CU ON THE WEEKEND

Why are Don Quixote and Sancho Panza fending off an apocalyptic comet plummeting to the Earth? It all comes together in our CU on the Weekend one-day course offerings. Sign up today and get a fresh take on history, the future, and what’s happening in the world today. See pages 4 – 7 for more details.

Saturday, September 11
• The Practical Pen: Effective Writing for Everyday Use
• New Zealand: Land of the Long White Cloud

Saturday, September 25
• Reading Don Quixote: A Dialogue with Islam
• Ethiopia: Crossroads of Africa

Saturday, October 9
• Virginia Woolf and Mrs. Dalloway: A Writer and Her Madness
• On the Trail of Key Themes in American Literature
• The End of the World: Apocalyptic from Revelation to 2012

Saturday, November 6
• A River Runs Through It
• Our Changing Planet: The View from Space
• Access to Education: Changing the World

What’s the good word? The Practical Pen—p. 5
Lights, camera, guitar? Rock and Roll in Film—p. 17
To conserve and protect, Water Resources and Water Management—p. 24
Found in translation, Global Business Communication—p. 35
Explore more online: visit our new website at conted.colorado.edu
Who says dreams have to change?

Joey
Age 8: Astronaut
Age 28: Student, General Astronomy: The Solar System

What have you always wanted to explore...the planets, the stars, your own imagination?
Inside you’ll find course options to help you pursue your passion or discover a new one. With the flexibility of lecture and online courses, there’s no reason to wait any longer.

Achieve your dream today.

Get To Know Our Instructors:
“Kids get excited about science when they can design and build objects that engage them with scientific ideas and become personal statements.”

Michael Eisenberg
Science Discovery

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

Quick Registration Info

Important Registration Dates:
• Registration Begins Monday, July 12
• ACCESS Registration Begins Friday, August 20
• Boulder Campus Classes Begin Monday, August 23
• Continuing Education Classes Begin Monday, August 30

How to Enroll:
Visit conted.colorado.edu/enroll or call 303-492-5148.

Completed Registration Forms
Fax to: 303-492-1335
Mail or Deliver to:
1177 University Avenue
University of Colorado at Boulder
171 USB
Boulder, Colorado 80309-0178.

Additional Program Catalogs:
Visit: conted.colorado.edu/catalogs.

Available catalogs include:
• Summer Session
• CAETE
• Independent Learning
• ACCESS

Quick Contacts

Registration and enrollment inquiries:
303-492-5148
ceregistration@colorado.edu

Contact an advisor:
czadvisor@colorado.edu

Student record inquiries:
cerecords@colorado.edu

Tuition bills or payment options:
303-492-5148

cebursar@colorado.edu

Visit us on the Web for detailed information or to enroll:
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21 Additional Credit Programs

- ACCESS (Available Credit Courses for Eligible Special Students)
- Summer Session
- High School Concurrent

40 Important Information

2 Personal Enrichment

A lively, relevant approach to the arts, languages, theatre, and writing—all designed to expand your horizons.

14 Boulder Evening

University of Colorado credit courses offered weekdays after 5 pm through the departments of communication, English, mathematics, psychology, sociology, Spanish, and more.

22 Independent Learning

University credit courses via online or correspondence—an excellent solution for disciplined independent learners.

32 Advanced Engineering and Technology

Convenient, flexible education for working professionals seeking master’s degrees, graduate-level certificates, and skill-building short courses.

34 International English

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

36 Science Discovery

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

38 Outreach

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

Discover something new.
conted.colorado.edu
“It takes courage to be creative in a class full of strangers. I work hard to help students understand just how significant this first step is.”

Whether someone from New York City in the 1940’s is writing about their immigrant experience, or someone from the 1960’s is writing about jumping trains as a hobo, everyone is terrific about respecting one another and critiquing honestly,” says Robert. “Students progress not just by writing and critiquing their own stories, but also by analyzing other people’s work.”

DO SOMETHING JUST FOR YOU.

Want to learn a foreign language, explore your artistic side, or express yourself on paper? The Personal Enrichment program lets you pursue your dreams and still meet all the demands of your non-stop life.

In a relaxed, friendly atmosphere, you can develop career skills or explore your passion while meeting others who share your interests.

So whether it’s building a competitive edge at work, capturing the perfect photo, or writing that novel rolling around in your head, don’t miss the chance to do something for yourself.

Stretch your mind by signing up today.

Creative Nonfiction Writing
ROBERT GATEWOOD

Foreign Language Classes
Students enrolled in Continuing Education Foreign Language classes may use the University of Colorado Anderson Language Technology Center (ALTEC). Located in Hellems Hall, the lab provides state-of-the-art audio, video, and print materials for language students. A receipt for your Continuing Education language class is all that you need to use the facility.

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

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.

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.

Student Resources
Visit conted.colorado.edu/student-resources for information on how to enroll, applying for a nontraditional student scholarship, career advising, etc.
Virginia Woolf and Mrs. Dalloway: A Writer and Her Madness
NCWR 1220

Virginia Woolf, famous for her novels and her participation in the literary Bloomsbury Group in the early decades of the 20th century, suffered from a form of manic-depressive psychosis, bordering at times on schizophrenia. To Woolf’s credit, she knew this illness well, and explored it in many ways within the contemporary setting of her novels, particularly those written in the early years after WWI.

But it is Woolf’s masterpiece, Mrs. Dalloway, that best captures this heightened tension between the writer’s need to communicate and the illness she both suffered from and captured through her character. Reading the short novel is recommended, for it, in any case, a beautiful work in stream-of-consciousness style, but the class will discuss it within its time, as it relates to problems with post-traumatic stress disorder (PTSD) discovered in WWL, and in the context of the changes Woolf herself was realizing beneath the surface. Together we’ll look at a number of key passages, as we talk about the technical and thematic features that make this novel an American classic.

James McNeely earned a PhD in English and a MFA in creative writing at CU. His dissertation focused on literature of the American West. His short stories and creative essays have appeared in literary journals around the world. His first book, The Wild Upriver and Other Stories (Arbuth Press), was published in 2005. A third book, The Way Home: Essays on the Outside West (University of Utah Press), is scheduled for publication this year.

Session 301: Saturday, October 5, 1-4 pm, Hellems 137, 1 session, $39.

A River Runs Through It
NCWR 1220

In Norman Maclean’s A River Runs Through It, the narrator looks back through the “sentimentality of memory” to a series of events that happened forty years earlier, “Nautilus” by the one question that “has a lifetime of questions”: could he have helped his brother Paul? As a “lifetimes of questions,” the novel explores such themes as origin, education, art, helping others, and the existence of God. On the surface, the story reads like a classic tragedy. But beneath the surface, it interlaces the West’s three great monotheisms. Writing is a learnable skill in this same sense, and this seminar will provide an orientation to the tools one needs to write effectively for any occasion, anywhere. Our approach will involve three stages: (1) an overview of how the English language works to create meaning, (2) a consideration of the encompassing (and powerful) idea of genre, and (3) a computer-aided session during which we will put what we have learned into practice. If all goes well, we shall arrive at the delicate truth well noted by the late great worldliness George Carlin: “We think in language, so the quality of our thoughts and ideas can only be as good as the quality of our language.”

Peter Kratzke worked as a bicycle mechanic on his way to his BA and MFA from the University of Colorado. Since then, Kratzke has lived the academic life, including teaching in Wisconsin, Texas, and Michigan. He is an instructor with CU’s Program for Writing and Rhetoric since 2002, and this seminar will provide an orientation to the tools one needs to write effectively for any occasion, anywhere. Our approach will involve three stages: (1) an overview of how the English language works to create meaning, (2) a consideration of the encompassing (and powerful) idea of genre, and (3) a computer-aided session during which we will put what we have learned into practice. If all goes well, we shall arrive at the delicate truth well noted by the late great worldliness George Carlin: “We think in language, so the quality of our thoughts and ideas can only be as good as the quality of our language.”

Session 300: Saturday, November 6, 1-4 pm, Hellems 137, 1 session, $39.

The Practical Pen: Effective Writing for Everyday Use
NCWR 1201

What lies at the beating heart of American literature? Can we find, in short, a coherent approach to American literary history as authors pile on the next in the parade from Puritans to Post-Modernists? This seminar approaches the problem by considering three related perspectives. First, we shall outline the central approaches and debates that shape the field of literary criticism. Given this critical “tool bag” for study, we shall sweep through the core “Big Names” as they tower over the era constituting American literary history: Bradford for Puritanism, Franklin for the Enlightenment, Hawthorne and Poe for Romanticism, Melville and Dickinson for the American Renaissance, Twain for Realism, Hughes for the Harlem Renaissance, and so forth. Finally, we shall trace emerging themes that define our living literary culture. Participants will gain from these three perspectives an orientation that will allow them to appreciate (and perhaps love) almost any author, no matter how famous or obscure, new or old.

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Session 300: Saturday, November 10, 9 am-3 pm (1 hour lunch), Hellems 137, 1 session, $85.

On the Trail of Key Themes in American Literature
NCWR 1202

What lies at the beating heart of American literature? Can we find, in short, a coherent approach to American literary history as authors pile on the next in the parade from Puritans to Post-Modernists? This seminar approaches the problem by considering three related perspectives. First, we shall outline the central approaches and debates that shape the field of literary criticism. Given this critical “tool bag” for study, we shall sweep through the core “Big Names” as they tower over the era constituting American literary history: Bradford for Puritanism, Franklin for the Enlightenment, Hawthorne and Poe for Romanticism, Melville and Dickinson for the American Renaissance, Twain for Realism, Hughes for the Harlem Renaissance, and so forth. Finally, we shall trace emerging themes that define our living literary culture. Participants will gain from these three perspectives an orientation that will allow them to appreciate (and perhaps love) almost any author, no matter how famous or obscure, new or old.

