CONTINUING EDUCATION

Read, white, and blue. Masterpieces of American Literature. — p. 20
Live your dream. Post-Bac. Pre-Med. Program — p. 17
Back-to-school time. CU Complete. — p. 5
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FALL’11
What have you always stood for... justice, equality, battling evil?

Inside you'll find a wide variety of credit courses to help you pursue your passion and earn your degree. With the flexibility of evening and online classes, there's nothing that will stand in the way of your performance.

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

Discover something new.
coted.colorado.edu

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“Boulder is a very different place today than it was in the early 20th century,” says Dr. Lewis, who has lived along Boulder Creek for 27 years and is a CU-Boulder professor and President's Teaching Scholar. “Then, it was home to heavy industry like railroad switch yards, smelters, and mills. Today it is a green, lovely place to walk. Part of the fun of our tour is seeing some of the traces of the past and learning what they mean in the context inspired me to create a walking guide of Boulder Creek.”

DO SOMETHING JUST FOR YOU.

CU on the Weekend is a series of one-day classes from CU-Boulder faculty offered on Saturdays and open to the public. Take advantage of the unique opportunity to interact with some of CU-Boulder’s best faculty and learn more about their academic passions. These one-day classes allow for in-depth conversations on a range of engaging subjects. We hope to see you at one of these exciting events this semester!
Enroll
Visit conted.colorado.edu/weekend, choose the course you would like to take and click on the Enroll button then pay using your credit card (VISA, MasterCard, or Discover), call our registration office at 303-492-5148, or visit us at 1505 University Avenue, Boulder.

Refunds
If you are unable to attend please e-mail weekend@colorado.edu or call 303-492-4561 by 4 pm the Friday before your class. Nonattendance or nonpayment does not constitute withdrawal. Only preregistered students may attend.

Can’t Find Something?
Continuing Education is no longer offering noncredit foreign language, writing, acting, or studio art workshops. Consistent with our role and mission, we will now be featuring more of our CU-Boulder faculty in the CU on the Weekend program. We will continue to offer professional development courses. See page 6 for information.

As for local providers of other noncredit workshops, here are some to consider in the future:
CU-Boulder Anderson Language Technology Center (ALTEC) for foreign language classes
altc.colorado.edu/languageclasses
Boulder Valley School District Lifelong Learning www.bvsd.org/LLL
City of Boulder Parks and Recreation www.BoulderParks-Rec.org
Front Range Community College Continuing Education www.frontrange.edu/Academics/Continuing-Education
Naropa University School of Extended Studies www.naropa.edu/extend
FAMILY PROGRAMS WITH PRESIDENT’S TEACHING SCHOLARS

We are delighted to offer three CU on the Weekend family programs featuring CU President’s Teaching Scholars Clayton Lewis, Shelby Wolf, and Mike Eisenberg.

The President’s Teaching Scholars Program was established in 1989 and honors faculty who have excelled in effective and exemplary teaching, creative work, scholarship, and research. Designated not only for their classroom skills, but for their promise of improving education and enlarging its possibilities across the university, the President’s Teaching Scholars are chosen from all University of Colorado campuses. For more information about the President’s Teaching Scholars Program visit www.colorado.edu/pts.

Walking Through Boulder History: A Walking Tour of the Boulder Creek Path
CUWFA11-01

Boulder today is very different from the Boulder of the last century, or the century before. This two-hour walking tour along Boulder Creek will give us a chance to learn about the Boulder of the past, and to see some of the traces of the city’s origin as a supply center for the mines in the hills to the west. Highlights include the site of a time bomb factory, leftovers from a hard rock drilling competition, and traces of the ore smelters that lined the creek. The historical narration is aimed at adults, but children of any age are welcome to join the outing, under their parents’ supervision.

The tour will end at the Boulder Farmers’ Market at noon. Participants who wish to do so can get food at the market and continue the conversation over lunch in Central Park.

Professor Clayton Lewis joined the Computer Science department in 1984, and was named a President’s Teaching Scholar in 1989 in recognition of his contributions as a teacher. Living with his family on the banks of the creek, he began researching the history of the area. Dr. Lewis has been leading a similar tour for prospective graduate students for several years.

Saturday, August 27, 10 am-12 pm.
The tour will start from Settlers’ Park (west end of Pearl Street), $10 per family.
Enrollment limit: 15.
Note: Children must be accompanied by an adult at all times.

Picture Books for Older Children
CUWFA11-02

In the fall of 2010 The New York Times published an article on the languishing state of the picture book for children. They explained, “Parents have begun pressing their kindergartners and first graders to leave the picture book behind and move on to more text-heavy chapter books. Publishers cite pressures from parents who are mindful of increasingly rigorous standardized testing in schools.” At no time did the article mention the power of visual literacy, which will only increase in importance in 21st century learning.

This family program is targeted to parents and children from ages 6 to 12 who are interested in rekindling an interest in picture books, for they are not “just for babies!” The course will go over the basics of picture book design as well as ways to put more panache into your picture book reading with your older children, paying close attention to the artistic nature of this genre.

Shelby Wolf is a professor of education and an award-winning teacher and educational scholar. In 2006, she was invited to join the ranks of the CU President’s Teaching Scholars, Dr. Wolf’s research centers on children’s language and learning through engagement in literature and collaborative as well as creative modes of expression-discussion, writing, the visual arts, and drama.

Saturday, September 17, 1-3 pm.
Location To Be Announced, $10 per family.
Enrollment limit: 40.
Note: Children must be accompanied by an adult at all times.

Craft Technology
CUWFA11-04

This program is intended for middle-school-aged students and their families who are interested in how new technology can be blended with traditional “hands-on” activities. We’ll spend some time working with a computer system (“JavaGami”) that enables students to build mathematical/artistic paper sculptures. We will also provide an introduction to some of the exciting new technology that is currently revolutionizing hands-on craftwork: laser cutters, 3D printers, computer-controlled sewing machines, and many more.

Professors Mike and Ann Eisenberg teach in the Computer Science department where they direct the Craft Technology Lab. Mike Eisenberg is a member of the President’s Teaching Scholars, and in 2010 was a recipient of the University’s Thomas Jefferson Award. Both are interested in blending novel technologies into math and science education.

Saturday, October 8, 12-2 pm.
Discovery Learning Center (DLC) 1B-10/14, $10 per family. Enrollment limit: 15.
Note: Children must be accompanied by an adult at all times.
PUBLIC PROGRAMS

The Israel-Palestine Conflict: An Introduction
CUWFA11-03

This mini-course will cover the historical roots of the conflict (going back to the 19th century), a brief overview of how and why the conflict developed, a closer look at its recent history, and an analysis of the positions of the various parties at the present time. Throughout we will pay special attention to the role of the United States and the various policy options that are now being debated here in the U.S. Recognizing that this is an issue which evokes strong feelings, there will be extensive opportunity for discussion among class participants, with the understanding that the conversation will remain civil and polite. As in any academic classroom, all points of view will receive an opening hearing and thoughtful, reasoned debate.

Professor Ira Chernus of the religious studies department has been teaching the history of Judaism at CU-Boulder for 35 years. He received his PhD in Religion with a specialization in the history of Judaism. He is the author of Mysticism in Rabbinic Judaism, American Nonviolence: The History of an Idea, and a number of books on U.S. foreign policy extending from the era of Franklin D. Roosevelt to George W. Bush.

Saturday, September 24, 1-4 pm.
Location: to be announced, $15.
Enrollment limit: 40.

The History and Power of Black Music
CUWFA11-05

Black Music ever since the earliest days in America has had a major impact on those who heard it. This class will survey important African American styles beginning with the first published “Negro spirituals” in the 19th century, trace traditional music after the Civil War, and proceed up through ragtime, jazz, blues, concert singers (Marian Anderson, Paul Robeson, Leontyne Price), Afro Caribbean crossover styles, Broadway shows, Rock, Gospel, and Rap/Hip-Hip as time permits. We will hear many recorded examples and talk about specific sound elements, religious movements, and political shaping forces as they came together in the unique environment of North America over three hundred years.


Saturday, October 15, 9 am-12 pm.
Location: to be announced, $15.
Enrollment limit: 40.

