

Term-based Online Courses

Term-based online courses follow a fixed calendar so that all students will be on the same schedule and can regularly interact with each other online.

Independent Learning also offers:**Applied Music**

Private and small group for-credit music instruction with the Applied Music program (see page 24)

Individualized Instruction

For special cases when a student needs a course that is unavailable (talk to your advisor or call 303-492-5148 for more information)

INDEPENDENT LEARNING

TERM-BASED ONLINE COURSES

These courses are offered on a term basis in order to provide rich interaction with your instructor and the other students in the course. The courses follow a calendar of assignments and examinations. Note the term dates carefully. These courses are conducted as virtual seminars, requiring significant amounts of writing and significant amounts of interaction with the instructor and other students. Plan on 90 hours of work in addition to approximately 45 hours with the study guide.

TERM-BASED COURSES BY START DATE

Course No.–Hours	Section	Course Title	Core	Tuition
Session BL3 – 14 weeks: January 18 – April 29				
COMM 2500-3	581	Interpersonal Communication	none	\$918
COMM 3310-3	581	Principles and Practices of Argumentation	none	\$918
COMM 3320-3	581	Persuasion in Society	none	\$918
COMM 3610-3	581	Communication, Technology, and Society	none	\$918
ENGL 1191-3	581	Introduction to Creative Writing	none	\$918
ENGL 1600-3	581	Masterpieces of American Literature	literature and the arts	\$918
ENGL 1800-3	581	American Ethnic Literatures	human diversity	\$918
ENGL 2000-3	581	Literary Analysis	none	\$918
ENGL 2010-3	581	Introduction to Literary Theory	none	\$918
ENGL 2717-3	581	Native American Literature	none	\$918
ENGL 3000-3	581	Shakespeare for Nonmajors	literature and the arts	\$918
ENGL 3060-3	581	Modern and Contemporary Literature	literature and the arts	\$918
ENGL 3060-3	582	Modern and Contemporary Literature	literature and the arts	\$918
ENGL 3246-3	581	Topics in Popular Culture: Literature of the American West	none	\$918
ENGL 3563-3	581	Early Shakespeare	none	\$918
ENGL 3665-3	581	American Literature after 1860	none	\$918
ENGL 4245-3	581	American Novel 2	none	\$918
ENVD 4365-3	581	Special Topics: Technology and Practice—Structures I	none	\$918
ENVS 1000-4	581	Introduction to Environmental Studies	natural science	\$1,224
GEOG 4501-3	581	Water Resources and Water Management of Western United States	none	\$918

IMPORTANT DATES FOR TERM-BASED ONLINE COURSES

Spring 2011

	Session BL3 (14 weeks)	Session BL4 (5/10 weeks)	Session BL1 (7 weeks)	Session BL2 (5/7 weeks)
Registration Begins	November 1	November 1	November 1	November 1
Course Begins	January 18	January 31	January 18	March 7
5 pm deadline to enroll, add your name to a wait list, request pass/fail status, or drop with a 100% refund. **†	February 1	February 7	January 25	March 15
5 pm deadline to withdraw with a 60% refund.	February 15	February 14	February 1	March 29
Tuition Due	February 2	February 2	February 2	March 30
5 pm deadline to withdraw with a 40% refund.	March 1	February 21	February 8	April 5
5 pm deadline for Arts and Sciences degree students and nondegree students to withdraw from classes without any signature	March 31	5 week: February 25 10 week: March 31	February 16	5 week: April 8 7 week: April 13
Course Ends	April 29	5 week: March 4 10 week: April 15	March 4	5 week: April 15 7 week: April 29

* Withdrawals from classes after this date will appear as a W on your academic record and must be received in writing.
† Petition required to add classes after this date. Petition Forms documenting extenuating circumstances are available at Continuing Education.

Course No.–Hours	Section	Course Title	Core	Tuition
GEOG 5501-3	581	Water Resources and Water Management of Western United States	none	\$1,149
GEOL 1010-3	581	Introduction to Geology	natural science	\$918
HIST 1010-3	581	Western Civilization 1: From Antiquity to the 16th Century	historical context	\$918
HIST 1020-3	581	Western Civilization 2: 16th Century to the Present	historical context	\$918
HIST 1123-3	581	Introduction to British History since 1660	historical context	\$918
IPHY 3430-3	581	Introduction to Human Physiology	none	\$918
JOUR 4301-3	581	Media Ethics and Professional Practice	none	\$918
JOUR 5301-3	581	Media Ethics and Professional Practice	none	\$1,149
MATH 1011-3	581	Fundamentals and Techniques of College Algebra	quantitative reasoning and mathematical skills	\$918
MATH 1012-3	581	Quantitative Reasoning and Mathematical Skills	quantitative reasoning and mathematical skills	\$918
MATH 1071-3	581	Finite Mathematics for Social Science and Business	quantitative reasoning and mathematical skills	\$918
MATH 1081-3	581	Calculus for Social Science and Business	quantitative reasoning and mathematical skills	\$918
MATH 1150-4	581	Precalculus Mathematics	quantitative reasoning and mathematical skills	\$1,224
MATH 2510-3	581	Introduction to Statistics	none	\$918
MUEL 2752-3	581	Music in American Culture	United States context	\$918
NRSC 2100-4	581	Introduction to Neuroscience 1	none	\$1,224
NRSC 2110-3	581	Introduction to Neuroscience 2	none	\$918
PHIL 1000-3	581	Introduction to Philosophy	ideals and values	\$918
PHIL 1400-3	581	Philosophy and the Sciences	natural science	\$918
PHIL 2200-3	581	Major Social Theories	ideals and values	\$918
PHIL 2390-3	581	Philosophy and Psychology	none	\$918
PHIL 3180-3	581	Critical Thinking: Contemporary Topics	none	\$918
PSCI 1101-3	581	The American Political System	contemporary societies or United States context	\$918
PSCI 3163-3	581	American Foreign Policy	United States context	\$918
SLHS 5032-3	581	Competencies and Strategies for the SLPA	none	\$1,149
SLHS 5930-4	581	Speech Language Pathology Assistant Internship	none	\$1,532
SOCY 1021-3	581	United States Race and Ethnic Relations	United States context	\$918
SOCY 2031-3	581	Social Problems	ideals and values	\$918
SOCY 2044-3	581	Crime and Society	none	\$918
SOCY 2077-3	581	Environment and Society	ideals and values	\$918
WRTG 1150-3	581	First-Year Writing and Rhetoric	written communication	\$918
WRTG 1150-3	582	First-Year Writing and Rhetoric	written communication	\$918
WRTG 3007-3	581	Writing in the Visual Arts	written communication	\$918
WRTG 3020-3	583	Topics in Writing: Sports in American Culture	written communication	\$918
WRTG 3020-3	584	Topics in Writing: Moral Arguments in Fiction—Gender and Power	written communication	\$918
WRTG 3035-3	581	Technical Communication and Design	written communication	\$918

Session BL1 – 7 weeks: January 18 – March 4

WRTG 3020-3	581	Topics in Writing: American Culture	written communication	\$918
WRTG 3020-3	582	Topics in Writing: Food and Culture	written communication	\$918
WRTG 3030-3	581	Writing on Science and Society	written communication	\$918
WRTG 3040-3	581	Writing on Business and Society	written communication	\$918