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Session 300: Saturday, October 9, 9 am-3 pm (1 hour lunch), Hellems 137, 1 session, $85.

The End of the World: Apocalyptic from Revelation to 2012
NCWS 1302

This course surveys the human fascination with the End of the World. We will explore apocalyptic themes in music, art, film, and literature in both the ancient and modern world in religious and secular contexts.

Barbara Evans is professor emerita in Renaissance Studies at the University of Denver. She has published five books and over 50 essays in journals and book collections on assorted Renaissance topics. She is currently working on a four-year collabor- ators NEH grant to edit and translate a 1570s captivity chronicle by Dr. Antonio de Sousa, a Christian captive in Muslim Algiers.

Session 301: Saturday, September 25, 1-4 pm, Hellems 137, 1 session, $39.

The Traditional Writing Enrichment Program at CU provides unique classes that complement and enhance the student’s experiences and challenges in all areas of academic study. Students may choose from a wide variety of classes in any area of personal interest and develop new skills that they may use throughout their college years. The courses are designed to meet the needs of students who are looking to challenge themselves in a particular area of study or simply to learn something new. The courses are offered by dedicated instructors and are designed to provide students with the opportunity to learn in a supportive and encouraging environment. The courses are open to all students, regardless of major or academic background. Students may choose to enroll in one course or take multiple courses throughout the year. The courses are offered on weekdays and weekends, and are designed to fit the needs of students who are looking to enhance their academic skills or develop new interests. The courses are taught by experienced instructors who are knowledgeable in their fields and are dedicated to helping students achieve their goals. The courses are designed to be challenging yet rewarding, and provide students with the opportunity to learn in a supportive and encouraging environment.

The courses offered by the Traditional Writing Enrichment Program at CU are designed to meet the needs of students who are looking to challenge themselves in a particular area of study or simply to learn something new. The courses are offered by dedicated instructors and are designed to provide students with the opportunity to learn in a supportive and encouraging environment. The courses are open to all students, regardless of major or academic background. Students may choose to enroll in one course or take multiple courses throughout the year. The courses are offered on weekdays and weekends, and are designed to fit the needs of students who are looking to enhance their academic skills or develop new interests. The courses are taught by experienced instructors who are knowledgeable in their fields and are dedicated to helping students achieve their goals. The courses are designed to be challenging yet rewarding, and provide students with the opportunity to learn in a supportive and encouraging environment.

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Our Changing Planet: The View From Space NCSS 1001

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New Zealand: Land of the Long White Cloud NCSS 1009
New Zealand is one of the world’s most diverse and rewarding travel destinations. The country’s two islands lie on separate tectonic plates and boast vastly different landscapes. The North Island hosts volcanoes, geothermal pools, and a “most sub-tropical” climate, while the South Island is known for its extremes from glaciers to temperate rainforest and is a jumping off place for Antarctica. Whales, dolphins, and penguins navigate the waters of both islands, while wallabies give their kangaroo character to the landscapes. New Zealand’s aran community is noteworthy, with the flightless Kiwi bird, symbol of the country, and the Kiwi parrot that will rip the rubber strapping off from around a car windshield in its affinity for rubber. Each turn in the road offers breathtaking landscapes, dotted by more than 32,000 sheep that dominate the human population of only 4.2 million. The indigenous Polynesian Maori struggle to maintain traditional ways amidst not only a changing country but a changing world. In New Zealand one can swim with the dolphins, graze with the sheep, and climb the nearest mountain to view the Southern Cross constellation—all within a mile of one another. There is no limit to New Zealand’s beauty, intrigue, and hospitality. A brown-bag lunch is suggested for those planning to include the presenter’s 2010 travels through Ethiopia. A brown-bag lunch is suggested for those planning to include the presenter’s 2010 travels through Ethiopia.

Ethiopia: Crossroads of Africa NCSS 1000
Surrounded by geopolitically “hot spots” Sudan, Eritrea, and Somalia, Ethiopia is comprised of plateaus and gorges created from the separating of the Great Rift Valley. Ethiopia is Africa at its most diverse, lying on ancient cultural crossroads of Judaism, Christianity, and Islam that culminated in magnificent Christian churches literally carved out of solid stone. These rock-hewn churches are often considered the 13th Wonder of the World. Ethiopia avoided the colonization that drove the rest of Africa to its knees, but did fall into Mussolini’s Italian hands for a short while in the late 1930’s and later to a socialist military tribunal called the Derg who crippled that country starting in 1974 during the civil war that gave Ethiopia its independence. As one of the world’s largest suppliers of coffee, Ethiopia is also the birthplace of the Blue Nile River, one of two major stems of the Nile. The beauty of this country is punctuated by majestic acacia trees and thatched-roof huts amidst terraced hillside of red soil and verdant crops, all of which give rise to exquisite surreal landscapes at late afternoon sunlight slips into dusk. While the north has its history with ancient kingdoms, such as the Axumite, the south remains the gateway for tribal cultures of sub-Saharan Africa, where ochre-dyed hair and lip plates of the South Omo Valley perpetuate tribal traditions. This class is based on the presenter’s travels through Ethiopia. A brown-bag lunch is suggested for those planning to include the presenter’s 2010 travels through Ethiopia. A brown-bag lunch is suggested for those planning to include the presenter’s 2010 travels through Ethiopia.

Access to Education: Changing the World NCSS 1010
75 million children worldwide still have no access to education. 50 to 70% are minority or indigenous. When offered an education, some children are further marginalized, such as the gypsy Roma of Europe who are not allowed to go to public schools or the Dalit Untouchables of India who 50% drop out due to discrimination. Education, however, has shown to be one of the greatest tools for development and one of the most effective ways to minimize destabilization influences. Yet providing access to education has an enormous stumbling block for most of the developing world, leaving millions of children out- or under-educated. For decades, many children who had access were still denied entrance because they lacked the funds for requisite uniforms, shoes, notebooks. Girls faced discrimination, not only because of the extensive chore list that kept them tethered to their tasks but because of cultural attitudes. Because girls in developing countries generally move in with their in-laws, it has been said that sending a daughter to school is like inviting a neighborhood in-law. For those children lucky enough to attend school, challenges still make the process more difficult, from seasonal work that pulls them out of the classroom to long travel distances that consume half of a child’s day. Yet, amidst these challenges, innovative governmental and NGO programs are opening the doors of education to children who never imagined being inside a classroom. Amidst the rubble of Afghanistan and in Rio’s favela slums, children are learning! This class will explore the touching stories of children worldwide who find themselves on both sides of the classroom door. A brown-bag lunch is suggested for those interested in viewing additional material over the lunch hour. A brown-bag lunch is suggested for those interested in viewing additional material over the lunch hour.

FOREIGN LANGUAGES

Chinese Conversational and Written Skills Level 1 NCCH 1000
Learn Mandarin Chinese while emphasizing practical and colloquial Chinese for business and travel. You will practice proper pronunciation and useful conversational phrases for a number of situations. To reinforce language-learning skills, you will be introduced to Chinese characters. Chinese culture will also be explored. Required textbook is available at the CU Book Store.

Italian Conversational Skills Level 1 NCFF 1000
Immerse yourself in a new romantic language! You will learn the present tense of “er” verbs and a few common irregular verbs, recent past and near future tenses, while emphasizing practical conversational skills for travelers. We will also cover cultural aspects of French life. Required textbook is available at the CU Book Store.
NCIT 1000
Skills Level 1

Danica Trifunovic earned her MA in French from CU and teaches for the French and Italian Department on campus.

Section 300: Thursdays, September 16-November 4, 6-8 pm, Education 123, 8 sessions: $235.

Italian Conversational Skills Level 1

NCIT 1000

Learn speaking skills for a variety of situations! We will begin with the essentials of pronunciation, develop vocabulary, and learn crucial phrases and idioms needed for everyday communication. We will also cover present tense of verbs, differentiating formal from familiar address and gender, examine cultural topics, and view videos. The textbook is available at the CU Book Store. Please bring the textbook to the first class session.

Anna Pali is a native of Turin, Italy, and has lived in Boulder for 25 years. Anna has taught Italian in private schools and universities in England and Colorado. She also teaches cross-cultural classes for employees sent to Italy on work assignments.

Section 300: Wednesdays, September 15-November 3, 6-8 pm, Helmos 143, 8 sessions: $235.

Spanish Conversational Skills Level 1

NCSN 1000

Beginners will find this course the perfect place to start. You will learn greetings, numbers, telling time, the present tense of regular verbs and some irregular verbs, the simple future tense, as well as vocabulary for restaurants, hotels, and social situations. Required textbook is available at the CU Book Store.

Elizabeth Madure, PhD, is a native of Cuba and has taught at CU-Boulder since 1987.

Section 300: Tuesdays, September 7-October 26, 6-8 pm, Helmos 143, 8 sessions: $235.

Spanish Conversational Skills Level 2

NCSN 2000

It’s time to take your Spanish to the next level in this course. You will learn part tense and practice present tense while developing accuracy and proficiency in the use of conversational Spanish. We will cover practical vocabulary about travel, airports, hobbies, sports, personal care, and housework, and also examine culture aspects of Spanish-speaking countries, view videos, and listen to Spanish music.

Prerequisites: Beginning Spanish or equivalent.