Margaret Mead: A Life in Public
CUWFA11-06

Margaret Mead was the best-known anthropologist of the 20th century. At the time of her death in 1978, she also was one of the three best-known women in America and the country’s first woman of science. As a successful professional woman, she was a heroine and role model for many younger women. Time magazine called her “mother to the world.” In addition, Mead was a public intellectual, and her opinions on almost any contemporary issue were so often consulted that a common cliché asked, ‘What would Margaret Mead say?’ Easily recognized by her cape and walking staff, she was an icon and an oracle. Her first book, Coming of Age in Samoa, was a best seller over several decades.

In January 1983, Mead’s legendary status was questioned in a story that first appeared on the front page of The New York Times. It bore the intriguing headline “New Samoa Book Challenges Margaret Mead’s Conclusions,” and it would set off a firestorm of academic and public controversy lasting almost three decades. The Times was reporting on anthropologist Derek Freeman’s new book, Margaret Mead and Samoa: The Making and Unmaking of an Anthropological Myth, a critical analysis of Mead’s Coming of Age in Samoa, in which he argued that Samoans were puritanical and sexually restrictive, rather than sexually permissive as Mead described them. Freeman’s critique was devastating to Mead’s reputation, but was it warranted? This mini-course reviews Mead’s life, her work, and Freeman’s critique, demonstrating that Mead was a pioneering anthropologist and important public figure whose work in Samoa was much better than Freeman believed.

Paul Shankman is a professor of anthropology at CU-Boulder where he has taught since 1973. He has done fieldwork in Samoa and has written extensively on the controversy over Margaret Mead’s work, including his recent book, The Trashing of Margaret Mead: Anatomy of an Anthropological Controversy.

Saturday, October 29, 1-4 pm.
Location: to be announced, $15.
Enrollment limit: 40.
“It’s empowering for students to take ownership of their own learning, so I encourage them to leverage the collective minds in the room through collaboration.”

“Sure, I have expertise in grant writing, but everyone in the room has expertise in their own work,” says Christine, who worked in development for Children’s Hospital in Boston before becoming an instructor of writing and rhetoric at CU. “I want to demystify the process and get people writing right away so they can apply what they are learning. This includes research, drafting, and sharing feedback with each other.”

PREPARE FOR WHAT’S NEXT.

Whatever life stage you are in, professional development can help you make that next move. Education is no longer just a stage of life, but something that occurs throughout the course of it. Academic pursuits and career paths evolve, vary, or even change entirely over time, and professional development can help you excel during that transition. Our advisors are here to guide you through the process of determining what’s next, and our courses help ensure you reach that goal successfully.
Enroll
Visit conted.colorado.edu/enroll/noncredit for complete information or call 303-492-5148.

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

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

Textbooks
Many of our classes have required textbooks. Information is available at conted.colorado.edu/textbooks or by calling 303-492-5148.
Grant Writing  
NCWR 1126
We will address the theory and practice of grant writing within the context of nonprofit fundraising. Class sessions focus on the rhetorical strategies needed to write successful 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 is devoted to the research methods used for finding funding sources and for finding demographic data in government databases, which will help put your nonprofit programs in context and make them more compelling. Students not already affiliated with a nonprofit are encouraged to write a grant for a local organization to get hands-on experience, although this is not required. A list of nonprofits seeking volunteers will be provided. In later class sessions you are encouraged to bring a draft of your grant proposal to class for group workshop and discussion. Recommended textbook is available at the CU Book Store and the Boulder Bookstore.

Christine Macdonald, PhD, has been teaching analytical writing at the University of Colorado for over ten years. She has worked as a Development Officer for Children’s Hospital, Boston, teaches grant writing on the Boulder campus, and has written numerous grants. Section 300: Tuesdays, September 13, 27, October 11, 25, 6:30-8:30 pm, Hellemes 263, 4 sessions. $290.

Career Exploration Workshop  
NCLS 1010
Want to discover a career passion? Begin to identify who you are through your interests, values, skills, and personality type, in addition to exploring how this information relates to a career. We will integrate various methods for self-assessment and tracking career passions. This hands-on class will assist you in finding a career direction that will bring job satisfaction, whether you are making a career change or just beginning to enter the job market. After the class, you will also have access to the Continuing Education career advisor.

Dahlia Smith, LCSW, is the Career Advisor at Continuing Education. She has been counseling job seekers and changers for over 14 years.

Section 300: Tuesdays, August 30-October 4, 5:45-7:45 pm, Continuing Education Center 140, 6 sessions. $190.

GRE Prep: Verbal/Analytical Writing  
NCLS 2010
Think like the folks who write and grade the test. Concentrate better, and read and remember more efficiently. Streamline your sentence completions, analogies, antonyms, and reading comprehension, while mastering a few hundred key GRE vocabulary items. Learn what’s involved in the Issue Essay and the Argument Essay, and how to start writing promptly, instead of just sitting there wondering what to do. In class you’ll have hands-on practice writing these two essays. This course excels at general strategies as well as at computer-adaptive test (CAT) strategies, including how to modify the computerized testing environment to your advantage. The skills and strategies you learn will help immensely on the GRE and in graduate school. This course will prepare you for the newly-released (August 1st) GRE.

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

Section 302: Mondays and Wednesdays, October 5-26, 6-8 pm, Hellemes 267, 7 sessions. $190.
Guiding Former Students Toward Completing Their Degrees

CU Complete is a service designed to help former CU-Boulder students complete their degrees at CU. Our advisors understand the challenges facing the adult student population and can help you create a path toward completing your degree.

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

CU Complete Scholarship

Continuing Education has allocated $70,000 in scholarship funds to assist students who are trying to finish their CU bachelor’s degree. More information is available at cucomplete.colorado.edu.

NOW IS THE TIME TO COMPLETE YOUR DEGREE.

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

Samantha Pal Frazier

“Without the CU Complete scholarship it would have been really hard on me financially to finish my degree. All I needed to complete my degree was one class, and having help from Continuing Education really made a difference. With their direction I was able to earn my diploma.”

Let’s get connected.

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

Enroll today! • See the Student Services section on page 40 for more details
“I take ideas that we believe to be fairly simple, like religious freedom in the U.S., and help students understand and embrace the complexity behind those ideas and how they have evolved throughout history,” says Denice. “The practice of religion is not a simple, straightforward process, but one that requires people to come together to find ways to meet and accommodate each other. If my students are able to see things from a new perspective after my class, I have succeeded.”

“If you want to understand our country – everything from culture to politics to economics – you need to understand religion.”

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. Meet with one of our advisors today.

Eligibility

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

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

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

Resident Tuition Requirement

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

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

1. Complete an affidavit in person at Continuing Education or the University Registrar’s Office. You will need to bring an approved photo ID to complete the affidavit.

2. Complete and submit the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov or the College Opportunity Fund (COF) application at cof.college-assist.org.

3. Download the PDF at registrar.colorado.edu/students/pdf/affadavit_verifying_citizenship.pdf. Mail the completed and notarized form to Continuing Education.
If you do not verify your presence you will be reclassified as a nonresident of Colorado and charged the higher nonresident tuition.

Adding and/or Dropping Courses
Complete information on enrolling and dropping, along with deadlines, can be found on page 12. 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 12), you may be administratively dropped. Check with your instructor or contact us 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
$265 per credit hour

Nonresident tuition
Three credits or less is $1,043 per credit hour
Four or more credits is $14,425

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

Some courses requiring special equipment or materials may be slightly higher.

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

Final Exams and Grades
Final exams are held the last day of the class. See the list of courses by start date on pages 13-16. Final grades will be available at mycuinfo.colorado.edu approximately two weeks after a class ends. If you need an official transcript, visit the registrar’s office website at registrar.colorado.edu/students/transcripts.html for information.