Course descriptions are available at conted.colorado.edu/independent

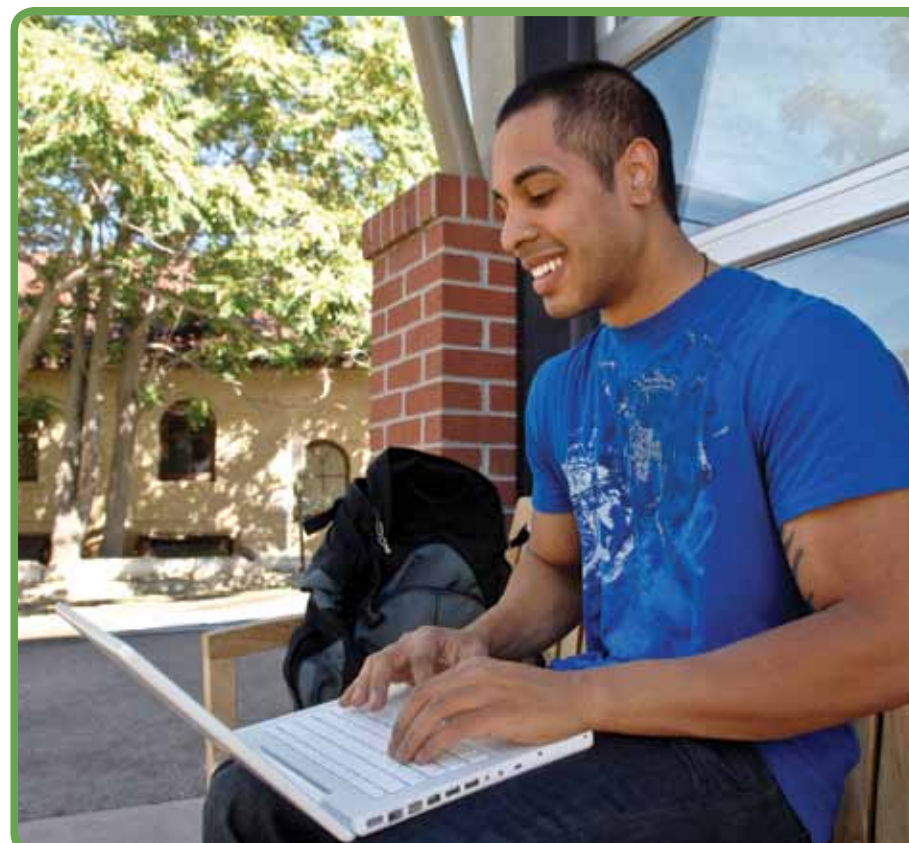
INDEPENDENT LEARNING

TERM-BASED COURSES BY START DATE (continued)

Course No.–Hours	Section	Course Title	Core	Tuition
Session BL4 – 5 weeks: January 31 – March 4				
WRTG 3090-1	581	Open Topics in Writing: Advanced	none	\$306
Session BL4 – 10 weeks: January 31 – April 15				
ENGL 1500-3	581	Masterpieces of British Literature	literature and the arts	\$918
ENGL 3000-3	582	Shakespeare for Nonmajors	literature and the arts	\$918
ENGL 3246-3	582	Topics in Popular Culture: Blues, Poetry, and Culture	none	\$918
WRTG 3020-3	585	Topics in Writing: Gender and Sexuality	written communication	\$918
WRTG 3020-3	588	Topics in Writing: Food and Culture	written communication	\$918
WRTG 3040-3	582	Writing on Business and Society	written communication	\$918
WRTG 3040-3	583	Writing on Business and Society	written communication	\$918
Session BL2 – 5 weeks: March 7 – April 15				
WRTG 3090-1	582	Open Topics in Writing: Advanced	none	\$306
WRTG 3090-2	583	Open Topics in Writing: Advanced	none	\$612
Session BL2 – 7 weeks: March 7 – April 29				
PHIL 1000-3	582	Introduction to Philosophy	ideals and values	\$918
WRTG 3020-3	586	Topics in Writing: Environmental Writing	written communication	\$918
WRTG 3020-3	587	Topics in Writing: Biomedical Ethics	written communication	\$918
WRTG 3030-3	582	Writing on Science and Society	written communication	\$918
WRTG 3040-3	584	Writing on Business and Society	written communication	\$918

SELF-PACED COURSES

Course No.–Hours	Section	Course Title	Core	Tuition
ANTHROPOLOGY				
ANTH 1030-3	650	Principles of Anthropology 1	none	\$777
ANTH 1040-3	650	Principles of Anthropology 2	none	\$777
ANTH 2010-3	650	Introduction to Physical Anthropology 1	natural science	\$777
ANTH 2020-3	650	Introduction to Physical Anthropology 2	natural science	\$777
ANTH 2070-3	641	Bones, Bodies, and Disease	none	\$777
ANTH 2200-3	650	Introduction to Archaeology	none	\$777
ART AND ART HISTORY				
ARTS 1012-3	640	Drawing for Non-Majors	none	\$777
ARTS 1012-3	650	Drawing for Non-Majors	none	\$777
ASTROPHYSICAL AND PLANETARY SCIENCES				
ASTR 1110-3	640	General Astronomy: The Solar System	natural science	\$777
COMMUNICATION				
COMM 2400-3	642	Discourse, Culture, and Identities	human diversity	\$777
ECOLOGY AND EVOLUTIONARY BIOLOGY				
EBIO 1030-3	641	Biology: A Human Approach 1	natural science	\$777
EBIO 1040-3	641	Biology: A Human Approach 2	natural science	\$777
EBIO 4100-3	640	Advanced Ecology: Tropical Conservation	none	\$777
EBIO 4100-3	641	Advanced Ecology: Wildlife Nutrition	none	\$777
ECONOMICS				
ECON 1000-4	640	Introduction to Economics	contemporary societies	\$1,036
ECON 2010-4	640	Principles of Microeconomics	contemporary societies	\$1,036
ECON 2020-4	640	Principles of Macroeconomics	contemporary societies	\$1,036
ECON 3403-3	640	International Economics and Policy	contemporary societies	\$777
ECON 4111-3	640	Money and Banking Systems	none	\$777
EDUCATION				
EDUC 3621-3	640	Art for the Elementary Teacher	none	\$777
EDUC 3621-3	651	Art for the Elementary Teacher	none	\$777
EDUC 4161-3	640	Children's Literature	none	\$777
EDUC 4161-3	651	Children's Literature	none	\$777



Sam Khan

“I am putting myself through school, so I have to work. I have taken many Continuing Education classes, but the online classes are my favorite because I could study at my own pace. If I had time, I could read all the chapters and bust out the tests in a few weeks. Or if I had to work a lot, or deal with a family emergency, I could get back to the schoolwork when I was ready.”