Mervi Lommi-Läppi was born and raised in Sweden, and moved to the U.S. in 1986. She is a professional translator and a language teacher, previously teaching beginning and intermediate Swedish for the CU Department of Germanic and Slavic Languages and Literatures.

Section 300: Tuesdays, September 14-November 2, 6:30-8 pm, Location: TBA, 8 sessions: $235.

Swedish: Conversational Skills Level 1

NCSW 3000

Start learning the melodic Swedish language by undertaking a virtual trip through magnificent Sweden. Gain basic communication skills while visiting eight different areas of Sweden, from pristine Swedish Lapland, through the bustling city life of Stockholm, to the historical island of Gotland in southern Sweden. You will acquire language skills essential for everyday dialogue, perhaps for your upcoming visit to Sweden, to indulge in armchair travel or to add linguistic depth to your interest in Nordic Studies. Classroom time will focus on conversation based on useful everyday phrases and dialogues.

In addition, students will build proficiency at home using interactive online material. Home computer with Internet connection and Adobe Flash Player 9.1 or higher is required for online curriculum.

Mervi Lommi-Läppi was born and raised in Sweden, and moved to the U.S. in 1986. She is a professional translator and a language teacher, previously teaching beginning and intermediate Swedish for the CU Department of Germanic and Slavic Languages and Literatures.

Section 300: Tuesdays, September 7-28, 6:30-8 pm, Location: TBA, 8 sessions: $235.

Swedish: Conversational Skills Level 2

NCSW 2000

Continue building your basic Swedish language skills through the use of fictional and nonfictional original texts and video clips on interesting and diverse topics that will inspire conversation in the classroom. Contemporary Swedish culture is viewed through the lens of children’s literature, Viking sagas, environmental discussions, internationally acclaimed crime fiction, corporate success stories, and more. The topic selection should not intimidate you — this course is designed to immerse students in the Swedish language at a comfortable beginner/intermediate level in a supportive atmosphere, as students gradually increase their ability to comprehend and express themselves in Swedish. Tests and proficiency building exercises are accessed through a newly developed class website. Home computer with Internet connection and Adobe Flash Player 9.1 or higher is required for online material.

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Section 300: Tuesdays, September 14-November 2, 6:30-8 pm, Location: TBA, 8 sessions: $235.

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 you 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 on September 24, 18, October 12, and 26.

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

Section 300: Tuesdays, September 14-October 22, 6:30-8:30 pm, Humanities 190, 4 sessions: $175.

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, you 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.

Dabbie Smith, LCWR, is a Career Counselor at CU-Boulder Career Services and Continuing Education and Professional Studies. She has been counseling job seekers and changers for over 14 years.

Section 300: Tuesdays, September 7-28, 5:30-7:30 pm, Continuing Education 140, 4 sessions: $175.
Continuing Education & Professional Studies • 1505 University Avenue • Tel 303 492 5148 • Fax 303 492 5335 • TTY 303 492 8905 • conted.colorado.edu

Registration begins July 12 • See the Important Information section on page 40 for more details.

**PROFESSIONAL DEVELOPMENT (continued)**

**GRE Prep: Quantitative NCS 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, prime numbers, comparisons, exponents, geometric, negative, fractional, roots, decimals, percents, ratio-and-proportion, averages, graphs and tables, C-1 vs. F-1, and probability. Continually focus on reading. In the following two sessions, you concentrate on graphs, 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 triangles, coordinate geometry (graphing linear equations using the slope and y-intercept method), and the free most common GRE triangles. Even if you’re already good at math, you’ll learn a higher score with this method. Since 1991, Larry Monke (BS, MA, MEd) helped many hundreds of students earn higher GRE scores, and has taken the GRE a number of times himself, most recently on computer. His teaching experience includes math, science, English, music, and foreign language.

Section 301: Mondays and Wednesdays, October 4-15, 6-8 pm, Hellems 141, 7 sessions, $130.

**WRITING**

**Western Writers NCS 1205**

Conducted as a workshop, this course will focus on the individual writing projects of students. All genres are welcome. Through instructor guidance and peer review, students will have the opportunity to explore and develop their own writing in an intense, eight-week class. To augment the workshops, we will read a number of short works by such contemporary western authors as William Kittredge, Terry Tempest Williams, Edward Abbey, Wallace Stegner, Gerald Ehrlich, and others. While this course will have a western flavor, students will enjoy the freedom to pursue their own styles and themes.

James McVey earned a PhD in English and a MA in creative writing at CU. His dissertation focused on literature of the American West. His short stories and creative essays have appeared in literary journals around the world. His first book, The Wild Upriver and Other Stories (Arbuthnot Press), was published in 2005. A third book, The Way Home: Essays on the Outside West (University of Utah Press), is scheduled for publication this year.

Section 300: Tuesdays, October 7-November 18, 6-8 pm, Hellems 155, 7 sessions, $175.

**Introduction to Screenwriting NCS 2230**

This is an introductory course designed to arm the beginner screenwriter with the necessary tools to write his/her own original screenplay. We will first focus on learning the fundamental elements of screenwriting (structure, character and scene development, pacing and sequencing, plot points, to name a few), as well as the basic language and application of the screenplay format. We will also read and analyze a number of scenes/screenplays, both good and bad, to help fortify our understanding of how these elements are implemented. Finally we will shift to a workshop format in which you will be able to put your new skills to paper, be critiqued by your fellow writers, and gain new confidence to help you reach that elusive goal of trying “The End”! All levels are welcome and encouraged to join in this exciting, creative pursuit.

Robert Gatsrud is the author of the novel, The Sound of the Trees, which was a BankLevy7 selection and was listed among the best books of the Southwest. He holds positions of literary editor and feature writer at Trailing East magazine for several years, and his short fiction has been published in numerous journals.

Section 300: Wednesdays, September 30-October 16, 6-8 pm, Education 151, 6 sessions, $168.

**Advanced Screenwriting Workshop NCS 2220**

Need a little help with the screenplay you started but can’t seem finished! Having trouble figuring out how your story should end? How Act I should end? What your story “beats” are and where they should be? This course is “advanced” in the sense that it has been designed for aspiring writers with some level of prior experience and/or exposure to the form, format, and process of writing screenplays. In this eight-week course we will explore and discuss such topics as the three-act structure, character development, story beats, style, and genre, though the bulk of our time will be spent critiquing one another’s work in a workshop setting. Contingent on class size, writers will generally be asked to distribute 5-10 pages of an original screenplay each or every other week, as well as prepare notes for their fellow-writer’s submissions. So if you’re looking to immerse yourself in a fun, intensive eight weeks of collaborative writing and feedback, as well as to discuss the screenwriting process in general, this is the course for you.

Robert Gatsrud is the author of the novel, The Sound of the Trees, which was a BankLevy7 selection and was listed among the best books of the Southwest. He holds positions of literary editor and feature writer at Trailing East magazine for several years, and his short fiction has been published in numerous journals.

Section 300: Thursdays, October 14-November 19, 6-8 pm, Humanities 245, 6 sessions, $168.
Creative Writing  
NCWR 1006
Concise, understandable, and enhance your creativity to produce literature, and explore what it means to be a writer. You will learn, practice, and demonstrate your skills through reading and writing various forms of fiction, poetry, drama, etc. We will consider the age-old argument of form vs. content, or what is written vs. how it is written. For example, in fiction, you will learn how to develop a character through characterization, how to enhance a setting through imagery, how to develop plot through methods of suspense, foreshadowing, and flashback. In poetry, you will discover your poetic voice through a multitude of exercises that develop word choice and imagery, setting and situation, and allusion and conversation. Weekly writing and reading assignments will guide you through the beginning stages of the craft. Sharing your work with fellow writers will help hone that craft. Reading and writing assignments will be provided by instructor.

Creative Nonfiction  
NCWR 1079
Do you have an idea for a nonfiction story? Perhaps you’re looking for other writers to work with who can provide useful criticism. Maybe you just want to learn more about this genre we call creative nonfiction. Whatever the case, this class is designed to help nonfiction writers in the pursuit of their individual projects. Whether you are interested in personal essays, memoir, nature writing, literary journalism, or biography and history, this class will provide a supportive environment for your work. We will conduct the class in a workshop format. Required textbook is available at the CU Book Store.

Guggenheim 206, 8 sessions. $176.
September 9-October 28, 6-8 pm,
Section 300: Thursdays,
Robert Getzmann is the author of the novel, The Sound of the Trees, which was a Booklist/YALSA selection and was listed among the best books of the Southwest. He holds position of literary editor and feature writer at Traffic. East magazine for several years, and his short fiction has been published in numerous journals.
Section 300: Wednesdays,
October 13-November 17, 6-8 pm,
Humanities 190, 6 sessions. $186.

ART AND ART HISTORY
Making Comics Art Level 2  
NCFA 2082
Taking your general knowledge of making comics (learned in Level 1 or somewhere else as memorable) and focus on the specific problem of the longer story—writing good narrative structure and drawing the most appropriate visuals. Understand how to work with the principles of a three-act story; the plot points within it as, well as the protagonists and antagonists we love and hate. Then apply and enhance your written story with the visual storytelling techniques of comics position, shape within the frame, foreshadowing, props, and setting. At the end, we’ll trade our 5-10 page mini-comic with the rest of the class with the hope that we’ve gotten even better at telling stories!

For the second half of our course, you will submit at least one personal, longer work (poetry, creative nonfiction, or fiction), and we will workshop your text while still continuing lessons in craft and exercise.