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

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

FULL SESSION
April 25: Boulder Evening registration through MyCUInfo began 7 am–midnight. Registration is also available by mail, fax, or in person at the Continuing Education Center, 1505 University, 8 am–5 pm Monday through Friday.
August 29: Full Session classes begin.
September 2: Deadline to apply for Nontraditional Student Scholarship.
September 9: Deadline to petition for in-state tuition classification for Full Session classes.
September 13: 5 pm deadline to enroll in Full Session classes, add your name to a wait list, request pass/fail status, or drop with a 100% refund.
5 pm deadline for Architecture, Business, Education, Engineering, Journalism, and Music degree students to drop Full Session without instructor’s signature.
Withdrawals from Full Session classes after this date will appear as a W on your academic record and must be received in writing.
September 14: Instructor’s signature required to add Full Session classes.
September 21: Tuition for Full Session due.
September 27: 5 pm deadline to withdraw from Full Session classes with a 60% refund.*
October 11: 5 pm deadline to withdraw from Full Session classes with a 40% refund.*
October 12: Petition required to add Full Session classes. Petition forms documenting extenuating circumstances are available at Continuing Education.
November 4: 5 pm deadline for Arts and Sciences degree students and nondegree students to withdraw from Full Session classes without any signature.
November 7: Instructor’s signature and petition documenting extenuating circumstances required for Arts and Sciences degree students and nondegree students to withdraw from Full Session classes.
November 21–23: Fall Break. No Classes.
December 6–12: Full Session classes end.

SESSION I
April 25: Boulder Evening registration through MyCUInfo began 7 am–midnight. Registration is also available by mail, fax, or in person at the Continuing Education Center, 1505 University, 8 am–5 pm Monday through Friday.
August 29: Session I classes begin.
September 2: Deadline to petition for in-state tuition classification for Session I classes.
Deadline to apply for Nontraditional Student Scholarship.
September 6: 5 pm deadline to enroll in Session I classes, add your name to a wait list, request pass/fail status, or drop with a 100% refund.
5 pm deadline for Architecture, Business, Education, Engineering, Journalism, and Music degree students to drop Session I without instructor’s signature.
Withdrawals from Session I classes after this date will appear as a W on your academic record and must be received in writing.
September 7: Instructor’s signature required to add Session I classes.
September 13: 5 pm deadline to withdraw from Session I classes with a 60% refund.*
September 20: 5 pm deadline to withdraw from Session I classes with a 40% refund.*
September 21: Petition required to add Session I classes. Petition forms documenting extenuating circumstances are available at Continuing Education.
Tuition for Session I due.
October 7: 5 pm deadline for Arts and Sciences degree students and nondegree students to withdraw from Session I classes without any signature.
October 10: Instructor’s signature and petition documenting extenuating circumstances required for Arts and Sciences degree students and nondegree students to withdraw from Session I classes.
October 13–17: Session I classes end.

SESSION II
April 25: Boulder Evening registration through MyCUInfo began 7 am–midnight. Registration is also available by mail, fax, or in person at the Continuing Education Center, 1505 University, 8 am–5 pm Monday through Friday.
September 2: Deadline to apply for Nontraditional Student Scholarship.
October 18: Session II classes begin.
October 21: Deadline to petition for in-state tuition classification for Session II classes.
October 25: 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 Session II classes after this date will appear as a W on your academic record and must be received in writing.
October 26: Instructor’s signature required to add Session II classes.
November 1: 5 pm deadline to withdraw from Session II classes with a 60% refund.* Tuition for Session II due.
November 8: 5 pm deadline to withdraw from Session II classes with a 40% refund.*
November 9: Petition required to add Session II classes. Petition forms documenting extenuating circumstances are available at Continuing Education.
November 21–23: Fall Break. No Classes.
December 2: 5 pm deadline for Arts and Sciences degree students and nondegree students to withdraw from Session II classes without any signature.
December 5: Instructor’s signature and petition documenting extenuating circumstances required for Arts and Sciences degree students and nondegree students to withdraw from Session II classes.
December 8–12: Session II classes end.

*All refund requests must be received in writing.
Enroll today! • See the Student Services section on page 40 for more details

BOULDER EVENING

COURSES BY START DATE

Course No.–Hours  Sec.  Class No.  Times  Course Title  Core  Resident Tuition

FULL SESSION

Tuesday and Thursday course begins August 23 and ends December 8

ARTS 1010-3  300  21819  5-8 pm  Introduction to Studio Art  none  $1,020

Monday courses begin August 29 and end December 12

BCOR 2300-3  300  11354  6-9 pm  Adding Value with Management  business core  $795
COMM 1300-3  300  21822  6-9 pm  Public Speaking  none  $810
EBIO 1210-3  301  33736  6-9 pm  General Biology 1  natural science  $810
*ECON 2010-4  300  21823  6-9 pm  Principles of Microeconomics  contemporary societies  $1,080
FILM 3002-3  301  21955  6-9 pm  Major Film Movements: Contemporary Documentaries Part 1  none  $905
GEOG 1992-3  300  21852  6-9 pm  Human Geographies  none  $795
HIST 1025-3  300  21855  6-9 pm  History of the United States since 1865  United States context  $795
MATH 1012-3  300  21859  6-9 pm  Quantitative Reasoning and Mathematical Skills  quantitative reasoning and mathematical skills  $795
MUEL 2772-3  300  33799  6-9 pm  World Musics: Asia and Oceania  human diversity  $830
PSYC 2012-3  300  21872  6-9 pm  Biological Psychology 1  natural science  $795
SPAN 2110-5  300  21886  6-9 pm  Second-Year Spanish 1  foreign language  $815
THTR 1009-3  300  21887  6-9 pm  Introduction to Theatre  literature and the arts  $840
WRTG 3020-3  301  21889  6-9 pm  Topics in Writing: The Power of Language: How you write is who you are  written communication  $805

Monday and Wednesday courses begin August 29 and end December 12

BCOR 2000-4  300  33733  6-8 pm  Accounting and Financial Analysis  business core  $1,060
SPAN 1010-5  300  21884  5-7:30 pm  Beginning Spanish 1  foreign language  $1,345
SPAN 1020-5  300  21885  6-8:30 pm  Beginning Spanish 2  foreign language  $1,345

Josh Weiss
General Biology 2

“Ultimately, I want to go to medical school and then into sports medicine, so this class is pretty closely related to what I am going to be doing. Our instructor was extremely helpful and motivated to make sure everybody did well. She was available for questions and she gave us a lot of feedback so we knew what we needed to do better in class.”

*A portion of this course will be taught online.
## FULL SESSION (continued)

Tuesday courses begin August 30 and end December 6

<table>
<thead>
<tr>
<th>Course No.–Hours</th>
<th>Sec.</th>
<th>Class No.</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>33731</td>
<td>6:30-9:30 pm</td>
<td>The Human Animal</td>
<td>natural science</td>
<td>$795</td>
</tr>
<tr>
<td>COMM 3410-3</td>
<td>300</td>
<td>33734</td>
<td>6-9 pm</td>
<td>Intercultural Communication</td>
<td>human diversity</td>
<td>$810</td>
</tr>
<tr>
<td>ENGL 3000-3</td>
<td>300</td>
<td>21825</td>
<td>6:30-9:30 pm</td>
<td>Shakespeare for Nonmajors</td>
<td>literature and the arts</td>
<td>$795</td>
</tr>
<tr>
<td>ENGL 3164-3</td>
<td>300</td>
<td>33752</td>
<td>6-9 pm</td>
<td>History and Literature of Georgian England</td>
<td>historical context</td>
<td>$795</td>
</tr>
<tr>
<td>FILM 3002-3</td>
<td>302</td>
<td>21956</td>
<td>6-9 pm</td>
<td>Major Film Movements: Rock &amp; Roll in Film Part 1</td>
<td>none</td>
<td>$905</td>
</tr>
<tr>
<td>GEDG 1982-3</td>
<td>300</td>
<td>21849</td>
<td>6-9 pm</td>
<td>World Regional Geography</td>
<td>none</td>
<td>$795</td>
</tr>
<tr>
<td>MATH 2510-3</td>
<td>300</td>
<td>21862</td>
<td>6-9 pm</td>
<td>Introduction to Statistics</td>
<td>none</td>
<td>$795</td>
</tr>
<tr>
<td>MUEL 2852-3</td>
<td>300</td>
<td>33894</td>
<td>6-9 pm</td>
<td>Music of the Rock Era</td>
<td>literature and the arts</td>
<td>$830</td>
</tr>
<tr>
<td>PHIL 1000-3</td>
<td>300</td>
<td>21865</td>
<td>6-9 pm</td>
<td>Introduction to Philosophy</td>
<td>ideals and values</td>
<td>$795</td>
</tr>
<tr>
<td>PSCI 4173-3</td>
<td>300</td>
<td>33820</td>
<td>6-9 pm</td>
<td>International Organization</td>
<td>none</td>
<td>$795</td>
</tr>
<tr>
<td>PSYC 4684-3</td>
<td>300</td>
<td>21874</td>
<td>6-9 pm</td>
<td>Developmental Psychology</td>
<td>none</td>
<td>$795</td>
</tr>
<tr>
<td>RLST 3000-3</td>
<td>300</td>
<td>33895</td>
<td>6-9 pm</td>
<td>Christian Traditions</td>
<td>historical context</td>
<td>$795</td>
</tr>
<tr>
<td>SOCY 1016-3</td>
<td>300</td>
<td>21879</td>
<td>6:30-9:30 pm</td>
<td>Sex, Gender, and Society 1</td>
<td>human diversity</td>
<td>$795</td>
</tr>
<tr>
<td>SOCY 2031-3</td>
<td>300</td>
<td>21880</td>
<td>6:30-9:30 pm</td>
<td>Social Problems</td>
<td>ideals and values</td>
<td>$795</td>
</tr>
<tr>
<td>SOCY 4024-3</td>
<td>300</td>
<td>21883</td>
<td>6:15-9:15 pm</td>
<td>Juvenile Delinquency</td>
<td>contemporary societies</td>
<td>$795</td>
</tr>
</tbody>
</table>