Course descriptions are available at conted.colorado.edu/independent

INDEPENDENT LEARNING

SELF-PACED COURSES (continued)

Course No.–Hours	Section	Course Title	Core	Tuition
ENGLISH				
ENGL 1191-3	641	Introduction to Creative Writing	none	\$777
ENGL 1260-3	640	Introduction to Women’s Literature	human diversity	\$777
ENGL 1500-3	640	Masterpieces of British Literature	literature and the arts	\$777
ENGL 1600-3	641	Masterpieces of American Literature	literature and the arts	\$777
ENGL 1600-3	651	Masterpieces of American Literature	literature and the arts	\$777
ENGL 2021-3	640	Introductory Poetry Workshop	none	\$777
ENGL 2021-3	650	Introductory Poetry Workshop	none	\$777
ENGL 3000-3	641	Shakespeare for Nonmajors	literature and the arts	\$777
ENGL 3000-3	650	Shakespeare for Nonmajors	literature and the arts	\$777
ENGL 3021-3	640	Intermediate Poetry Workshop	none	\$777
ENGL 3051-3	640	Intermediate Fiction Workshop	none	\$777
ENGL 3051-3	650	Intermediate Fiction Workshop	none	\$777
ENGL 3060-3	641	Modern and Contemporary Literature	literature and the arts	\$777
ENGL 3060-3	651	Modern and Contemporary Literature	literature and the arts	\$777
ENGL 3081-3	640	Intermediate Nonfiction Workshop: Travel Journal Writing	none	\$777
ENGL 3081-3	650	Intermediate Nonfiction Workshop: Travel Journal Writing	none	\$777
ENGL 3116-3	640	Topics in Advanced Theory: Postmodernism	none	\$777
ENGL 3267-3	640	Women Writers	none	\$777
ENGL 3553-3	640	Chaucer: <i>The Canterbury Tales</i>	none	\$777
ENGL 3563-3	650	Shakespeare 1	none	\$777
ENGL 3573-3	650	Shakespeare 2	none	\$777
ENGL 3655-3	641	American Literature to 1860	none	\$777
ENGL 3655-3	651	American Literature to 1860	none	\$777
ENGL 3665-3	640	American Literature after 1860	none	\$777
ENGL 3665-3	650	American Literature after 1860	none	\$777

ENVIRONMENTAL STUDIES

ENVS 5001-3	640	Environmental Philosophy	none	\$1,149
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GEOGRAPHY

GEOG 1001-4	640	Environmental Systems 1: Climate and Vegetation	natural science	\$1,036
GEOG 1001-4	650	Environmental Systems 1: Climate and Vegetation	natural science	\$1,036
GEOG 1011-4	640	Environmental Systems 2: Landscapes and Water	natural science	\$1,036
GEOG 1982-3	640	World Regional Geography	none	\$777
GEOG 1992-3	641	Human Geographies	none	\$777
GEOG 2412-3	640	Environment and Culture	none	\$777
GEOG 3251-3	640	Mountain Geography	none	\$777

GEOLOGICAL SCIENCES

GEOL 1010-3	641	Introduction to Geology	natural science	\$777
GEOL 1020-3	640	Introduction to Earth History	natural science	\$777



Course descriptions are available at conted.colorado.edu/independent

Course No.–Hours	Section	Course Title	Core	Tuition
HISTORY				
HIST 1010-3	641	Western Civilization 1: From Antiquity to the 16th Century	historical context	\$777
HIST 1010-3	651	Western Civilization 1: From Antiquity to the 16th Century	historical context	\$777
HIST 1015-3	640	History of the United States to 1865	United States context	\$777
HIST 1015-3	650	History of the United States to 1865	United States context	\$777
HIST 1020-3	640	Western Civilization 2: 16th Century to the Present	historical context	\$777
HIST 1020-3	650	Western Civilization 2: 16th Century to the Present	historical context	\$777
HIST 1025-3	640	History of the United States since 1865	United States context	\$777
HIST 1025-3	650	History of the United States since 1865	United States context	\$777
HIST 2117-3	641	History of Colorado	United States context	\$777
HIST 2117-3	650	History of Colorado	United States context	\$777

INTEGRATIVE PHYSIOLOGY

IPHY 3420-3	641	Nutrition, Health, and Performance	natural science	\$777
IPHY 3420-3	642	Nutrition, Health, and Performance	natural science	\$777
IPHY 3420-3	651	Nutrition, Health, and Performance	natural science	\$777

JOURNALISM

JOUR 1001-3	641	Contemporary Mass Media	none	\$777
JOUR 3771-3	641	Mass Communication History	none	\$777
JOUR 4321-3	640	Media Institutions and Economics	none	\$777

MATHEMATICS

MATH 1021-2	650	Numerical and Analytical College Trigonometry	none	\$518
MATH 1071-3	651	Finite Mathematics for Social Science and Business	quantitative reasoning and mathematical skills	\$777
MATH 1081-3	651	Calculus for Social Science and Business	quantitative reasoning and mathematical skills	\$777
MATH 2300-5	650	Analytic Geometry and Calculus 2	none	\$1,295



Carrie Simon

“I am 50 years old and working on my degree in Anthropology. I started Continuing Education classes a few years ago as a great way to build up my confidence and learn how to learn. The online classes work well with my lifestyle because I can work at my own pace, depending on what is going on with work or my other classes.”

Section Information: 58X = online, term-based. 64X = online, self-paced. 65X = print-based correspondence.

INDEPENDENT LEARNING

SELF-PACED COURSES (continued)

Course No.–Hours	Section	Course Title	Core	Tuition
MUSIC				
MUEL 1081-3	650	Basic Music Theory	none	\$777
MUEL 2752-3	640	Music in American Culture	United States context	\$777
PEACE AND CONFLICT STUDIES				
PACS 3800-3	640	Topics in Peace and Conflict Studies	none	\$802
PHILOSOPHY				
PHIL 1000-3	650	Introduction to Philosophy	ideals and values	\$777
PHIL 1100-3	640	Ethics	ideals and values	\$777
PHIL 1100-3	650	Ethics	ideals and values	\$777
PHIL 1600-3	650	Philosophy and Religion	ideals and values	\$777
PHIL 2390-3	640	Philosophy and Psychology	none	\$777
PHIL 3140-3	640	Environmental Ethics	ideals and values	\$777
PHIL 4040-3	650	Studies in 20th Century Philosophy	none	\$777
PHIL 5240-3	640	Seminar in Environmental Philosophy	none	\$1,149
PSYCHOLOGY AND NEUROSCIENCE				
PSYC 1001-3	641	General Psychology	none	\$777
PSYC 1001-3	642	General Psychology	none	\$777
PSYC 1001-3	650	General Psychology	none	\$777
PSYC 2012-3	641	Biological Psychology 1	natural science	\$777
PSYC 2012-3	650	Biological Psychology 1	natural science	\$777
PSYC 2022-3	650	Biological Psychology 2	none	\$777
PSYC 2145-3	641	Introductory Cognitive Psychology	none	\$777
PSYC 2606-3	640	Social Psychology	contemporary societies	\$777
PSYC 2606-3	650	Social Psychology	contemporary societies	\$777
PSYC 3101-4	641	Statistics and Research Methods in Psychology	none	\$1,036
PSYC 4303-3	641	Abnormal Psychology	none	\$777
PSYC 4303-3	651	Abnormal Psychology	none	\$777
PSYC 4456-3	640	Psychology of Personality	none	\$777
PSYC 4511-3	641	History of Psychology	none	\$777
PSYC 4684-3	641	Developmental Psychology	none	\$777
SOCIOLOGY				
SOCY 1001-3	641	Introduction to Sociology	contemporary societies	\$777
SOCY 1016-3	640	Sex, Gender, and Society 1	human diversity	\$777
SOCY 1016-3	650	Sex, Gender, and Society 1	human diversity	\$777
SOCY 2077-3	640	Environment and Society	ideals and values	\$777
SOCY 4014-3	640	Criminology	none	\$777
SOCY 4014-3	650	Criminology	none	\$777
SOCY 4021-3	641	Conflict Management in Social Systems	none	\$802
SOCY 4086-3	641	Family and Society	none	\$777



Course descriptions are available at conted.colorado.edu/independent

Section Information: 58X = online, term-based. 64X = online, self-paced. 65X = print-based correspondence.