Robert Getzmann is the author of the novel, The Sound of the Trees, which was a Booklist/YALSA selection and was listed among the best books of the Southwest. He holds position of literary editor and feature writer at Traffic. East magazine for several years, and his short fiction has been published in numerous journals.
Section 300: Thursdays,
September 2-October 7, 6-8 pm,
Humanities 225, 6 sessions. $168.

Tips on Writing Articles…
and Get Them Published  
NCWR 1095
Get a sense for a magazine article you’re itching to write! Always wanted to write but don’t know how to approach magazines with your ideas? Learn all the steps to successful freelance magazine writing. Focus on nonfiction writing for magazines, newspapers, and websites. You’ll learn how to generate ideas, make smart, compelling pitches to editors and craft powerful stories that connect with readers. Workshop aspects help students develop individual ideas in class.

Ellen Mahoney, BS in Journalism and MA in Marketing, is a journalist, feature writer, and has taught freshman academic writing at CU. For many years she worked as a writer in Los Angeles for Disney, NBC Universal, Columbia Pictures, and Lucasfilm.
Section 300: Mondays,
September 13-October 18, 6-8 pm,
Humanities 180, 6 sessions. $110.

Life Writing  
NCWR 1096
Life Writing is designed with the idea in mind that each life has a vibrant range of creative and highly measured stories waiting to be shared. This interactive six-week writer’s workshop will focus on writing techniques and structure, inspirational in-class writing prompts, and thoughtful-provoking personal essay assignments. Student writing will be shared with helpful feedback and proactive peer review. The class will look at the work of bestselling authors such as Anne Lamott, Natalie Goldberg, and Garrison Keillor who use a sense of humor to shed light on everyday life events. The workshop is ideal for anyone looking to find positive expression through the art and craft of writing.

Life Writing is designed with the idea in mind that each life has a vibrant range of creative and highly measured stories waiting to be shared. This interactive six-week writer’s workshop will focus on writing techniques and structure, inspirational in-class writing prompts, and thoughtful-provoking personal essay assignments. Student writing will be shared with helpful feedback and proactive peer review. The class will look at the work of bestselling authors such as Anne Lamott, Natalie Goldberg, and Garrison Keillor who use a sense of humor to shed light on everyday life events. The workshop is ideal for anyone looking to find positive expression through the art and craft of writing.

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Section 300: Mondays,
September 13-October 18, 6-8 pm,
Humanities 180, 6 sessions. $110.

How to Write Magazine Articles…  
and Get Them Published  
NCWR 1095
Get a sense for a magazine article you’re itching to write! Always wanted to write but don’t know how to approach magazines with your ideas? Learn all the steps to successful freelance magazine writing. Focus on nonfiction writing for magazines, newspapers, and websites. You’ll learn how to generate ideas, make smart, compelling pitches to editors and craft powerful stories that connect with readers. Workshop aspects help students develop individual ideas in class.

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Section 300: Mondays,
September 13-October 18, 6-8 pm,
Humanities 180, 6 sessions. $110.

Advanced Fiction Workshop  
NCWR 1079
Throughout this course for experienced writers, we will emphasize ways to improve your work, determine personal best practices, and recognize writing as both a social and solitary process. You will commit to writing regularly for our course duration and participate in all aspects of our work. We will spend the first several weeks discussing writing strategies, different approaches to expression, and challenges, exercises, resources, and related readings. Additionally, you will write both in and out of class, often using certain prompts and guidelines, as well as read John Gardner’s The Art of Fiction: Notes on Craft for a Young Writer. For the second half of our course, you will submit at least one personal, longer work (poetry, creative nonfiction, or fiction), and we will workshop your text while still continuing lessons in craft and exercise.

Robert Getzmann is the author of the novel, The Sound of the Trees, which was a Booklist/YALSA selection and was listed among the best books of the Southwest. He holds position of literary editor and feature writer at Traffic. East magazine for several years, and his short fiction has been published in numerous journals.
Section 300: Thursdays,
September 2-October 7, 6-8 pm,
Humanities 225, 6 sessions. $168.

Making Comics Art Level 1  
NCFA 1082
Creating comics is as simple as drawing a funny-looking rabbit in a box and making it talk. You need to consider perspective, facial expression, body language, degrees of realism, point of view, line quality, pacing, and narrative structure, just to get started. Then it has to look simple so it can be read easily. On the other hand, you do not need to know how to draw very well or write very well to see how powerful the form of storytelling is. We will build your ideas slowly from single-panel cartoons to a short story by doing exercises from the ground-breaking new text, Drawing Birds and Writing Pictures, viewing, outside work, and critiquing each other. Trade your final mini-comic with classmates and begin to learn how to navigate the culture of comics publishing. All you need to bring is a pen, paper, a strong work ethic, and your lifelong love of the funny pages.

After a decade immersed in the fug of the Seattle arts underground, Timothy Foss came to Boulder to finish his MFA in cartooning and performance art at CU. He helped establish the Boulder Comics Club, and began a Graphic Storytelling program at the Community College of Aurora. He’s collaborating with the literature department at CU-Boulder and working on his graphic novel, Sydney Arthur.
Section 300: Thursdays,
September 3-October 26, 6-8 pm,
Guggenheim 206, 8 sessions. $176.

Making Comics Art Level 2  
NCFA 2082
Taking your general knowledge of making comics (learned in Level 1 or somewhere else as memorable) and focus on the specific problem of the longer story—writing good narrative structure and drawing the most appropriate visuals. Understand how to work with the principles of a three-act story; the plot points within it as, well as the protagonists and antagonists we love and hate. Then apply and enhance your written story with the visual storytelling techniques of comics position, shape within the frame, foreshadowing, props, and setting. At the end, we’ll trade our 5-10 page mini-comic with the rest of the class with the hope that we’ve gotten even better at telling stories!

For the second half of our course, you will submit at least one personal, longer work (poetry, creative nonfiction, or fiction), and we will workshop your text while still continuing lessons in craft and exercise.

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Section 300: Thursdays,
September 2-October 7, 6-8 pm,
Humanities 225, 6 sessions. $168.

How to Write Magazine Articles…
and Get Them Published  
NCWR 1095
Get a sense for a magazine article you’re itching to write! Always wanted to write but don’t know how to approach magazines with your ideas? Learn all the steps to successful freelance magazine writing. Focus on nonfiction writing for magazines, newspapers, and websites. You’ll learn how to generate ideas, make smart, compelling pitches to editors and craft powerful stories that connect with readers. Workshop aspects help students develop individual ideas in class.

Ellen Mahoney, BS in Journalism and MA in Marketing, is a journalist, feature writer, and has taught freshman academic writing at CU. For many years she worked as a writer in Los Angeles for Disney, NBC Universal, Columbia Pictures, and Lucasfilm.
Section 300: Mondays,
September 13-October 18, 6-8 pm,
Humanities 180, 6 sessions. $110.
Public Speaking and Group Interaction
MAISHA VOGEL

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

“My way I teach is a direct reflection of the people who inspired me. I am open and forthcoming about my own journey and try to make the theories we study relevant to real life. That is the beauty of communication – the mundane things we experience every day.”

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 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 1013) 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, 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.gov or the College Opportunity Fund (COF) application at cof.college-assist.org.
3. Download the PDF at registrar.colorado.edu/students/pdf/registrar.colorado.edu/students/pdf/af/af withstand_english_sign.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 courses can be found on page 18. 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 16), 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
$430 per credit hour.

Nonresident tuition
Three credits or less is $1,012 per credit hour. Four or more credits is $1,440.

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 at least 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 17-20. Final grades will be available at mycolleague.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 REGISTRATION AND REFUND DEADLINES

Full Session

Session I

July 12: Registration through mycourses.colorado.edu begin 7 am-midnight. Registration is also available by mail, fax, or in person at the Continuing Education Center, 1505 University, 7:30 am-4:30 pm Monday through Friday.

August 30: Full Session classes begin.

September 6: Labor Day holiday.

September 8: Deadline for Arts and Sciences degree students to drop Session I classes.

September 9: Instructor’s signature required to add Session I classes.

September 10: Petition required to add Session I classes.

September 14: 5 pm deadline to add Session I classes.

September 15: Instructor’s signature required to add Session I classes.

September 22: Tuition for Full Session due.

September 27: 5 pm deadline to withdraw from Full Session classes with a 60% refund.*

October 12: 5 pm deadline to withdraw from Full Session classes with a 40% refund.*

Petition required to add Full Session classes.

Petition Forms documenting extenuating circumstances are available at Continuing Education.

November 5: 5 pm deadline for Arts and Sciences degree students and nondegree students to withdraw from Full Session classes without any signature.

November 8: Instructor’s signature and petition documenting extenuating circumstances required for Arts and Sciences degree students and nondegree students to withdraw from Full Session classes.


December 7-13: Last day of classes and final exams for Full Session.

Session II

July 12: Registration through mycourses.colorado.edu begin 7 am-midnight. Registration is also available by mail, fax, or in person at the Continuing Education Center, 1505 University, 7:30 am-4:30 pm Monday through Friday.

August 30: Session II classes begin.

September 3: Deadline to petition for in-state tuition classification for Session II classes.

September 6: Labor Day holiday.

September 8: Deadline to petition for in-state tuition classification for Session II classes.

September 10: Deadline to apply for Nontraditional Student Scholarship.

September 14: 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 without instructor’s signature.

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

September 8: Instructor’s signature required to add Session I classes.

September 10: Deadline to apply for Nontraditional Student Scholarship.