### Ashley Meek

**Rock & Roll in Film**

“I was late to sign up for credits because my account was on hold. Continuing Education classes were still open, they were at a nice time for me, and there were a lot of good classes to choose from. I’m a film major and I love music, so I thought this class was really interesting. I liked that I got to make my own analysis of the films we watched in class, rather than just being lectured to about them.”
**BOULDER EVENING**

**COURSES BY START DATE**

**FULL SESSION**

(continued)

Tuesday and Thursday course begins August 30 and ends December 8

<table>
<thead>
<tr>
<th>Course No.–Hours</th>
<th>Sec.</th>
<th>Class No.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>Resident Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1300-5</td>
<td>300</td>
<td>21860</td>
<td>6:30-8:30 pm</td>
<td>Analytic Geometry and Calculus 1</td>
<td>quantitative reasoning and mathematical skills</td>
<td>$1,325</td>
</tr>
</tbody>
</table>

Wednesday courses begin August 31 and end December 7

<table>
<thead>
<tr>
<th>Course No.–Hours</th>
<th>Sec.</th>
<th>Class No.</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>33732</td>
<td>6-9 pm</td>
<td>History of World Art 2</td>
<td>literature and the arts</td>
<td>$870</td>
</tr>
<tr>
<td>EBI0 1210-3</td>
<td>302</td>
<td>33737</td>
<td>6-9 pm</td>
<td>General Biology 1</td>
<td>natural science</td>
<td>$795</td>
</tr>
<tr>
<td>GEOG 3251-3</td>
<td>300</td>
<td>21853</td>
<td>6-9 pm</td>
<td>Mountain Geography</td>
<td>none</td>
<td>$795</td>
</tr>
<tr>
<td>JOUR 2601-3</td>
<td>300</td>
<td>33798</td>
<td>6-9 pm</td>
<td>Principles of Journalism and Networked Communication</td>
<td>none</td>
<td>$795</td>
</tr>
<tr>
<td>MUED 1832-3</td>
<td>300</td>
<td>14228</td>
<td>6-9 pm</td>
<td>Appreciation of Music</td>
<td>literature and the arts</td>
<td>$830</td>
</tr>
<tr>
<td>PHIL 1600-3</td>
<td>300</td>
<td>21866</td>
<td>6-9 pm</td>
<td>Philosophy and Religion</td>
<td>ideals and values</td>
<td>$795</td>
</tr>
<tr>
<td>PSYC 1001-3</td>
<td>300</td>
<td>21870</td>
<td>6-30-9:30 pm</td>
<td>General Psychology</td>
<td>none</td>
<td>$795</td>
</tr>
<tr>
<td>RLST 2500-3</td>
<td>300</td>
<td>33803</td>
<td>6-9 pm</td>
<td>Religions in the United States</td>
<td>United States context or ideals and values</td>
<td>$795</td>
</tr>
<tr>
<td>SOCY 3042-3</td>
<td>300</td>
<td>21881</td>
<td>6-9 pm</td>
<td>Topics in Population and Health: Death and Dying</td>
<td>none</td>
<td>$795</td>
</tr>
<tr>
<td>*WMST 2000-3</td>
<td>300</td>
<td>21888</td>
<td>6-30-8:30 pm</td>
<td>Introduction to Feminist Studies</td>
<td>human diversity</td>
<td>$795</td>
</tr>
<tr>
<td>WRTG 3020-3</td>
<td>302</td>
<td>33805</td>
<td>5:45-8:35 pm</td>
<td>Topics in Writing: From Essay to Blog: Exploring Nonfiction</td>
<td>written communication</td>
<td>$805</td>
</tr>
</tbody>
</table>

Thursday courses begin September 1 and end December 8

<table>
<thead>
<tr>
<th>Course No.–Hours</th>
<th>Sec.</th>
<th>Class No.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>Resident Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 2010-3</td>
<td>300</td>
<td>33730</td>
<td>6:30-9:30 pm</td>
<td>Introduction to Physical Anthropology 1</td>
<td>natural science</td>
<td>$795</td>
</tr>
<tr>
<td>*ECON 2020-4</td>
<td>300</td>
<td>21824</td>
<td>6-9 pm</td>
<td>Principles of Macroeconomics</td>
<td>contemporary societies</td>
<td>$1,060</td>
</tr>
<tr>
<td>ENGL 1191-3</td>
<td>300</td>
<td>33750</td>
<td>6-30-9:30 pm</td>
<td>Introduction to Creative Writing</td>
<td>none</td>
<td>$795</td>
</tr>
<tr>
<td>ENGL 3060-3</td>
<td>300</td>
<td>21827</td>
<td>6-9 pm</td>
<td>Modern and Contemporary Literature</td>
<td>literature and the arts</td>
<td>$795</td>
</tr>
<tr>
<td>FILM 2105-3</td>
<td>300</td>
<td>21840</td>
<td>6-9 pm</td>
<td>Introduction to the Screenplay</td>
<td>none</td>
<td>$905</td>
</tr>
<tr>
<td>HIST 1020-3</td>
<td>300</td>
<td>21854</td>
<td>6-9 pm</td>
<td>Western Civilization 2: 16th Century to the Present</td>
<td>historical context</td>
<td>$795</td>
</tr>
<tr>
<td>IPHY 2420-3</td>
<td>300</td>
<td>33797</td>
<td>6-9 pm</td>
<td>Nutrition for Health and Performance</td>
<td>natural science</td>
<td>$795</td>
</tr>
<tr>
<td>MATH 1011-3</td>
<td>300</td>
<td>21858</td>
<td>6-9 pm</td>
<td>Fundamentals and Techniques of College Algebra</td>
<td>quantitative reasoning and mathematical skills</td>
<td>$795</td>
</tr>
<tr>
<td>PHIL 1100-3</td>
<td>300</td>
<td>33819</td>
<td>6-9 pm</td>
<td>Ethics</td>
<td>ideals and values</td>
<td>$795</td>
</tr>
<tr>
<td>PSCI 3103-3</td>
<td>300</td>
<td>33801</td>
<td>6-9 pm</td>
<td>International Behavior</td>
<td>none</td>
<td>$795</td>
</tr>
<tr>
<td>PSYC 2145-3</td>
<td>300</td>
<td>21873</td>
<td>6-9 pm</td>
<td>Introductory Cognitive Psychology</td>
<td>none</td>
<td>$795</td>
</tr>
<tr>
<td>SOCY 3151-3</td>
<td>300</td>
<td>21882</td>
<td>6:30-9:30 pm</td>
<td>Self in Modern Society</td>
<td>United States context or ideals and values</td>
<td>$795</td>
</tr>
</tbody>
</table>

*A portion of this course will be taught online.