SPEECH LANGUAGE PATHOLOGY ASSISTANT CERTIFICATE PROGRAM

Offered in cooperation with the CU-Boulder Department of Speech, Language, and Hearing Sciences, this professional certificate provides the opportunity for individuals desiring employment in public schools as a speech language pathology assistant (SLPA) to meet the requisite requirements for authorization in the state of Colorado and develop the knowledge and skills to work under the supervision of a MA Level SLP.

This certificate is appropriate for individuals in the senior year of their undergraduate program or individuals who have completed a BA in speech pathology and audiology. Interested students should visit slhs.colorado.edu/prospective/u_slpa.php for complete information on applying.

Because these courses are offered online, they are available to individuals who live outside the CU-Boulder area and to working people who can complete the professional certificate while maintaining employment.

Introduction to Clinical Practice
SLHS 4918 2 SEMESTER HOURS

Introduces students to the clinical processes and key components of assessment and interventions. Explores the applications of the theoretical and scientific information to clinical settings. Students complete supervised observation of individuals with communication challenges. Restricted to juniors/seniors.

Competencies and Strategies for the SLPA

SLHS 5032 3 SEMESTER HOURS

Includes roles and responsibilities for the Speech Language Pathology Assistant (SLPA) working in the public schools, service delivery models, health and safety, screening assistive technology, intervention and self reflection and evaluation. Prereq., SLHS 4918. Must be accepted in the SLPA certification program.

Speech Language Pathology Assistant Internship

SLHS 5930 4 SEMESTER HOURS

Placement for a minimum of 12 hours per week for a total of 180 hours including 100 direct contact hours under the supervision of a fully credentialed SLP, to fully develop requisite skills as an SLPA, and become employed in a public school setting. Prereq., SLHS 4918. Must be accepted in the SLPA certification program.

INDEPENDENT LEARNING



Guitar Class
MITCH HELBLE

“My goal is to get students making music that they enjoy as soon as possible.”

“I use strumming and picking patterns that help students get a feel for the instrument, allowing the technical aspects of playing and reading music to be introduced in a practical and rewarding way,” says Mitch, who, between teaching, playing, and working in his recording studio, works full time in music.

APPLIED MUSIC PROGRAM

The Applied Music Program allows students to earn 2 hours of CU credit while receiving private or group music lessons. Private lessons are offered through Performance Music (PMUS). Group lessons are offered through Elective Music (MUEL). Students must furnish their own instruments, except piano and drum set.

Group classes (available fall and spring only) include:

- Guitar
- Piano
- Hand Drum Circle

Styles include classical, jazz, and rock.

Private (one-on-one) instruction is available on:

- Guitar
- Piano
- Voice
- Percussion
- Mandolin
- Banjo
- Harp
- Winds
- Brass
- Strings

Tuition

\$538 for 2 credit hours.

Nonresidents taking four (4) or more hours through Continuing Education may be subject to nonresident tuition assessment.

Please visit conted.colorado.edu/appliedmusic for additional program information or contact the applied music advisor at 303-492-5950 or e-mail appmusic@colorado.edu.



Learn more at conted.colorado.edu/appliedmusic



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THE SUSTAINABLE PRACTICES CERTIFICATE PROGRAM

These noncredit courses, taught by CU experts and leading industry professionals, are now offered through the University of Colorado at Boulder Environmental Center, the nation's largest and most accomplished student-led center of its kind. Courses immerse students in the latest trends and concepts in sustainable practices.

These courses can be taken individually or applied toward the Sustainability Management Certificate. Combine in-class seminars and online courses to complete 100 hours of course work within any three-year period to earn your University of Colorado Certificate in Sustainable Practices.

Please check conted.colorado.edu/sustainable for news and details about the program's transition from Continuing Education to the Environmental Center, additional course details, and updated course offerings.

SPRING 2011 SUSTAINABLE PRACTICES COURSES

Course No.	Course Title	Instructor	Date
NCSP 51XX	Communicating Sustainability	Tom Ochterski	January 14, 2011
NCSP 51XX	Corporate Sustainable Culture	Cindy Carillo	January 21, 2011
NCSP 51XX	Becoming a Sustainability Coordinator	Kai Abelkis	February 4, 2011
NCSP 51XX	Watershed to Waterwise Strategies	Paul Lander	February 11, 2011
NCSP 51XX	Organizational Change	Tom Ochterski	March 4, 2011
NCSP 51XX	Strategies for the Changing Energy Landscape	Mike Marsh	March 11, 2011
NCSP 51XX	Energy 101	Rebecca Johnson	April 8, 2011
NCSP 51XX	Sustainability Planning: Building the Business Case	KJ McCorry	April 15, 2011
NCSP 51XX	Designing for Sustainable Transportation	Dom Nozzi	April 22, 2011
NCSP 51XX	Becoming a Sustainability Coordinator	Kai Abelkis	May 6, 2011
NCSP 51XX	Introduction to Smart Grid	Rebecca Johnson	May 13, 2011
NCSP 51XX	Sustainability for K-12 Schools	Ghita Carroll	May 20, 2011

SPRING 2011 ONLINE TERM-BASED COURSES

Course No.	Course Title	Instructor	Date
NCSP 51XX	Lifecycle Assessment	Rumanda Young	Begins January 28, 2011 and runs for a month
NCSP 51XX	Sustainability for Municipalities	Rosemary Russo	Begins February 25, 2011 and runs for a month
NCSP 51XX	Measuring Sustainability	Rumanda Young	Begins April 29, 2011 and runs for a month

SPRING 2011 ONLINE SELF-DIRECTED COURSES (student chooses start date)

Course No.	Course Title
NCSP 5136	Introduction to Solar Energy
NCSP 5138	Introduction to Wind Energy
NCSP 5128	Residential Renewal Energy
NCSP 5127	Green Building

ENGINEERING ONLINE

Computer Graphics and Advanced Computer Graphics

WILLEM SCHREUDER

“A large fraction of our brain is devoted to interpreting what we see, so graphic **VISUALIZATION** is a good way to convey large amounts of information to people.”



“What students learn in my class can be applied to so many different things,” says Willem, who teaches the theory of Computer Graphics and its applications using OpenGL. “One type of application is scientific visualization. You can much better understand what an experiment or simulation is telling if you can display the information graphically.”

WHERE THE PROS TURN TO LEARN

For over 25 years, the Center for Advanced Engineering and Technology Education (CAETE) has helped working professionals like you advance their careers through flexible, convenient education. Through CAETE, the distance learning and professional studies arm of the College of Engineering and Applied Science, you can pursue engineering and technology course work, certificate programs, advanced degrees, and skill-building short courses.

With a variety of distance learning opportunities accessible from virtually anywhere around the world, you have the power to reach your educational goals. Courses are delivered via the Internet and CD-ROM.