September 14: 5 pm deadline to withdraw from Session I classes with a 60% refund.*

September 21: 5 pm deadline to withdraw from Session I classes with a 40% refund.*

Petition required to add Session I classes.

Petition Forms documenting extenuating circumstances are available at Continuing Education.

Tuition for Session I due.

October 8: 5 pm deadline for Arts and Sciences degree students and nondegree students to withdraw from Session I classes without any signature.

October 11: Instructor’s signature and petition documenting extenuating circumstances required for Arts and Sciences degree students to withdraw from Full Session classes.


December 3: 5 pm deadline for Arts and Sciences degree students and nondegree students to withdraw from Session II classes without any signature.

December 6: Instructor’s signature and petition documenting extenuating circumstances required for Arts and Sciences degree students to withdraw from Session II classes without any signature.

December 9-13: Last day of classes and final exams for Session II.

*All refund requests must be received in writing.

COURSES BY START DATE

Course No.–Hours Sec. Time Course Title Core Resident Tuition

FULL SESSION

Monday courses begin August 30 and end December 13

BESC 2000-3 300 6-9 pm Adding Value with Management business $1,750

BIO 1210-3 300 6-9 pm General Biology I biological sciences $1,750

BIO 2100-4 300 6-9 pm Principles of Microeconomics contemporary societies $1,000

BUS 2400-3 301 6-9 pm Major Film Movements: Rock & Roll in Film Part 1 none $750

BUS 2403-3 300 6-9 pm World Regional Geography none $750

CST 3113-3 300 1:30–3:30 pm History of Colorado United States context $750

ENGR 1102-3 300 6-9 pm Quantitative Reasoning and Mathematical Skills quantitative reasoning and mathematical skills $750

ENGL 1003-3 300 6-9 pm Introduction to Philosophy ideals and values $750

PHL 1103-3 300 6-9 pm Critical Thinking: Contemporary Topics none $750

PSY 1231-3 300 6-9 pm Biological Psychology I natural science $750

RTLST 4005-3 300 6-9 pm Topics in Christian Studies: The End of the World: Apocalyptic from Revelation to 2012 none $750

SPIN 2110-3 300 6-9 pm Second-Year Spanish I foreign language $750

THTR 1009-3 300 6-9 pm Introduction to Theatre literature and the arts $750

*WRLT 2000-3 300 3:30-6:30 pm Introduction to Feminist Studies human diversity $750

Monday and Wednesday courses begin August 30 and end December 13

SPAN 1010-5 300 5-7:30 pm Beginning Spanish I foreign language $1,270

SPAN 1010-5 300 6-8:30 pm Beginning Spanish II foreign language $1,270

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

Course descriptions are available at conted.colorado.edu/evening
### Boulder Evening Courses by Start Date

**Tuesday courses begin August 31 and end December 7**

<table>
<thead>
<tr>
<th>Course No.–Hours</th>
<th>Sec.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>Resident Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 3010-3</td>
<td>300</td>
<td>6:30-9:30 pm</td>
<td>The Human Animal</td>
<td>natural science</td>
<td>$750</td>
</tr>
<tr>
<td>COMM 1200-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>Group Interaction</td>
<td>none</td>
<td>$750</td>
</tr>
<tr>
<td>ENGL 1500-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>Masterpieces of British Literature</td>
<td>literature and the arts</td>
<td>$750</td>
</tr>
<tr>
<td>ENGL 3500-3</td>
<td>300</td>
<td>6:30-9:30 pm</td>
<td>Shakespeare for Nonmajors</td>
<td>literature and the arts</td>
<td>$750</td>
</tr>
<tr>
<td>FILM 3002-3</td>
<td>302</td>
<td>6:00 pm</td>
<td>Major Film Movements: Contemporary Documentaries Part I</td>
<td>none</td>
<td>$750</td>
</tr>
<tr>
<td>PHY 3420-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>Nutrition, Health, and Performance</td>
<td>natural science</td>
<td>$750</td>
</tr>
<tr>
<td>MATH 1832-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>Introduction to Statistics</td>
<td>none</td>
<td>$750</td>
</tr>
<tr>
<td>MATH 4684-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>Appreciation of Music</td>
<td>literature and the arts</td>
<td>$750</td>
</tr>
<tr>
<td>SOCI 1016-3</td>
<td>300</td>
<td>6:30-9:30 pm</td>
<td>Sex, Gender, and Society</td>
<td>human diversity</td>
<td>$750</td>
</tr>
<tr>
<td>SOCI 4024-3</td>
<td>300</td>
<td>6:15-9:15 pm</td>
<td>Juvenile Delinquency</td>
<td>contemporary societies</td>
<td>$750</td>
</tr>
</tbody>
</table>

**Tuesday and Thursday course begins August 24 and ends December 9**

<table>
<thead>
<tr>
<th>Course No.–Hours</th>
<th>Sec.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>Resident Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 1010-3</td>
<td>300</td>
<td>5:00 pm</td>
<td>Introduction to Studio Art</td>
<td>none</td>
<td>$850</td>
</tr>
</tbody>
</table>

**Wednesday courses begin September 1 and end December 8**

<table>
<thead>
<tr>
<th>Course No.–Hours</th>
<th>Sec.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>Resident Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 1400-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>History of World Art</td>
<td>natural science</td>
<td>$850</td>
</tr>
<tr>
<td>COMM 1300-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>Public Speaking</td>
<td>none</td>
<td>$750</td>
</tr>
<tr>
<td>EEB 1201-3</td>
<td>301</td>
<td>6:00 pm</td>
<td>General Biology</td>
<td>natural science</td>
<td>$750</td>
</tr>
<tr>
<td>GEOG 1902-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>Human Geographies</td>
<td>none</td>
<td>$750</td>
</tr>
<tr>
<td>GEOG 3251-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>Mountain Geography</td>
<td>none</td>
<td>$750</td>
</tr>
<tr>
<td>HIST 1025-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>History of the United States since 1865</td>
<td>United States context</td>
<td>$750</td>
</tr>
</tbody>
</table>

**Registration begins July 12**

- See the Important Information section on page 40 for more details

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**Courses by Start Date**

**FULL SESSION (continued)**

<table>
<thead>
<tr>
<th>Course No.–Hours</th>
<th>Sec.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>Resident Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 4331-3</td>
<td>300</td>
<td>6-9 pm</td>
<td>Women and Popular Culture</td>
<td>none</td>
<td>$750</td>
</tr>
<tr>
<td>PHIL 1600-3</td>
<td>300</td>
<td>6-9 pm</td>
<td>Philosophy and Religion</td>
<td>ideals and values</td>
<td>$750</td>
</tr>
<tr>
<td>PSCI 4701-3</td>
<td>300</td>
<td>5:30-8:30 pm</td>
<td>Symbolic Politics</td>
<td>none</td>
<td>$750</td>
</tr>
<tr>
<td>PSCI 1001-3</td>
<td>300</td>
<td>3:30-5:30 pm</td>
<td>General Psychology</td>
<td>none</td>
<td>$750</td>
</tr>
<tr>
<td>SOCI 3042-3</td>
<td>300</td>
<td>6-9 pm</td>
<td>Topics in Population and Health: Death and Dying</td>
<td>ideals and values</td>
<td>$750</td>
</tr>
<tr>
<td>WMST 3700-3</td>
<td>300</td>
<td>6-9 pm</td>
<td>Contemporary Topics in Women, Gender, and Sexuality Studies: Disney’s Women and Girls</td>
<td>none</td>
<td>$750</td>
</tr>
<tr>
<td>WMST 4331-3</td>
<td>300</td>
<td>6-9 pm</td>
<td>Women and Popular Culture</td>
<td>none</td>
<td>$750</td>
</tr>
<tr>
<td>WRTG 3020-3</td>
<td>300</td>
<td>5:45-8:35 pm</td>
<td>Topics in Writing: From Essay to Blog: Exploring Nonfiction</td>
<td>written communication</td>
<td>$750</td>
</tr>
</tbody>
</table>

**Wednesday courses begin September 2 and end December 9**

<table>
<thead>
<tr>
<th>Course No.–Hours</th>
<th>Sec.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>Resident Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 3010-3</td>
<td>300</td>
<td>6:30-9:30 pm</td>
<td>The Human Animal</td>
<td>natural science</td>
<td>$750</td>
</tr>
<tr>
<td>COMM 1200-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>Group Interaction</td>
<td>none</td>
<td>$750</td>
</tr>
<tr>
<td>ENGL 1500-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>Masterpieces of British Literature</td>
<td>literature and the arts</td>
<td>$750</td>
</tr>
<tr>
<td>ENGL 3500-3</td>
<td>300</td>
<td>6:30-9:30 pm</td>
<td>Shakespeare for Nonmajors</td>
<td>literature and the arts</td>
<td>$750</td>
</tr>
<tr>
<td>FILM 3002-3</td>
<td>302</td>
<td>6:00 pm</td>
<td>Major Film Movements: Contemporary Documentaries Part I</td>
<td>none</td>
<td>$750</td>
</tr>
<tr>
<td>PHY 3420-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>Nutrition, Health, and Performance</td>
<td>natural science</td>
<td>$750</td>
</tr>
<tr>
<td>MATH 1832-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>Introduction to Statistics</td>
<td>none</td>
<td>$750</td>
</tr>
<tr>
<td>MATH 4684-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>Appreciation of Music</td>
<td>literature and the arts</td>
<td>$750</td>
</tr>
<tr>
<td>SOCI 1016-3</td>
<td>300</td>
<td>6:30-9:30 pm</td>
<td>Sex, Gender, and Society</td>
<td>human diversity</td>
<td>$750</td>
</tr>
<tr>
<td>SOCI 4024-3</td>
<td>300</td>
<td>6:15-9:15 pm</td>
<td>Juvenile Delinquency</td>
<td>contemporary societies</td>
<td>$750</td>
</tr>
</tbody>
</table>