Course descriptions are available at conted.colorado.edu/evening
## COURSES BY START DATE (continued)

### SESSION I

**Monday and Wednesday course begins August 29 and ends October 17**

<table>
<thead>
<tr>
<th>Course No.–Hours</th>
<th>Sec.</th>
<th>Class No.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>Resident Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCY 1004-3</td>
<td>100</td>
<td>33729</td>
<td>6-9 pm</td>
<td>Deviance in U.S. Society</td>
<td>ideals and values</td>
<td>$795</td>
</tr>
</tbody>
</table>

**Tuesday and Thursday course begins August 30 and ends October 13**

<table>
<thead>
<tr>
<th>Course No.–Hours</th>
<th>Sec.</th>
<th>Class No.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>Resident Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 1001-4</td>
<td>100</td>
<td>21843</td>
<td>6-9 pm</td>
<td>Environmental Systems 1: Climate and Vegetation</td>
<td>natural science</td>
<td>$1,060</td>
</tr>
</tbody>
</table>

### SESSION II

**Monday and Wednesday courses begin October 19 and end December 12**

<table>
<thead>
<tr>
<th>Course No.–Hours</th>
<th>Sec.</th>
<th>Class No.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>Resident Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 3060-3</td>
<td>200</td>
<td>21826</td>
<td>6-9 pm</td>
<td>Modern and Contemporary Literature</td>
<td>literature and the arts</td>
<td>$795</td>
</tr>
<tr>
<td>SOCY 1001-3</td>
<td>200</td>
<td>33559</td>
<td>6-9 pm</td>
<td>Introduction to Sociology</td>
<td>contemporary societies</td>
<td>$795</td>
</tr>
<tr>
<td>SOCY 3161-3</td>
<td>200</td>
<td>33804</td>
<td>6:30-9:30 pm</td>
<td>Sociological Perspectives on Race and Ethnicity</td>
<td>none</td>
<td>$795</td>
</tr>
</tbody>
</table>

**Tuesday and Thursday course begins October 18 and ends December 8**

<table>
<thead>
<tr>
<th>Course No.–Hours</th>
<th>Sec.</th>
<th>Class No.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>Resident Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 1011-4</td>
<td>200</td>
<td>21846</td>
<td>6-9 pm</td>
<td>Environmental Systems 2: Landscapes and Water</td>
<td>natural science</td>
<td>$1,060</td>
</tr>
</tbody>
</table>

---

*Brenda Ramirez*

**Spanish**

“I was not sure I wanted to take this class, but then I talked to the instructor. She told me about the smaller class size, shared the class blog with me, and invited me to come sit in on the first class before I committed to signing up. I loved the class. I am even thinking of changing from a business major to a Spanish major now.”

---

*A portion of this course will be taught online.*
WHERE TO BEGIN YOUR NEXT CAREER

The post-baccalaureate pre-medical program is designed for “career changers” who were academically successful as undergraduates and have completed a bachelor’s degree, but have not completed the prerequisite courses necessary to apply to medical and other healthcare-related professional schools. This intensive yearlong post-baccalaureate program (one summer, followed by a fall semester and a spring semester) is appropriate for students who are either recent college graduates or experienced professionals seeking a career change. The program begins in early June, 2012 and provides the course work and support necessary to take the MCAT in Summer 2013.

Applications for the 2012 class will be accepted on a rolling basis beginning in December, 2011.

This program is designed for students who have:

- a strong academic undergraduate record with a bachelor’s degree in a non-science field. Most applicants will have a grade point average of 3.3 or above.
- completed college algebra and trigonometry, or the equivalent.
- an informed understanding of the health profession they seek to enter, based on meaningful experiences in a healthcare setting (such as shadowing, volunteering with patients, or employment in a healthcare field).
- an interest in graduate study in an area of medicine or other healthcare-related field.

We offer you the opportunity to gain a sound foundation in the science classes necessary to apply for graduate medical studies.

Students receive individual advising, study skills for science classes, and application assistance. All students in the program take the following classes:

**Summer**
- General Chemistry 1 with Lab
- General Chemistry 2 with Lab

**Fall**
- Introduction to Cellular and Molecular Biology with Lab
- Organic Chemistry 1 with Lab
- General Physics 1 with Lab

**Spring**
- Principles of Genetics with Lab
- Organic Chemistry 2 with Lab
- General Physics 2 with Lab

An optional second summer term with anatomy, physiology, and/or biochemistry courses is available.

For more information visit conted.colorado.edu/postbac-premed or e-mail postbacmd@colorado.edu.
“Mathematics can be very abstract, so I pull in examples of things like units of measurements or statistics and probability to help students better understand concepts, rather than simply memorizing formulas,” says Wahab, who is a Vacuum Thin Film Physicist in private industry and a mathematics instructor at CU. Wahab was instrumental in designing Continuing Education’s online mathematics courses. “I give everything I have, and I ask my students to give everything that they have as well. This way we both succeed.”
So, it’s up to you to challenge yourself and to decide how you want to take a course. Complete course descriptions and additional information are available at conted.colorado.edu/independent or call 303-492-5148.

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

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

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

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

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

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

**Independent Learning also offers:**

**Applied Music**
Private and small group for-credit music instruction with the Applied Music program (see page 28).

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

IMPORTANT DATES FOR TERM-BASED ONLINE COURSES

**Session IL 3 – 14 weeks: August 29–December 9**

<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>581</td>
<td>Discourse, Culture, and Identities</td>
<td>human diversity</td>
<td>$978</td>
</tr>
<tr>
<td>COMM 2500-3</td>
<td>581</td>
<td>Interpersonal Communication</td>
<td>none</td>
<td>$978</td>
</tr>
<tr>
<td>COMM 3310-3</td>
<td>581</td>
<td>Principles and Practices of Argumentation</td>
<td>none</td>
<td>$978</td>
</tr>
<tr>
<td>COMM 3320-3</td>
<td>581</td>
<td>Persuasion in Society</td>
<td>none</td>
<td>$978</td>
</tr>
<tr>
<td>COMM 3610-3</td>
<td>581</td>
<td>Communication, Technology, and Society</td>
<td>none</td>
<td>$978</td>
</tr>
<tr>
<td>ENGL 1600-3</td>
<td>581</td>
<td>Masterpieces of American Literature</td>
<td>literature and the arts</td>
<td>$978</td>
</tr>
<tr>
<td>ENGL 1800-3</td>
<td>581</td>
<td>American Ethnic Literatures</td>
<td>human diversity</td>
<td>$978</td>
</tr>
<tr>
<td>ENGL 2000-3</td>
<td>581</td>
<td>Literary Analysis</td>
<td>none</td>
<td>$978</td>
</tr>
<tr>
<td>ENGL 2010-3</td>
<td>581</td>
<td>Introduction to Literary Theory</td>
<td>none</td>
<td>$978</td>
</tr>
<tr>
<td>ENGL 2717-3</td>
<td>581</td>
<td>Native American Literature</td>
<td>none</td>
<td>$978</td>
</tr>
<tr>
<td>ENGL 3000-3</td>
<td>581</td>
<td>Shakespeare for Nonmajors</td>
<td>literature and the arts</td>
<td>$978</td>
</tr>
<tr>
<td>ENGL 3060-3</td>
<td>581</td>
<td>Modern and Contemporary Literature</td>
<td>literature and the arts</td>
<td>$978</td>
</tr>
<tr>
<td>ENGL 3060-3</td>
<td>582</td>
<td>Modern and Contemporary Literature</td>
<td>literature and the arts</td>
<td>$978</td>
</tr>
<tr>
<td>ENGL 3246-3</td>
<td>581</td>
<td>Topics in Popular Culture: Literature of the American West</td>
<td>none</td>
<td>$978</td>
</tr>
<tr>
<td>ENGL 3665-3</td>
<td>581</td>
<td>American Literature after 1860</td>
<td>none</td>
<td>$978</td>
</tr>
<tr>
<td>ENVL 4245-3</td>
<td>581</td>
<td>American Novel 2</td>
<td>none</td>
<td>$978</td>
</tr>
<tr>
<td>ENVD 4365-3</td>
<td>582</td>
<td>Special Topics: Technology and Practice–Structures II</td>
<td>none</td>
<td>$978</td>
</tr>
<tr>
<td>GEOG 4501-3</td>
<td>581</td>
<td>Water Resources and Water Management of Western United States</td>
<td>none</td>
<td>$978</td>
</tr>
<tr>
<td>GEOG 5501-3</td>
<td>581</td>
<td>Water Resources and Water Management of Western United States</td>
<td>none</td>
<td>$1,263</td>
</tr>
</tbody>
</table>