Ranked the world’s 11th best public academic university in 2006 by *The Economist*, and one of only 14 U.S. public institutions ranked as a “Best Buy” in the 2009 edition of *The Fiske Guide to Colleges*, CU represents the best of the best. Experience the robust curricula, world-class faculty, and strong industry partnerships of a top-ranked research university.

Why wait? Check out CAETE today.

Advanced Degrees

Earn a master’s degree in aerospace engineering, computer science, electrical and computer engineering, engineering management, or telecommunications.

Graduate Certificates

Earn a graduate certificate in computer and network security, embedded systems, energy communications networks, engineering entrepreneurship, engineering management, leadership and ethical decision making, managing applied research in technology, managing research and development, performance excellence in technology management, project management, quality systems for product and process engineering, power electronics, research and development, six sigma, software engineering, technology ventures and product management, or wireless networks and technologies.

Short Courses

Develop new skills, build valuable technical credentials, or take courses to prepare for industry-recognized certificate examinations. Courses feature hands-on, online, or lecture-based instruction from respected IT industry leaders. All courses are relevant and applicable because our instructors work in their fields and bring real-world experience to the classroom. Typical courses offered each semester are in the areas of Cisco® and Project Management.

Continuing Education Units (CEUs) are awarded for all short courses. These courses are noncredit and do not apply toward degree programs or graduate certificates.

University of Colorado faculty and staff on at least a half-time, permanent appointment and retired faculty and staff may receive a 10% tuition discount on our noncredit courses. Proof of status must be provided at the time of registration. CU-Boulder students who are enrolled at least half time in credit courses are eligible for a 10% tuition discount on our noncredit courses.

Course Schedule Information

CUEngineeringOnline.colorado.edu
303-492-6331
caete@colorado.edu

Short Courses Spring 2011

Title:	Course No.	Section	Start Date	End Date	Time	Instructor	Tuition
Project Management Basics	CASP 5201	541	1/10/11	05/06/11	Online	Kois	\$895
PMP® Exam Prep	CASP 5211	541	1/10/11	05/06/11	Online	Kois	\$1,295
Intro to Cisco® Networking: CCNA	CACI 8001	541	1/10/11	05/06/11	Online	Santos	\$1,955

Note that students may enroll in courses any time within the indicated semester/session (except for CACI 8001). Students may complete any of these courses before the end date if desired, but all courses must be completed by the end date.

INTERNATIONAL ENGLISH CENTER

English as a Second Language
LYNN FOX

“Teaching
CULTURAL
norms and expectations are as important
as the language skills we teach.”

“Our students come from diverse countries and are used to varied educational systems,” says Lynn. “People from some cultures are more reserved and wait to be called on in class, yet others come from a background that expects students to be more outgoing. I try to strike a balance that is respectful and comfortable to everyone. I establish what the atmosphere and ground rules are in my class so everyone has an opportunity to speak.”

**1030 13TH STREET ON “THE HILL.”**

Since 1975, the International English Center has helped over 20,000 international students learn and master English. Our students have gone on to attend the University of Colorado, Colorado School of Mines, the University of Denver, Colorado State University, and dozens of other institutions.

The children of our former students are now IEC students – we are multi-generational! The IEC offers three English as a Second Language (ESL) programs for international students, international business professionals, community residents, and interested visitors from other countries.

INTENSIVE ENGLISH PROGRAM

The Intensive English Program consists of five eight-week sessions of full-time communicative English language study (23 hours per week) with instruction in grammar, reading, writing, listening, and speaking. Students are tested upon arrival and are placed into classes appropriate to their proficiency. Most students in this program are citizens and residents of other countries and have come to the United States on student visas. However, we are happy

to welcome new residents to our community in this intensive program. Spring 1 session is January 15–March 2 and Spring 2 session is March 3–May 5.

If you are an immigrant or a refugee and cannot afford the program, please ask about scholarship assistance.

The Intensive English Program:

- Prepares international students to enter a college or university in the U.S.

- Offers classes appropriate for professionals wanting to improve their English for work and for students wanting to study English intensively
- Focuses on improving communication by integrating language skills (listening, speaking, reading, writing)
- Offers 20 hours of core language instruction each week at six proficiency levels: Basic 1 and 2, Intermediate 1, 2, and 3, and Advanced
- Offers 3 hours each week of optional elective classes at no additional cost
- Has an average class size of 12–15 students and uses the latest ESL practices and materials
- Has instructors with master’s degrees and teaching experience in intensive programs and abroad
- Offers opportunities for students to join in local community events to use their skills in real life settings
- Extensive university library facilities with a rich source of educational and research materials

- University of Colorado courses available for advanced-level students with approval from the Director
- Two computer labs for student use equipped with Internet and e-mail access
- Certificates issued upon conclusion of studies
- Fully accredited by the Commission on English Language Program Accreditation (CEA)
- Member of UCIEP, consortium of University and College Intensive English Programs, and AAIEP, the American Association of Intensive English Programs

GLOBAL BUSINESS COMMUNICATION

This certificate program provides executives and managers from companies around the world with full-time study in an 8 to 24 week program of practical English language and cross-cultural communication training for business purposes. Eight-week certificate programs include: “Focus on the Individual”

(Fall and Spring), “Focus on the Team” (Fall and Spring), and “Focus on Sustainable Business Practices” (Summer only). When you join the Global Business Communication (GBC) program, you:

- Acquire new skills that can be immediately applied to your work environment
- Benefit from an individualized program
- Participate in projects customized to your interests
- Network, negotiate, and lead meetings in English
- Correspond with American business professionals
- Interact with other participants from around the world
- Take advantage of small class size (maximum 9 students)

The GBC certificate program requires an intermediate level of English.

ENGLISH AS A SECOND LANGUAGE FOR DEGREE STUDENTS (ESLG)

These non-intensive credit and noncredit accent reduction and writing courses are designed to be taken by graduate and undergraduate degree students who need to strengthen specific areas in their academic language proficiency. Nondegree students may enroll if they demonstrate an appropriate level of English proficiency. An English placement test is given at the beginning of the fall and spring semesters and recommendations are made based on student results.

EVENING COURSES

Evening courses are no longer available through the International English Center.

For more information on any of these programs, please visit www.colorado.edu/iec or call 303-492-5547.

SCIENCE DISCOVERY

Class Program

FRED GLUCK AND LARISSA RHODES

“Science Discovery is about making science
MAGICAL
for kids.

“When kids ask me if I am a scientist, I ask them if they are curious. Curiosity is the only ingredient that’s really required to be a scientist,” says Fred, whose daughter, Larissa Rhodes, was once his young student and class helper and is now a Science Discovery instructor of her own merit. “When kids are discovering and being awed by what is going on, their natural curiosity will take them to the highest plateaus.”



Science Discovery, established in 1983, is an experience-based, educational outreach program of the University of Colorado at Boulder. Our mission is to stimulate scientific interest, understanding, and literacy among Colorado’s youth, teachers, and families through the use of university resources and academic expertise. We are dedicated to engaging the whole person in the journey of learning and strengthening individual capacities to participate actively in local and world communities. Our programs are designed in collaboration with university faculty and academic departments to create classes that highlight current scientific research, ensure scientific excellence, and reflect the latest trends in research, teaching, and learning. Through our various programs, we reach approximately 1,000 teachers and 25,000 students across Colorado each year.