**Thursday courses begin September 2 and end December 9**

<table>
<thead>
<tr>
<th>Course No.–Hours</th>
<th>Sec.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>Resident Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 1010-3</td>
<td>300</td>
<td>5-8 pm</td>
<td>Introduction to Studio Art</td>
<td>none</td>
<td>$850</td>
</tr>
</tbody>
</table>

**MATH 2510-3**

- Introduction to Statistics | none | $750 |

**Tuesday and Thursday course begins August 31 and ends December 9**

<table>
<thead>
<tr>
<th>Course No.–Hours</th>
<th>Sec.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>Resident Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 3010-3</td>
<td>300</td>
<td>6:30-9:30 pm</td>
<td>The Human Animal</td>
<td>natural science</td>
<td>$750</td>
</tr>
<tr>
<td>COMM 1200-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>Group Interaction</td>
<td>none</td>
<td>$750</td>
</tr>
<tr>
<td>ENGL 1500-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>Masterpieces of British Literature</td>
<td>literature and the arts</td>
<td>$750</td>
</tr>
<tr>
<td>ENGL 3500-3</td>
<td>300</td>
<td>6:30-9:30 pm</td>
<td>Shakespeare for Nonmajors</td>
<td>literature and the arts</td>
<td>$750</td>
</tr>
<tr>
<td>FILM 3002-3</td>
<td>302</td>
<td>6:00 pm</td>
<td>Major Film Movements: Contemporary Documentaries Part I</td>
<td>none</td>
<td>$750</td>
</tr>
<tr>
<td>PHY 3420-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>Nutrition, Health, and Performance</td>
<td>natural science</td>
<td>$750</td>
</tr>
<tr>
<td>MATH 1832-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>Introduction to Statistics</td>
<td>none</td>
<td>$750</td>
</tr>
<tr>
<td>MATH 4684-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>Appreciation of Music</td>
<td>literature and the arts</td>
<td>$750</td>
</tr>
<tr>
<td>SOCI 1016-3</td>
<td>300</td>
<td>6:30-9:30 pm</td>
<td>Sex, Gender, and Society</td>
<td>human diversity</td>
<td>$750</td>
</tr>
<tr>
<td>SOCI 4024-3</td>
<td>300</td>
<td>6:15-9:15 pm</td>
<td>Juvenile Delinquency</td>
<td>contemporary societies</td>
<td>$750</td>
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</table>

**Tuesday and Thursday course begins August 24 and ends December 9**

<table>
<thead>
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<th>Sec.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>Resident Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 3010-3</td>
<td>300</td>
<td>6:30-9:30 pm</td>
<td>The Human Animal</td>
<td>natural science</td>
<td>$750</td>
</tr>
<tr>
<td>COMM 1200-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>Group Interaction</td>
<td>none</td>
<td>$750</td>
</tr>
<tr>
<td>ENGL 1500-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>Masterpieces of British Literature</td>
<td>literature and the arts</td>
<td>$750</td>
</tr>
<tr>
<td>ENGL 3500-3</td>
<td>300</td>
<td>6:30-9:30 pm</td>
<td>Shakespeare for Nonmajors</td>
<td>literature and the arts</td>
<td>$750</td>
</tr>
<tr>
<td>FILM 3002-3</td>
<td>302</td>
<td>6:00 pm</td>
<td>Major Film Movements: Contemporary Documentaries Part I</td>
<td>none</td>
<td>$750</td>
</tr>
<tr>
<td>PHY 3420-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>Nutrition, Health, and Performance</td>
<td>natural science</td>
<td>$750</td>
</tr>
<tr>
<td>MATH 1832-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>Introduction to Statistics</td>
<td>none</td>
<td>$750</td>
</tr>
<tr>
<td>MATH 4684-3</td>
<td>300</td>
<td>6:00 pm</td>
<td>Appreciation of Music</td>
<td>literature and the arts</td>
<td>$750</td>
</tr>
<tr>
<td>SOCI 1016-3</td>
<td>300</td>
<td>6:30-9:30 pm</td>
<td>Sex, Gender, and Society</td>
<td>human diversity</td>
<td>$750</td>
</tr>
<tr>
<td>SOCI 4024-3</td>
<td>300</td>
<td>6:15-9:15 pm</td>
<td>Juvenile Delinquency</td>
<td>contemporary societies</td>
<td>$750</td>
</tr>
</tbody>
</table>

**Patient-Smith-Corin:**

**Environmental Systems 1: Climate and Vegetation**

“I like science and I wanted to learn more about weather and the environment. I’ve had the same instructor in another class and knew that his class structure worked well for me. I’m learning how to study better, and the pace of his homework and quizzes keeps me on track.”

---

**For more information, please visit conted.colorado.edu/evening**
COURSES BY START DATE (continued)
Course No.–Hours  Sec.  Times  Core  Resident
Tuition

**SESSION I**
Monday course starts August 30 and ends October 18

**ATOC 1060-3**  200  6-9 pm  Weather and the Atmosphere  natural science  $750

Tuesday and Thursday course starts August 31 and ends October 14

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

**GEOG 1011-4**  200  6-9 pm  Environmental Systems 2: Landscapes and Water  natural science  $1,000

**ENGL 3060-3**  200  6-9 pm  Modern and Contemporary Literature  literature and the arts  $750

**ATOC 1050-3**  100  6-9 pm  Weather and the Atmosphere  natural science  $750

**SESSION II**
Monday course begins October 25 and ends December 13

**ATOC 1060-3**  200  6-9 pm  Our Changing Environment: El Niño, Dinosaurs, and Climate  natural science  $750

Monday and Wednesday course begins October 20 and ends December 13

**ENGL 3060-3**  200  6-9 pm  Modern and Contemporary Literature  literature and the arts  $750

Tuesday and Thursday courses begin October 19 and end December 9

**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

**SOCY 1060-3**  200  6-9 pm  Introduction to Sociology  contemporary societies  $750

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

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

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 and 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, most faculty and other students, and earn credit.

We are currently accepting applications for the fall 2010 semester. Registration begins Friday, August 20, and classes begin Monday, August 30. 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 the website at conted.colorado.edu/highschool.

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

Summer Session 2011

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.

For more information visit www.colorado.edu/summer or call 303-492-5148. The Summer Session 2011 catalog will be available in January, 2011.

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.
“We focus on the essential concepts of human physiology and apply them to real-life situations through case studies,” says Laura. “I provide things like animations to help visualize complex processes. Because many of my students are interested in health care careers I want them to be able to translate and apply their knowledge when working with real health issues.”

**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.

---

**Introduction to Human Physiology**

**LAURA BONNEY**

“I give students interactive learning tools that they can tap into when it works with their schedule — around kids, work, or whatever attracted them to online classes.”

“We focus on the essential concepts of human physiology and apply them to real-life situations through case studies,” says Laura. “I provide things like animations to help visualize complex processes. Because many of my students are interested in health care careers I want them to be able to translate and apply their knowledge when working with real health issues.”
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

<table>
<thead>
<tr>
<th>Course No.-Hours</th>
<th>Section</th>
<th>Course Title</th>
<th>Core</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 2000-3</td>
<td>58X</td>
<td>Interpersonal Communication</td>
<td>none</td>
<td>$958</td>
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<tr>
<td>COMM 3000-3</td>
<td>58X</td>
<td>Principles and Practice of Argumentation</td>
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<tr>
<td>COMM 3100-3</td>
<td>58X</td>
<td>Persuasion in Society</td>
<td>none</td>
<td>$958</td>
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<tr>
<td>COMM 3610-3</td>
<td>58X</td>
<td>Communication, Technology, and Society</td>
<td>none</td>
<td>$958</td>
</tr>
<tr>
<td>ENGL 1100-3</td>
<td>58X</td>
<td>Introduction to Creative Writing</td>
<td>none</td>
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<tr>
<td>ENGL 1600-3</td>
<td>58X</td>
<td>Masterpieces of American Literature</td>
<td>literature and the arts</td>
<td>$958</td>
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<tr>
<td>ENGL 1800-3</td>
<td>58X</td>
<td>American Ethnic Literature</td>
<td>human diversity</td>
<td>$958</td>
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<tr>
<td>ENGL 2000-3</td>
<td>58X</td>
<td>Literary Analysis</td>
<td>none</td>
<td>$958</td>
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<tr>
<td>ENGL 2100-3</td>
<td>58X</td>
<td>Introduction to Literary Theory</td>
<td>none</td>
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<tr>
<td>ENGL 2317-3</td>
<td>58X</td>
<td>Native American Literature</td>
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<tr>
<td>ENGL 3000-3</td>
<td>58X</td>
<td>Shakespeare for Nonmajors</td>
<td>literature and the arts</td>
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<tr>
<td>ENGL 3000-3</td>
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<td>ENGL 3303-3</td>
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<td>American literature after 1860</td>
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<tr>
<td>ENGL 4243-3</td>
<td>58X</td>
<td>American Novel 2</td>
<td>none</td>
<td>$958</td>
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<tr>
<td>WRTG 4305-3</td>
<td>58X</td>
<td>Special Topics: Technology and Practice: Structures II</td>
<td>none</td>
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<tr>
<td>ZNFS 1000-3</td>
<td>58X</td>
<td>Introduction to Environmental Studies</td>
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<tr>
<td>GEOG 4511-3</td>
<td>58X</td>
<td>Water Resources and Water Management of Western United States</td>
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<td>GEOG 5511-3</td>
<td>58X</td>
<td>Water Resources and Water Management of Western United States</td>
<td>none</td>
<td>$1,149</td>
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IMPORTANT DATES FOR TERM-BASED ONLINE COURSES

<table>
<thead>
<tr>
<th>Session BL3 – 14 weeks: August 30 – December 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session BL4 – 5 weeks: September 13 – October 15</td>
</tr>
<tr>
<td>Session BL4 – 10 weeks: September 13 – November 19</td>
</tr>
</tbody>
</table>

Session BL3 – 14 weeks: August 30 – December 10

- Registration Begins: July 12
- Course Begins: August 30
- Course Ends: October 18
- 5 pm deadline to enroll, add your name to a wait list, request pass/fail status, or drop with a 100% refund. * + ?
- 5 pm deadline to withdraw with a 60% refund.
- 5 pm deadline to withdraw with a 40% refund.
- 5 pm deadline to withdraw with a 40% refund.