**Term-Based Courses by Start Date**

<table>
<thead>
<tr>
<th>Session IL 3 (14 weeks)</th>
<th>Session IL 4 (5/7 weeks)</th>
<th>Session IL 1 (7 weeks)</th>
<th>Session IL 2 (5/7 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Began</td>
<td>April 25</td>
<td>April 25</td>
<td>April 25</td>
</tr>
<tr>
<td>Course Begins</td>
<td>August 29</td>
<td>September 12</td>
<td>August 29</td>
</tr>
<tr>
<td>5 pm deadline to enroll, add your name to a wait list, request pass/fail status, or drop with a 100% refund. +</td>
<td>September 13</td>
<td>September 19</td>
<td>September 6</td>
</tr>
<tr>
<td>5 pm deadline to drop with a 60% refund.</td>
<td>September 27</td>
<td>September 26</td>
<td>September 13</td>
</tr>
<tr>
<td>Tuition Due</td>
<td>September 21</td>
<td>September 21</td>
<td>September 21</td>
</tr>
<tr>
<td>5 pm deadline to drop with a 40% refund.</td>
<td>October 11</td>
<td>October 3</td>
<td>October 9</td>
</tr>
<tr>
<td>5 pm deadline for Arts and Sciences degree students and non-degree students to withdraw from classes without any signatures.</td>
<td>November 4</td>
<td>5 week: October 7 - 10 week: November 4</td>
<td>October 7</td>
</tr>
<tr>
<td>Course Ends</td>
<td>December 9</td>
<td>5 week: October 14 - 10 week: November 18</td>
<td>October 14</td>
</tr>
</tbody>
</table>

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

† Petition required to add classes after this date. Petition Forms documenting extenuating circumstances are available at Continuing Education.
<table>
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Course descriptions are available at conted.colorado.edu/independent
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Course descriptions are available at conted.colorado.edu/independent
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### Aaron Soldner

“This self-paced online class gives me the freedom to go into class whenever I can. I don’t have to plan my life around class. Instead, I plan my class around everything else I do. The online class also makes use of electronic resources that the classroom does not offer. For example, I don’t have to worry about my notes being 100 percent correct, because everything is available for me to review.”

Section Information: 64X = online, self-paced. 65X = print-based correspondence.
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<td>literature and the arts</td>
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<tr>
<td>ENGL 3081-3</td>
<td>640</td>
<td>Intermediate Nonfiction Workshop: Travel Journal Writing</td>
<td>none</td>
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<tr>
<td>ENGL 3081-3</td>
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<td>Intermediate Nonfiction Workshop: Travel Journal Writing</td>
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<tr>
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<td>Topics in Advanced Theory: Postmodernism</td>
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<td>ENGL 3267-3</td>
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<td>Women Writers</td>
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<td>ENGL 3553-3</td>
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<td>Chaucer: The Canterbury Tales</td>
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<tr>
<td>ENGL 3655-3</td>
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<td>American Literature to 1860</td>
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<tr>
<td>ENGL 3665-3</td>
<td>641</td>
<td>American Literature after 1860</td>
<td>none</td>
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<tr>
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<td>651</td>
<td>American Literature after 1860</td>
<td>none</td>
<td>$978</td>
</tr>
</tbody>
</table>

Course descriptions are available at [conted.colorado.edu/independent](http://conted.colorado.edu/independent)
Carrie Simon

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

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

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

<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>PHIL 1000-3</td>
<td>650</td>
<td>Introduction to Philosophy</td>
<td>ideals and values</td>
<td>$978</td>
</tr>
<tr>
<td>PHIL 1100-3</td>
<td>640</td>
<td>Ethics</td>
<td>ideals and values</td>
<td>$978</td>
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<tr>
<td>PHIL 1100-3</td>
<td>650</td>
<td>Ethics</td>
<td>ideals and values</td>
<td>$978</td>
</tr>
<tr>
<td>PHIL 1600-3</td>
<td>650</td>
<td>Philosophy and Religion</td>
<td>ideals and values</td>
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<tr>
<td>PHIL 3140-3</td>
<td>640</td>
<td>Environmental Ethics</td>
<td>ideals and values</td>
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<tr>
<td>PHIL 4040-3</td>
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<td>Studies in 20th Century Philosophy</td>
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<tr>
<td>PHIL 5240-3</td>
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<td>Seminar in Environmental Philosophy</td>
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## PSYCHOLOGY

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<td>PSYC 1001-3</td>
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<td>General Psychology</td>
<td>none</td>
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<tr>
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<td>PSYC 2012-3</td>
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<td>Biological Psychology 2</td>
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<tr>
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<td>Introductory Cognitive Psychology</td>
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<td>PSYC 2606-3</td>
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<td>Social Psychology</td>
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<tr>
<td>PSYC 3101-4</td>
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<td>Statistics and Research Methods in Psychology</td>
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<td>PSYC 4511-3</td>
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<td>History of Psychology</td>
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<tr>
<td>PSYC 4684-3</td>
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<td>Developmental Psychology</td>
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## SOCIOLOGY

<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>SOCY 1001-3</td>
<td>641</td>
<td>Introduction to Sociology</td>
<td>contemporary societies</td>
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</tr>
<tr>
<td>SOCY 1016-3</td>
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<td>Sex, Gender, and Society 1</td>
<td>human diversity</td>
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<tr>
<td>SOCY 2077-3</td>
<td>640</td>
<td>Environment and Society</td>
<td>ideals and values</td>
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<tr>
<td>SOCY 4014-3</td>
<td>640</td>
<td>Criminology</td>
<td>none</td>
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<td>SOCY 4021-3</td>
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<td>Conflict Management in Social Systems</td>
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<td>SOCY 4086-3</td>
<td>641</td>
<td>Family and Society</td>
<td>none</td>
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</tbody>
</table>

Course descriptions are available at conted.colorado.edu/independent
Group classes include:
- Guitar
- Piano
- Hand Drum Circle

Private (one-on-one) instruction is available on:
- Guitar
- Piano
- Voice
- Percussion
- Mandolin
- Banjo
- Harp
- Winds
- Brass
- Strings

Carl Dixon
Percussion

“In the class, I break techniques down to their most basic and important elements so that students build a good foundation that will help them continue learning and playing music after the class is finished.”

“I involve the students’ personal musical interests,” says Carl, a freelance percussionist and teacher who plays in several world music bands, symphony orchestras, and directs the Boulder Samba School. “Students bring in songs that they want to play and we apply different traditional rhythms and techniques that are covered in class.”
SPEECH LANGUAGE PATHOLOGY ASSISTANT CERTIFICATE PROGRAM

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

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

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

Introduction to Clinical Practice
SLHS 4918 2 SEMESTER HOURS
Introduces students to the clinical processes and key components of assessment and interventions. Explores the applications of the theoretical and scientific information to clinical settings. Students complete supervised observation of individuals with communication challenges. Restricted to juniors/seniors.

Competencies and Strategies for the SLPA
SLHS 5032 3 SEMESTER HOURS
Includes roles and responsibilities for the Speech Language Pathology Assistant (SLPA) working in the public schools, service delivery models, health and safety, screening assistive technology, intervention and self reflection and evaluation. Prereq., SLHS 4918. Must be accepted in the SLPA certification program.

Speech Language Pathology Assistant Internship
SLHS 5930 4 SEMESTER HOURS
Placement for a minimum of 12 hours per week for a total of 180 hours including 100 direct contact hours under the supervision of a fully credentialed SLP to fully develop requisite skills as an SLPA, and become employed in a public school setting. Prereq., SLHS 4918. Must be accepted in the SLPA certification program.
Our class is for students who want to be a part of the changing energy landscape; a push for green, renewable energy, and a smarter energy grid that shares information between users and the grid.”