Summer and After-School Classes

For students ranging in age from 4-16, our Science Discovery Class Program offers small class sizes (10-16 students), enthusiastic and knowledgeable teachers (often graduate students with teaching experience), access to university and community resources, and a variety of laboratory and field experiences. Classes such as Secrets of the Hive, Special Effects Science Cooking, and Wearable Electronics are designed to enrich student understanding and instill a desire to further explore science topics. Classes run for five sessions and vary in length from 1½ to 6 hours per day. We are in our 27th year of providing science education to children from diverse backgrounds, conducting over 200 summer and after-school classes each year on the Boulder campus, as well as at local and regional schools.

Wilderness Camps and the Outdoor Classroom

Our 5 to 14-day overnight wilderness camps connect students with the wonders and workings of the natural world. Developed for kids in grades 4-10, these specialty camps

foster environmental awareness and promote knowledge of outdoor science subjects in a fun and informal atmosphere. All of this takes place amid the rich resources of our national parks, monuments, and reserves, including Yellowstone, Teton, Olympic, Mount Rainier, the Great Sand Dunes, Bandelier, and Mission: Wolf. Professional teachers and CU graduate and/or undergraduate students team up to guide groups of 12 campers in the exploration of these historic areas while participating in activities like white-water rafting, camping, and rock climbing. Wilderness education, team learning adventures, and positive peer interaction are inherent in each trip.

Our Outdoor Classroom engages Boulder/Denver area students and teachers in a variety of outdoor science activities including field studies of Colorado ecosystems, winter ecology on snowshoes, and an overnight mountain adventure at the CU Mountain Research Station. This program provides teachers and their students the opportunity for extended, interactive learning experiences spread out over the entire school year.

Science from CU: Statewide Classroom and Assembly Presentations

Science from CU visits classrooms, libraries, and community centers throughout Colorado, providing cutting-edge science and enriching science education by collaborating with CU faculty, peer institutions, and other educational organizations. These one-hour presentations can be adapted to any age group, and they facilitate interactive study through audience participation and experiments featuring museum collections, our ever-popular Bugmobile, and university science equipment. Each program’s content and activities supplement existing curriculum and support the Colorado Academic Standards. They enrich learning by encouraging students to see and touch the “real thing,” enabling them to develop their understanding firsthand.

Science Explorers: Statewide Professional Development for Teachers

Students and teachers will be building dinosaurs in this year’s new Paleontology workshop, **Paleo-Explorers: Dinosaurs, Fossils, and Ancient Ecosystems.**

Science Explorers is a unique professional development program for 5th to 8th grade teachers offering daylong, activity-based science workshops for teams composed of a teacher and five students. Small teams rotate through three different workshops during the course of the day. Teachers and students work side by side, giving teachers the opportunity to observe how students respond to activities and allowing students to develop their own knowledge and leadership skills. Workshop content and activities feature current CU research and support the Colorado Academic Standards, and Science Explorers attendees receive materials and curriculum. Workshops are conducted at 6 to 12 urban and rural sites throughout Colorado and generally include teams from schools in the host community as well as from surrounding districts.

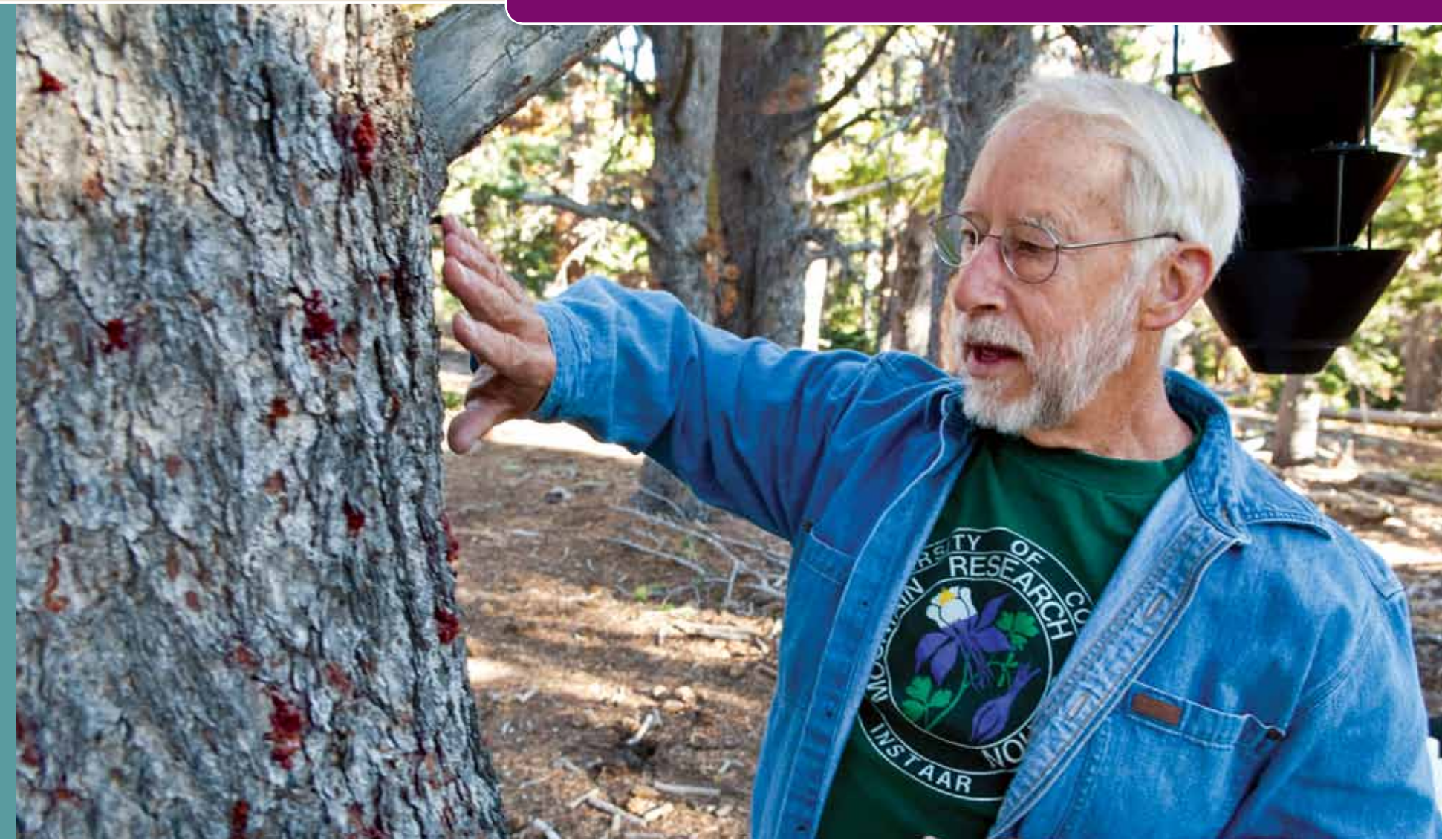
For more information about our programs and current offerings, visit www.colorado.edu/sciencediscovery or call 303-492-7188.

OUTREACH

Connecting with Colorado
JEFF MITTON

“Over the past 10 years,
we have seen the biggest bark beetle
EPIDEMIC
ever in history.”