Session BL4 – 5 weeks: September 13 – October 15

- Registration Begins: July 12
- Session BL4 (5/7 weeks) |
- Course Begins: August 30
- Course Ends: October 18
- 5 pm deadline to enroll, add your name to a wait list, request pass/fail status, or drop with a 100% refund. * + ?
- 5 pm deadline to withdraw with a 60% refund.
- 5 pm deadline to withdraw with a 40% refund.
- 5 pm deadline to withdraw with a 40% refund.

Session BL4 – 10 weeks: September 13 – November 19

- Registration Begins: July 12
- Session BL4 (5/7 weeks) |
- Course Begins: August 30
- Course Ends: October 18
- 5 pm deadline to enroll, add your name to a wait list, request pass/fail status, or drop with a 100% refund. * + ?
- 5 pm deadline to withdraw with a 60% refund.
- 5 pm deadline to withdraw with a 40% refund.
- 5 pm deadline to withdraw with a 40% refund.

Session BL4 (5/7 weeks) |

- Course Begins: August 30
- Course Ends: October 18
- 5 pm deadline to enroll, add your name to a wait list, request pass/fail status, or drop with a 100% refund. * + ?
- 5 pm deadline to withdraw with a 60% refund.
- 5 pm deadline to withdraw with a 40% refund.
- 5 pm deadline to withdraw with a 40% refund.

Session BL4 (5/7 weeks) |

- Course Begins: August 30
- Course Ends: October 18
- 5 pm deadline to enroll, add your name to a wait list, request pass/fail status, or drop with a 100% refund. * + ?
- 5 pm deadline to withdraw with a 60% refund.
- 5 pm deadline to withdraw with a 40% refund.
- 5 pm deadline to withdraw with a 40% refund.

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

Course descriptions are available at conted.colorado.edu/independent
### Registration begins July 12
• See the Important Information section on page 40 for more details

<table>
<thead>
<tr>
<th>Course No.–Hours</th>
<th>Section</th>
<th>Course Title</th>
<th>Core</th>
<th>Tuition</th>
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<tbody>
<tr>
<td><strong>ANTHROPOLOGY</strong></td>
<td>ANTH 1000-3</td>
<td>640 Principles of Anthropology 1</td>
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<td></td>
<td>ANTH 1010-3</td>
<td>640 Principles of Anthropology 2</td>
<td>none</td>
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<td></td>
<td>ANTH 2070-3</td>
<td>641 Bones, Bodies, and Disease</td>
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<tr>
<td></td>
<td>ANTH 2200-3</td>
<td>640 Introduction to Archaeology</td>
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<td>$777</td>
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* ART AND ART HISTORY

<table>
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<th>Section</th>
<th>Course Title</th>
<th>Core</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 1012-3</td>
<td>640 Drawing for Non-Majors</td>
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<tr>
<td>ARTS 1013-3</td>
<td>640 Drawing for Non-Majors</td>
<td>none</td>
<td>$777</td>
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</tbody>
</table>

* ASTROPHYSICAL AND PLANETARY SCIENCES

<table>
<thead>
<tr>
<th>Course No.–Hours</th>
<th>Section</th>
<th>Course Title</th>
<th>Core</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 1110-3</td>
<td>640 General Astronomy: The Solar System</td>
<td>natural science</td>
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* COMMUNICATION

<table>
<thead>
<tr>
<th>Course No.–Hours</th>
<th>Section</th>
<th>Course Title</th>
<th>Core</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 2400-3</td>
<td>642 Discourse, Culture, and Identities</td>
<td>human diversity</td>
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</table>

* ECOLOGY AND EVOLUTIONARY BIOLOGY

<table>
<thead>
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<th>Section</th>
<th>Course Title</th>
<th>Core</th>
<th>Tuition</th>
</tr>
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<tbody>
<tr>
<td>B Env 1030-3</td>
<td>641 Biology: A Human Approach 1</td>
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<td>$777</td>
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<tr>
<td>B Env 1040-3</td>
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<td>$777</td>
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<tr>
<td>B Env 4100-3</td>
<td>640 Advanced Ecology: Tropical Conservation</td>
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<tr>
<td>B Env 4101-3</td>
<td>641 Advanced Ecology: Wildlife Nutrition</td>
<td>none</td>
<td>$777</td>
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</tbody>
</table>
independent learning

caitlin doane

topics in writing with a focus
on food and culture

"I don’t know much about cooking and different foods or cooking methods, but I want to learn. I took this class to spark my interest. Having an online instructor who is so easily available really helps me learn and be inspired."

section information: 58x = online, term-based. 64x = online, self-paced. 65x = print-based correspondence.

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

registrations begins july 12 • see the important information section on page 40 for more details.
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 their senior year of their undergraduate program or individuals who have completed a BA in speech pathology and audiology. This certificate is appropriate for individuals who have completed a MA Level SLP.

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.

Compentencies 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.

Speech Language Pathology Assistant Internship

SLHS 5930 4 SEMESTER HOURS

Placement for a minimum of 11 hours per week for a total of 180 hours including 120 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.

Lynne Pearson, MA-SLP

Applied Music Program

EARN TWO CREDIT HOURS THIS SUMMER WITH CU-Boulder’s Applied Music Program. Open to ALL ability levels. Private (one-on-one) instructions are available in guitar, piano, voice, percussion, mandolin, banjo, harp, winds, brass, strings, and more. Group classes (available fall and spring only) include guitar, piano, and hand drum circle. Styles include classical, jazz, and rock.

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.

INDEPENDENT LEARNING

SECTION INFORMATION: 58X = online, term-based. 64X = online, self-paced. 65X = print-based correspondence.
“Class is very interactive. I take the time to learn students’ names so that I can directly involve them in the learning process and keep everyone engaged.”

“In a class that is so mathematically based, I want students to focus on understanding the concepts and why things are happening, rather than writing down everything I say,” says Hanspeter, who makes his taped classes and slides available for both on- and off-campus students. “I also give my students good reasons to attend class, like encouraging questions and interactive discussions.”

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, CD-ROM, and on campus.

Ranked the world’s 11th best public academic university in 2006 by The Economist, 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, engineering management, managing applied research in technology, leadership and ethical decision making, engineering entrepreneurship, 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.

Short Courses Fall 2010

<table>
<thead>
<tr>
<th>Title</th>
<th>Course No.</th>
<th>Section</th>
<th>Start Date</th>
<th>End Date</th>
<th>Time</th>
<th>Instructor</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Management Basics</td>
<td>CAMP 5201</td>
<td>341</td>
<td>8/23/10</td>
<td>12/16/10</td>
<td>Online</td>
<td>Koen</td>
<td>$895</td>
</tr>
<tr>
<td>PMP® Exam Prep</td>
<td>CAMP 5211</td>
<td>341</td>
<td>8/23/10</td>
<td>12/16/10</td>
<td>Online</td>
<td>Koen</td>
<td>$1,295</td>
</tr>
<tr>
<td>Intro to Cisco® Networking: CCNA</td>
<td>CACI 8001</td>
<td>341</td>
<td>8/23/10</td>
<td>12/16/10</td>
<td>Online</td>
<td>Samba</td>
<td>$1,955</td>
</tr>
</tbody>
</table>

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.

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
ceengineering@online.colorado.edu
303-492-6331
cae@colorado.edu
“My goal is for students to leave each class having learned something new and applicable to real life.”

“We listen to our students’ feedback and work to meet their needs,” said Ruth, who led a yearlong process to redesign the curriculum for the Intensive English Program. “We heard that they wanted more intensive English, so we created new eight-week levels with more specific learning goals, and added elective classes. The curriculum is focused on academic skills students will need at the university for speaking, listening, reading, and writing.”

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 CU-Boulder, the 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 six eight-week sessions and one four-week summer session 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. Fall 1 session is August 26 – October 15 and Fall 2 session is October 16 – December 16. If you are an immigrant or a refugee and cannot afford the program, please ask about scholarship assistance.