“The telecommunications world has changed vastly over the past 30 years, yet all the same technology has yet to be applied to the power grid, but that is changing quickly,” says Richard, who created this class for the digital energy program. “The smart grid will facilitate people changing their usage habits and will allow for more renewable energy in the system.”
- Six Sigma
- Technology Ventures & Product Management
- Telecommunications
  - Computer and Network Security
  - Energy Communication Networks
  - Network Architecture
  - Telecommunications Policy
  - Wireless Networks and Technologies

**Short Courses**

Take these short courses to develop new skills, build valuable technical credentials, or to prepare for industry-recognized certificate examinations. These relevant, immediately applicable courses feature online delivery from respected industry leaders who bring real-world experience to the Internet classroom. Typical courses offered each semester are in the areas of Cisco® networking and project management.

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

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

**Course Schedule Information**

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

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**Short Courses Fall 2011**

<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>CASP 5201</td>
<td>341</td>
<td>8/22/11</td>
<td>12/15/11</td>
<td>Online</td>
<td>Kois</td>
<td>$895</td>
</tr>
<tr>
<td>PM® Exam Prep</td>
<td>CASP 5211</td>
<td>341</td>
<td>8/22/11</td>
<td>12/15/11</td>
<td>Online</td>
<td>Kois</td>
<td>$1,295</td>
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<tr>
<td>Intro to Cisco® Networking: CCNA</td>
<td>CACI 8001</td>
<td>341</td>
<td>8/22/11</td>
<td>12/15/11</td>
<td>Online</td>
<td>Santos</td>
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<td>Weatherization Analysis for Existing Residential Building</td>
<td>CASP 5160</td>
<td>300</td>
<td>9/10/11</td>
<td>9/10/11</td>
<td>8am - 5pm</td>
<td>Krarti</td>
<td>$300</td>
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<td>Weatherization Analysis for Existing Residential Building</td>
<td>CASP 5160</td>
<td>341</td>
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<td>10/10/11</td>
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<td>Krarti</td>
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</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.
“I have students from Yemen, Oman, Peru, and Japan all in the same class. I am lucky to work in such a multicultural setting.”

“I learn as much about my students and their cultures as I teach them about language,” says Kate who became passionate about teaching ESL during her Peace Corps work in the Czech Republic. “In order for students to learn language and understand each other’s cultures, they need to interact with one another. I do a lot of group work in class, and often include activities that address cultural differences.”

1030 13TH STREET ON “THE HILL.”
Since 1975, the International English Center (IEC) has helped over 20,000 international students learn and master English. Our students have gone on to attend the University of Colorado, Colorado School of Mines, the University of Denver, Colorado State University, and dozens of other institutions. The children of our former students are now IEC students – we are multi-generational! The IEC offers three English as a Second Language (ESL) programs for international students, international business professionals, community residents, or interested visitors from other countries.

Intensive English Program
The Intensive English Program consists of five eight-week sessions of full-time academic 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 17–October 12 and Fall 2 session is October 13–December 15.
If you are an immigrant or a refugee and cannot afford the program, please ask about scholarship assistance.

The Intensive English Program:
• Prepares international students to enter a college or university in the U.S.
• Offers classes appropriate for professionals wanting to improve their English for work and for students wanting to study English intensively
• Focuses on improving communication by integrating language skills (listening, speaking, reading, writing)
• Offers 20 hours of core language instruction each week at seven proficiency levels: Basic 1 and 2, Intermediate 1, 2, and 3, Advanced, and Advanced 2
• Offers 3 hours each week of optional elective classes at no additional cost
• Has an average class size of 12–15 students and uses the latest ESL practices and materials
• Has instructors with master’s degrees and teaching experience in intensive programs and abroad
• Offers opportunities for students to join in local community events to use their skills in real life settings
• Extensive university library facilities with a rich source of educational and research materials
• University of Colorado courses available for advanced-level students with approval from the Director
Enroll today! • See the Student Services section on page 40 for more details

INTERNATIONAL ENGLISH CENTER

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

Global Business Communication
This certificate program provides executives and managers from companies around the world with full-time study in an 8 to 24 week program of practical English language and cross-cultural communication training for business purposes. Eight-week certificate programs include: “Focus on the Individual” (Fall I only), “Focus on the Team” (Fall II only), and “Focus on Sustainable Business Practices” (Summer only). When you join the Global Business Communication (GBC) program, you:
• Acquire new skills that can be immediately applied to your work environment
• Benefit from an individualized program
• Participate in projects customized to your interests
• Network, negotiate, and lead meetings in English
• Correspond with American business professionals
• Interact with other participants from around the world
• Take advantage of small class size (maximum 9 students)

The GBC program requires an intermediate level of English.

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

For more information on any of these programs, please visit www.colorado.edu/iec or call 303 492-5547.
“Science Discovery is exploration and inquiry based, so kids are learning through hands-on experience and by asking questions that lead to more questions.”

“This teaching style sparks interest in science, which is important, especially at such a young age,” says Kelly, a pre-med student who teaches 5- and 6-year-old children in the Summer Class Program. “My first experience with Science Discovery started when I was little because I was actually a Science Discovery kid myself. Now, I can help the kids connect with each other and teach each other by sharing what they already know.”

ABOUT SCIENCE DISCOVERY

CU Science Discovery, established in 1983, collaborates with science faculty at the University of Colorado Boulder to develop new and exciting science education programs for K–12 students and teachers. Our mission is to stimulate scientific interest, understanding, and literacy by connecting Colorado’s youth, teachers, and families to the cutting-edge science happening at CU-Boulder. Science Discovery’s programs utilize university faculty, graduate and undergraduate scientists, campus laboratories, and other science and technology resources in order to provide hands-on experiences that highlight current scientific research, ensure scientific excellence, and reflect the latest trends in research, teaching, and learning. Through its various programs, CU Science Discovery impacts approximately 1,000 teachers and 28,000 students across Colorado each year.
Field Science Programs
Science Discovery offers immersive field experiences that connect students to the natural world and expose them to current CU field research. Science Discovery’s Wilderness Camps provide opportunities for students to explore our rich resources of national parks, monuments, and reserves, including Yellowstone, Olympic, Mount Rainier, and Rocky Mountain National Park. CU graduate and undergraduate students team up with professional teachers and outdoor educators to guide groups of students in programs that combine field science research with adventure activities like white-water rafting, camping, and rock climbing. During the school year, Science Discovery engages Boulder/Denver area students and teachers in a variety of outdoor science activities including field studies of Colorado ecosystems, winter ecology on snowshoes, and overnight mountain adventures at the CU Mountain Research Station. These programs provide teachers and their students the opportunity to dig in and experience field science research firsthand.

Classroom Workshops and Presentations
Science Discovery brings CU’s cutting-edge science and scientists to classrooms, libraries, and community centers throughout Colorado. The program collaborates with CU faculty, peer institutions, and other educational organizations to enrich science education statewide. Science Discovery’s one-hour presentations and hands-on workshops, including Light and Lasers, NanoWorld, and Bugmobile, highlight a variety of topics and can be adapted to any age group. CU scientists and other experienced instructors facilitate interactive presentations that feature CU research, museum collections, and university science equipment. Each program’s content and activities support the Colorado Academic Standards and engage students with interesting hands-on science experiences.

Science Explorers
Science Explorers develops and delivers daylong, activity-based science workshops for middle school teachers and students. The workshops showcase current CU research in a variety of disciplines, including paleontology, renewable energy, and optics. Science Explorers workshops, conducted at six to twelve urban and rural sites throughout Colorado, support the Colorado Academic Standards and provide participants with materials and curriculum to use in their own classrooms. In 2011-12, the program will focus on the critical zone “between rock and sky,” in partnership with the University of Colorado Boulder’s NSF-funded Critical Zone Observatory project. In three inter-connected workshops, students and teachers will explore water, soil, fire, and ice to learn more about the processes that shape our ecosystems.

For more information about our programs and current offerings, visit www.colorado.edu/sciencediscovery or call 303-492-7188.
We are learning how forest fires affect the soil’s ability to hold on to mercury.

“Connecting with Colorado

JOE RYAN AND JACKSON WEBSTER

“We are learning how forest fires affect the soil’s ability to hold on to mercury.”