“Billions of trees in the West are affected,” says Dr. Mitton, who teaches courses on genetics and evolution and gives educational talks on the Mountain Pine Beetle. “While there is nothing we can do about the infestation, we need to understand it and how humans have contributed to it through things like carbon emissions and climate change. Our research at CU-Boulder provides important, useful information to the people who live in the mountain towns affected by the epidemic.”



REACHING OFF CAMPUS AND INTO COMMUNITIES

Professor Jeff Mitton of the CU-Boulder Ecology and Evolutionary Biology Department is hitting the road this year in an effort to educate Coloradans about the state’s pine beetle epidemic and the devastating toll the small insects are taking on Colorado’s forests.

The mountain pine beetle is in the midst of its largest epidemic in recorded history. The geographic infestation extends thousands of miles, from New Mexico to the Yukon Territory. Mitton is visiting a number of Colorado communities where he offers free public presentations and school programs on the life history of pine beetles and describe the struggle between attacking beetles and trees.

In addition to describing how tiny beetles can kill immense trees, Mitton discusses the role climate change has played in creating the epidemic. Small shifts in climate have expanded the geographic range in which pine beetles can thrive and have extended their life cycle from one generation per year to two.

Mitton also explains a surge in the populations of beetle predators, offering some hope for Colorado’s pine forests.

Mitton started as an assistant professor in the CU-Boulder Department of Ecology and Evolutionary Biology in 1974, where he is now professor. Mitton’s research interests focus on the genetics of natural populations of plants and animals. He has worked on marine and freshwater mussels, killifish, trout, mistletoe, bark beetles, pines, aspen, and spruce. Mitton writes a biweekly column for the Boulder *Daily Camera* entitled “Natural Selection,” in which he describes the natural history and ecological interactions of plants and animals in Colorado.

Mitton’s tour is sponsored by the Office for University Outreach as a companion to the Learn More About Climate website, an online tool featuring the work of CU-Boulder faculty and area scientists. The website features five videos that localize climate change by pairing interviews with leading scientists and everyday Coloradans to explain how climate change is affecting our state.

The site also provides resources to help teachers bring climate change education into their classrooms through teacher-developed

and teacher-tested model lessons for middle and high school students. Lesson topics are based on content from the Learn More About Climate videos, including one that focuses on the pine beetle epidemic. Additional climate information and online tools are also available for teachers and students to explore.

Visit LearnMoreAboutClimate.colorado.edu to view the videos and find information and resources about climate change in Colorado.



About Outreach

Extending educational opportunities to the citizens of Colorado is a vital part of the university as well as the mission of the Division of Continuing Education and Professional Studies. The Division is home of the Office for University Outreach, a group that supports and enhances outreach efforts campus wide and helps extend the university’s research, teaching, and creative resources with communities throughout Colorado, and the world. Learn More About Climate and the pine beetle lecture tour are examples of how CU-Boulder is reaching into Colorado communities.

For additional information about the Office for University Outreach and its programs, visit conted.colorado.edu/outreach or e-mail us at outreach@colorado.edu.

SUMMER SESSION



Babs Battenfield, Professor and Summer Session student

MAKE THE MOST OF YOUR SUMMER
Summer Session offers you the opportunity to earn academic credit, satisfy your curiosity, meet major or minor requirements, and be part of our summer community. Many of CU's most popular and sought-after courses are offered. The diverse population of students from CU and institutions across the country, high school students, and teachers and other professionals makes Summer Session a unique learning experience.

Special offerings during Summer Session include:

FIRST (Faculty-in-Residence Summer Term)

Learn from prestigious, world-class faculty that will be teaching on the Boulder campus this summer. These renowned scholars bring a wealth of experience, knowledge, and perspective to the classroom that will challenge and inspire your thinking. Take advantage of the incredible opportunity FIRST brings to you.

Maymester (May 9 – 26)

Accelerate your academic career with the intensive, single-course focus of Maymester. You will be immersed into an interactive environment where you can complete a core or major requirement in just three weeks. Gain knowledge and momentum by concentrating on a Maymester course.

Featured Classes

Explore the possibilities with new class offerings and classes that move you forward and into new areas. Summer Session offers greater flexibility and smaller class sizes to make the learning process that much more engaging. Check out Featured Classes and find one that's right for you.

Online Classes

Get even more out of Summer Session with our online course program. Engage with your instructors and classmates in innovative ways, such as discussion groups, message boards, and video lectures. The classes are rigorous yet the schedule is flexible, so you can learn on your terms.

For additional information visit www.colorado.edu/summer.

ADDITIONAL CREDIT PROGRAMS

ACCESS Program**(Available Credit Courses for Eligible Special Students)**

Do you want to take a credit course at CU-Boulder during the day? Are you interested in a particular class for personal or professional development? Do you plan to enroll in a degree program in the future? The ACCESS Program enables nondegree students to enroll in Boulder main campus undergraduate or graduate courses after most degree-seeking students have had an opportunity to enroll. ACCESS is a great opportunity to learn about CU-Boulder, the academic departments, meet faculty and other students, and earn credit.

We are currently accepting applications for the spring 2011 semester. Registration begins Friday, January 7, and classes begin Monday, January 10. Call 303-492-5148 for more information or visit conted.colorado.edu/access. If you need academic or financial aid advising or career counseling, visit conted.colorado.edu/student-resources to set up a telephone or in-person appointment.

ACCESS students, who are Colorado residents taking undergraduate or a combination of undergraduate and graduate classes, may be eligible for the College Opportunity Fund (COF). For more information visit www.CollegeInColorado.org.

High School Concurrent Program

If you are a high school student interested in the challenge of university course work, you may enroll in credit courses at the University of Colorado at Boulder through the High School Concurrent Program. You will earn university credit that may also be applied toward high school graduation requirements. Participation in the High School Concurrent Program requires written permission from your high school counselor and a parent/guardian.

During the fall and spring semesters, high school juniors and seniors enrolled in eligible courses through the ACCESS (Available Credit Courses for Eligible Special Students) program may request tuition reimbursement from their school district under the Post Secondary Enrollment Options Act. You must notify your counselor of your intent to enroll at least two months prior to the beginning of the term. Call 303-735-5456 for an application and more information or visit conted.colorado.edu/highschool.

High School Concurrent students enrolled in ACCESS courses are eligible to apply for the College Opportunity Fund. Visit www.CollegeInColorado.org for more information.

Finishing Your Degree at CU

Completing a degree is a very unique experience for each person. Whether you began your degree at CU years ago, or are hoping to complete a degree started elsewhere, we have a friendly staff who understands the challenges of balancing school, work, family...life. Let our academic advisors help you create a plan to meet your needs, making the most of the abundant programs and resources that the university has to offer. Schedule an in-person or telephone appointment at conted.colorado.edu/student-resources to discuss your options at CU.

**Rana Novini**

Weather and the Atmosphere

"I am considering a Master's in meteorology so I took this class as an intro to see if it is really something I want to pursue further. This class has definitely opened my eyes to the field. I've learned a lot about what goes into weather forecasting and what other jobs are possible in meteorology, besides being on the news."

PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT

Enroll

Visit conted.colorado.edu/enroll/noncredit for complete information or call 303-492-5148.

Refunds

Full refunds are given on request prior to the second class meeting. Please keep in mind that non-attendance or non-payment does not constitute withdrawal. If you would like to withdraw from a course, contact Continuing Education. Only preregistered students may attend class.