• Program developed for international students preparing to enter a college or university in the U.S. studying on a student visa
• Classes also appropriate for professionals wanting to improve their English for work and for all students wanting to study English intensively
• Classes focused on improving communication with integrated language skills (listening, speaking, reading, writing)
• 20 hours of core language instruction are offered each week. Classes are offered at six proficiency levels: Basic 1 and 2, Intermediate 1, 2, 3, and Advanced I and II. 3 hours each week of optional elective classes at no additional cost
• Classes average 12–15 students and use the latest ESL practices and materials. Instructors have master’s degrees and teaching experience in intensive programs
• Students have opportunities to join in local community events and use their skills in real-life settings

• Extensive 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 state-of-the-art computer labs equipped with Internet and e-mail access for student use
• 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 AAIIEP, 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 14 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 will reap the benefits:

• 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)
Non-intensive credit and noncredit accent reduction and writing courses designed to be taken concurrently by graduate and undergraduates 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 will no longer be 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.
We model hands-on teaching and provide teachers with activities they take back to their own classrooms.

“Students love our workshops because they get to do stuff while they are learning, instead of just sitting there with a textbook,” says Dave, who teaches Science Explorers workshops throughout Colorado for teachers and their fifth- through eighth-grade students. “Each year we focus on a new topic. This year was alternative energy. We explored things like wind turbines—what makes them most efficient—and energy efficiency—which materials make the best insulation.”

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 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. 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. We conduct over 200 summer and after-school classes each year, mostly in classrooms and laboratories on the CU-Boulder campus, but also 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 Mesa Verde. Professional teachers and CU graduate and/or undergraduate students team up to guide groups of 12-14 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 5th grade students and their teachers in the Boulder/Denver area in a variety of outdoor science activities including field studies of Colorado ecosystems, winter ecology on snowshoes, and an overnight adventure in the mountains 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 Content 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
Science Explorers, a unique professional development program for teachers, offers defining, activity-based science workshops for teams composed of a teacher and five students. Each one-day program can accommodate 22 teachers and 115 students (grades 3-8). Teams rotate through three different workshops during the course of the day. The teachers and students work side by side, giving the teachers the opportunity to observe how their students respond to the activities and allowing the students to develop their own knowledge and leadership skills. Workshop content and activities support the Colorado Content Standards, and Science Explorers attendees receive materials and curriculum. These workshops are conducted at 6-12 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.
“Theatre is an art form of making magic from virtually nothing.”

“We engage in imagination, vision, physical acting, design, aesthetics, and resourcefulness,” says Bruce, who helped create the program to bring theatre to K-12 audiences and provide students from the CU-Boulder Theatre Department with a unique and collaborative outlet for learning. “We connect with texts in ways far different from scholars. We look for life in the words and conceive of ways to bring those words to life on stage. All this gives everyone involved great practical experience.”

Bruce Bergner

Shakespeare in the Schools

The Division of Continuing Education and Professional Studies supports faculty outreach activities by providing annual funding to the CU-Boulder Outreach Committee, which is comprised of faculty from across the campus. The committee, in turn, awards grants to faculty projects that connect the university’s research, teaching, and creative resources with communities throughout Colorado and beyond. The Division is also the home of the Office for University Outreach, a group that supports and enhances outreach efforts campuswide.

This collaboration between the Theatre Department and CSF provided a unique opportunity for undergraduate and graduate students to learn about creating a successful education outreach program with the advice and leadership of CU-Boulder faculty members and a professional theatre company. The program toured to local schools where CU-Boulder student actors performed an abridged, 45-minute version of William Shakespeare’s A Midsummer Night’s Dream. Funds from the Outreach Committee helped to serve the neediest populations by providing subsidies to 16 schools.

The five-actor play was suitable for 4th through 12th grade students. Teachers received a study guide prepared by a CU-Boulder graduate student dramaturg in advance of each performance to help prepare their students for the program. The study guide included a plot synopsis, classroom activities, and discussion questions that aligned with the K-12 Colorado Model Content Standards.

Student actors provided classroom workshops after each performance, allowing more than 2,000 school children to engage in hands-on explorations of the text, themes, and characters of A Midsummer Night’s Dream. Acting exercises included vocal warm ups, movement exercises, and even Shakespearean insults.

The mutually beneficial school programs allowed the school children to interact with CU-Boulder students while providing CU student actors with valuable training that will serve them later in their careers. The experience was a powerful way for student actors to bring their college education to the community and for student designers, directors, and dramaturgs to learn more about the challenges and benefits of educational theatre.

CU-student actor Mara Marski appreciates the opportunity to learn from the experience. “So far, every day with outreach has been a completely unique and rewarding experience,” she said. “As far as workshops go, I think I’ve learned as much as I’ve taught. And I am truly grateful for this amazing opportunity to share my passion with others.”

This program is only one example of the many projects that CU-Boulder faculty and students are involved with in communities across Colorado. For more information about the Department of Theatre and Dance visit www.colorado.edu/theatredance and for the Colorado Shakespeare Festival visit www.coloradoshakes.org. For more information about the CU-Boulder Outreach Committee and Office for University Outreach, visit conted.colorado.edu/outreach.

One recently funded project made Shakespeare come alive for more than 6,500 Front Range students. Faculty and students from the Department of Theatre and Dance and the Colorado Shakespeare Festival (CSF) teamed up to present Shakespeare in the Schools during the spring of 2010. Together they created an educational performance that made Shakespeare’s language and characters accessible to school-aged audiences. The CU-Boulder students researched, designed, acted, directed, marketed, and booked the program under the guidance of CSF Education Director Melinda Scott and the following CU-Boulder faculty members: Associate Professor Bruce Bergner, Associate Professor Oliver Gerland, and Senior Instructor Lynn Nichols.

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YOU’VE GOT QUESTIONS. WE’VE GOT ANSWERS.
Lifelong learning doesn’t mean putting your job, family, or life on hold – and no one understands that better than the staff at the Division of Continuing Education and Professional Studies. We can help you sort through your academic options, identify financial aid resources, prepare for a career, and more. Visit conted.colorado.edu/student-resources to learn more or to schedule an appointment with an advisor.

GETTING STARTED
Academic Advising
Our academic advisors can help you sort through the university options and choose the best course of action — whether it’s for academic credit or noncredit.

Financial Assistance
Our financial advisor can help you determine if there are funds available to help you meet your educational goals.

Nondegree students age 22 or older are eligible to apply for one of several Nontraditional Student Scholarships awarded each semester. An application and complete information including eligibility, requirements, and deadlines are available at conted.colorado.edu/student-resources/financial-aid.

ENROLLING
You will find complete information on how to enroll, deadlines, etc. at conted.colorado.edu/enroll.

PAYING
Continuing Education offers a full service bursar/accounting office. You can pay your tuition by check, cash, credit card (Visa, MasterCard, or Discover), or online from your checking or savings account. Visit conted.colorado.edu/student-resources/accounting for more information.

If you need confirmation of enrollment and payment of tuition for employer reimbursement, please contact us at 303-492-2212 or by e-mail at cebursar@colorado.edu.

ADDITIONAL INFORMATION
Course Updates
Occasionally information printed in this catalog changes. We encourage you to verify your course information such as course locations, cancellations, etc. before traveling to campus for your class. You will find the most up-to-date information at conted.colorado.edu.

Where is my class?
Is there parking nearby?
Course locations are listed at the end of each course description. Many campus parking lots offer $3.00 parking after 5 pm and on Saturdays. Some are free during evenings and weekends. The Campus Map conted.colorado.edu/campus-map gives both building and evening and weekend parking lot locations. To skip parking altogether, take the RTD bus to campus.

What if my plans change and I have to drop my class?
Please let us know. Depending on when you drop a course, you may receive a full refund. Refer to each program description for refund policies after a course begins.

Please note: Nonattendance does not constitute withdrawal and you may still be charged for your courses unless you officially withdraw before the drop deadline.

At the University of Colorado at Boulder we are committed to creating 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

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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Get To Know Our Instructors:

“Kids get excited about science when they can design and build objects that engage them with scientific ideas and become personal statements.”

Michael Eisenberg
Science Discovery

To learn more, watch Michael’s interview at conted.colorado.edu/about-us/instructor-interviews

How to enroll:

Visit conted.colorado.edu/enroll or call 303-492-5148.

Completed Registration Forms
Send to: 303-492-5148
Fax to: 303-492-5148
Mail or Deliver to:

1505 University Avenue
University of Colorado Boulder
Boulder, Colorado 80309-0178.

Additional Program catalogs:
Visit: conted.colorado.edu/catalogs.

Available catalogs include:
• Summer Session
• CAETE
• Independent Learning
• ACCESS

Be Heard

Learn the theory and skill of speaking in various public settings. Examine fundamental principles from rhetorical and communication theory and apply them to oral presentations.

Public Speaking
COMM 3200
Learn more at conted.colorado.edu/evening

Registration and enrollment inquiries:
303-492-5148
ceregistration@colorado.edu

Contact an advisor:
ceadvisor@colorado.edu

Tuition bills or payment options:
303-492-5148
cebursar@colorado.edu

Visit us on the Web for detailed information or to enroll:
conted.colorado.edu
CU ON THE WEEKEND

Why are Don Quixote and Sancho Panza fending off an apocalyptic comet plummeting to the Earth? It all comes together in our CU on the Weekend one-day course offerings. Sign up today and get a fresh take on history, the future, and what’s happening in the world today. See pages 4 – 7 for more details.

Saturday, September 11
• The Practical Pen: Effective Writing for Everyday Use
• New Zealand: Land of the Long White Cloud

Saturday, September 25
• Reading Don Quixote: A Dialogue with Islam
• Ethiopia: Crossroads of Africa

Saturday, October 9
• Virginia Woolf and Mrs. Dalloway: A Writer and Her Madness
• On the Trail of Key Themes in American Literature
• The End of the World: Apocalyptic from Revelation to 2012

Saturday, November 6
• A River Runs Through It
• Our Changing Planet: The View from Space
• Access to Education: Changing the World