Faculty and Staff Discounts

University of Colorado faculty and staff on at least a half-time, permanent appointment and retired faculty and staff may enroll in classes at a 25% tuition discount. Please provide proof of status with the University of Colorado when you enroll. Call 303-492-5148 for more information.

Textbooks

Many of our classes have required textbooks. Information is available at conted.colorado.edu/textbooks or by calling 303-492-5148.

Grant Writing

NCWR 1126

We will address the theory and practice of grant writing within the context of nonprofit fundraising. Class sessions focus on the rhetorical strategies needed to write successful grant proposals and encourage students to practice these strategies. Course topics include audience-centered writing and how to match your program's goals with those of individual grant makers. One class session will be devoted to the research methods used for finding funding sources and for finding demographic data in government databases, which will help put your nonprofit programs in context and make them more compelling. In later class sessions students are encouraged to bring drafts of a grant proposal to class for group workshop and discussion. Required textbook is available at the CU Book Store. Class will meet every other Tuesday, February 1, 15, March 1, and 15.

Christine Macdonald, PhD, has been teaching analytical writing at CU for ten years. She has worked as a Development Officer for Children's Hospital, Boston, teaches grant writing on the Boulder campus, and has written numerous grants.

Section 500: Tuesdays, February 1, 15, March 1, and 15, 6:30-8:30 pm, Eaton Humanities 190, 4 sessions. \$290.

Career Exploration Workshop

NCLS 1010

Want to discover a career passion? Begin to identify who you are through your interests, values, skills, strengths, and personality type, in addition to exploring how this information relates to a career. We will integrate various methods for self-assessment and tracking career passions. This hands-on class will assist you in finding a career direction that will bring job satisfaction, whether you are making a career change or just beginning to enter the job market. After the class you will have access to the Continuing Education career advisor. *Dahlia Smith, LCSW, is a Career Advisor at Continuing Education and Professional Studies. She has been counseling job seekers and changers for over 14 years.*

Section 500: Tuesdays, February 1-22, 5:30-7:30 pm, Continuing Education 140, 4 sessions. \$175.

GRE Prep: Verbal/ Analytical Writing

NCLS 2010

Think like the folks who write and grade the test. Concentrate better, and read and remember more efficiently. Streamline your sentence completions, analogies, antonyms, and reading comprehension, while mastering a few hundred key GRE vocabulary items. Learn what's involved in the Issue Essay and the Argument Essay, and how to start writing promptly, instead of just sitting there wondering what to do. In class you'll have hands-on practice writing these two essays. This course excels at general strategies as well as at computer-adaptive test (CAT) strategies, including how to modify the computerized testing environment to your advantage. The skills and strategies you learn will help immensely on the GRE, but also in graduate school.

Since 1990, Larry Monke (BS, MA, MEd) has helped many hundreds of students earn higher GRE scores, and has taken the GRE a number of times himself, most recently on computer. His other teaching experience includes math, science, English, music, and foreign languages.

Section 500: Mondays and Wednesdays, January 31-February 21, 6-8 pm, Hellems 141, 7 sessions. \$190.

GRE Prep: Quantitative

NCLS 2010

Gain the courage and skill to tackle these questions – you can get a lot of points. The first two sessions help you master a number of miscellaneous topics, like integers, odds and evens, primes, divisors, comparisons, exponents (positive, negative, fractional), roots, decimals, percents, ratio-and-proportion, averages, graphs and tables, Celsius vs. Fahrenheit, and probability, continually alert for shortcuts. In the following two sessions, you concentrate on algebra, including linear equations (the Handy Six-Step Method), algebraic word problems, quadratic equations (with solution by factoring), and complex fractions. In the next two sessions, you learn GRE geometry, especially circles, parallel lines, automatic right angles, coordinate geometry (graphing linear equations using the slope and y-intercept method), and the five most common GRE triangles. Even if you're already good at math, you'll earn a higher score after this!

Since 1990, Larry Monke (BS, MA, MEd) has helped many hundreds of students earn higher GRE scores, and has taken the GRE a number of times himself, most recently on computer. His other teaching experience includes math, science, English, music, and foreign languages.

Section 500: Mondays and Wednesdays, February 23-March 16, 6-8 pm, Hellems 141, 7 sessions. \$190.

i Alumni Discounts
For more information visit conted.colorado.edu/student-resources/accounting/discounts

STUDENT SERVICES



Get To Know Our Instructors:

"My goal is to spark interest and inspire intellect through a sense of community"

Maisha Vogel
Boulder Evening

To learn more, watch Maisha's interview at: conted.colorado.edu/about-us/instructor-interviews



New Campus Portal

MyCUInfo, the new campus portal, can be used to enroll in any credit course. Go to mycuinfo.colorado.edu to use this exciting new tool.

Visit conted.colorado.edu/enroll for complete instructions.

YOU'VE GOT QUESTIONS. WE'VE GOT ANSWERS.

Applying and Enrolling

Our registration staff can help you navigate the application and enrollment process whether you are a current student or brand new to CU.

Paying Tuition

Staff in our full-service Bursar's office can assist with any questions you have about your tuition bill.

Academic Options

Academic Advisors are available for in-person and telephone advising appointments whether you know exactly what you want to do or aren't quite sure about your academic path.

Financial Resources

A dedicated Financial Aid counselor is available to help determine if there are funds to help you meet your academic goals.

Career Exploration

We are thrilled to announce the addition of a full-time career advisor to our Student Services staff. Maybe your resume just needs a little polish, or maybe you are at square one in a job search process. Our career advisor can help!

To schedule an appointment with an Academic, Financial Aid, or Career Advisor, please go to conted.colorado.edu/student-resources and click on the online appointment scheduler.

At the University of Colorado at Boulder we are committed to building a campus community in which diversity is a fundamental value. People are different and the differences among us are what we call diversity—a natural and enriching hallmark of life. Diversity includes, but is not limited to, ethnicity, race, gender, age, class, sexual orientation, religion, disability, political viewpoints, veteran status, gender identity/expression, and health status. A climate of healthy diversity is one in which people value individual and group differences, respect the perspectives of others, and communicate openly.

Diversity is a key to inclusive excellence in education. A diverse learning environment better prepares all students for the world that awaits them. CU-Boulder is committed to enriching the lives of our students, faculty, and staff by providing a diverse campus where the exchange of ideas, knowledge, and perspectives is an active part of learning.

— from the Guidelines for Diversity Planning

The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities.

CU-Boulder takes action to increase ethnic, cultural, and gender diversity, to employ qualified disabled individuals, and to provide equal opportunity to all students and employees.

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CU ON THE WEEKEND

Why is Oprah digging up dirt on her new guest? Find out the inside story at our CU on the Weekend one-day course offerings. Sign up today and get under the surface of zombies, ancient history, pop culture, and America's favorite pastime.

See pages 4–6 for more details.

Saturday, February 12

The Zombie Renaissance

Saturday, February 19

Diving for the Ancient Past – Underwater Archaeological Vignettes From the Mediterranean Sea

Saturday, February 26

Who Causes Third World Underdevelopment? The West, the South, or Mother Nature?

Saturday, March 5

There's No Business Like Show Business

Saturday, March 12

Picasso and World War II – A Question of Patriotism?

Saturday, April 9

Baseball and the American Dream in History

Saturday, April 16

Understanding the Age of Oprah: Where Popular Culture Meets History and Politics