“This is an important aspect of whether or not mercury ends up in the water supply, fish, and the people who eat the fish,” says Dr. Ryan, an environmental engineering professor at CU-Boulder who, with the help of PhD student Jackson Webster, is leading a collaborative study on mercury contamination. “We are studying a typical alpine forest in Silverton, Colorado, and our work will expand to study different ecosystems like juniper forests of Mesa Verde National Park, wetlands of the Florida Everglades, and the tundra in Alaska.”

REACHING OFF CAMPUS AND INTO COMMUNITIES.

In response to the recent revelations of mercury contamination to their reservoirs, communities, tribes, stakeholder groups, and federal agencies in southwestern Colorado have organized to better understand the threat. Professor Joe Ryan and his students from CU-Boulder’s Civil, Environmental, and Architectural Engineering have been working over the past few years to help augment these efforts in assessing the sources, deposition, and risks of mercury in this region in conjunction with the Mountain Studies Institute in Silverton, the Southern Ute Tribe’s Environmental Programs Division, and the Pine River Watershed Group.

Over the past decade, five major reservoirs in southwestern Colorado have been added to the list of Colorado waters with fish consumption advisories that place limits on the number of fish caught in these waters to be eaten due to mercury contamination. Mercury accumulates in the fatty tissues of fish, and humans are exposed primarily by eating these fish. Exposure to even small amounts of mercury can result in serious neurological damage and death, especially for fetuses, infants, and children.

There are several ways that mercury can be introduced into the environment. One of the major sources is the combustion of coal. Across the United States, coal-burning power plants emit about 50 tons of mercury each year. Five major coal-burning power plants are currently located upwind of the southwestern Colorado area due to the abundance of coal in this area. Another potential source of mercury is abandoned mines, which are abundant in the mountains around Durango and Silverton. In the early days of mining, mercury was used in the amalgamation of gold and other precious metals. In mining, mercury was used in the elemental, liquid form, and tends to remain in the vicinity of the mines.

Recent forest fires are suspected of causing the release of mercury into the atmosphere, but not all of the mercury in forest soils is volatilized – some remains in the forest soils. Forest fires exacerbate erosion of hillside soils, and the eroded soils carry mercury to the water bodies.

A modest grant from the CU-Boulder Outreach Committee allowed Professor Ryan and his students to start work on the project in southwestern Colorado, which eventually led to additional funding support from...
the National Science Foundation (NSF). PhD student Jackson Webster was recruited to the university through the NSF funding to help with the research project.

Webster recently received the National Parks Service George Melendez Wright Climate Change Fellowship for his research into mercury contamination. This student fellowship program supports new and innovative research on climate change impacts to protected areas and to increase the use of scientific knowledge to further resource management in parks.

Webster is studying the distribution of mercury from forest soils following wildfire events in Mesa Verde National Park in southwestern Colorado. He was selected as one of twenty recipients nationally and received funding to assess the effect of fire and mercury levels within the national park.

Webster is looking at the results of fire over the past three decades and the possibility that wildfire frequency and severity might increase with ongoing climate change in the southwestern United States. Webster started with sampling soil this past summer and will conduct follow-up analysis over a period of 15 months with the help of Professor Ryan, two other engineering students, and the science staff at Mesa Verde.

The research being conducted in the southwestern part of the state is one of several projects Professor Ryan and his students are involved in that brings the educational and scientific resources of the university to the citizens across Colorado. Ryan’s outreach work is directly linked to his teaching and research, which allows his students to gain valuable field experience and inform their own educational pursuits.

**About Outreach at CU-Boulder**

Extending educational opportunities to the citizens of Colorado is a vital part of the university as well as the mission of Continuing Education. The Division is home of the Office for University Outreach, a group that supports outreach efforts campuswide and helps extend the university’s research, teaching, and creative resources with communities throughout Colorado and the world.

The office administers the CU-Boulder Outreach Committee that provides funding for outreach projects that extend faculty members’ research, teaching, and creative work through mutually beneficial partnerships with external constituents. These awards are made possible through contributions made by Continuing Education along with funds from the Office of the Chancellor and the Office of the Provost.

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

We welcome international students to be part of summer in Boulder. E-mail ceadvise@colorado.edu for more information.

Special offerings during Summer Session include:

FIRST (Faculty-in-Residence Summer Term)
Learn from prestigious, world-class faculty that teach on the Boulder campus during summer. These renowned scholars bring a wealth of experience, knowledge, and perspective to the classroom that will challenge and inspire your thinking. Take advantage of the incredible opportunity FIRST brings to you.

Maymester
3 weeks. 3 credits.
Accelerate your academic career with the intensive, single-course focus of Maymester. You will be immersed into an interactive environment where you can complete a core or major requirement in just three weeks. Gain knowledge and momentum by concentrating on a Maymester course.

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

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

The Summer Session 2012 website with course information will be available early January, 2012. To place your name on the mailing list for a 2012 catalog visit www.colorado.edu/summer or call 303-492-5148.
ACCESS Program

(Available Credit Courses for Eligible Special Students)
Enroll in daytime credit classes at the University of Colorado Boulder for personal or professional development through the ACCESS Program. Nondegree students may take main campus undergraduate or graduate courses after most degree-seeking students have enrolled. ACCESS is an opportunity to learn about CU-Boulder, the academic departments, to meet the faculty, and earn credit.

We will soon be accepting applications for the fall 2011 semester. Registration begins Friday, August 19, and classes begin Monday, August 22. Call 303-492-5148 for more information or visit conted.colorado.edu/access. Our capable staff can provide academic advising, financial aid, and career advising through in-person or telephone appointments. Visit conted.colorado.edu/student-resources to set up a free 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 Boulder through the High School Concurrent Program. You will earn university credit that may also be applied toward high school graduation requirements. Participation in the High School Concurrent Program requires written permission from your high school counselor and a parent/guardian. During the fall and spring semesters, high school juniors and seniors enrolled in eligible courses through the ACCESS (Available Credit Courses for Eligible Special Students) program may request tuition reimbursement from their school district under the Post Secondary Enrollment Options Act. You must notify your counselor of your intent to enroll at least two months prior to the beginning of the term. Call 303-735-5456 for an application and more information or visit conted.colorado.edu/highschool.

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

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

Learn more about the CU Complete Service for former CU-Boulder students on page 9.

Lauren Guillory
Intercultural Communication

“I’m a communication major and knew it would be good for me to learn about other cultures. Employers always stress diversity, so I thought it would help in the job market, whatever I choose to do. The class really broadened my scope and made me more aware of things that I only superficially knew about before. And, I really like the teacher. She gave us practical applications of how our knowledge of other cultures could be implemented in our day-to-day lives.”
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 Continuing Education. 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. You will find helpful hints for preparing for your appointment at conted.colorado.edu/student-resources/academic-advising.

Financial Assistance
Our financial aid advisor can help you determine if there are funds available to help you meet your educational goals. Visit www.colorado.edu/finaid/continuinged.html for more information.

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

Career Services
Our career advisor is available for comprehensive career counseling including career exploration and planning, job search assistance, and other career-related guidance. Additional resources including skills analysis, interest surveys, and more are also available. To schedule an appointment or for more information, visit conted.colorado.edu/student-resources/career-services.

ENROLLING IN UNIVERSITY CREDIT COURSES
If you would like to enroll in courses for university credit answer these questions to determine your next step.

Are you new to CU, or has it been more than 12 months since you enrolled in a course?
If yes, then please complete and submit the online Registration Application at conted.colorado.edu/enroll. We will process your application and send you an Invitation to Register, complete with all of the information you will need to enroll in courses using MyCUInfo.

Have you been enrolled in a CU course within the past 12 months?
If yes, you can self-activate your term record at mycinfo.colorado.edu or call 303-492-5148 and we can help you activate your term record. You will then be able to enroll online via MyCUInfo.

ENROLLING IN A PROFESSIONAL DEVELOPMENT COURSE
If you would like to enroll in a professional development course simply download and fill out the Noncredit Registration PDF available at conted.colorado.edu/enroll then fax, mail, or deliver it in person. You can also enroll by calling 303-492-5148. Please have your completed form and credit card information available when you call.

ENROLLING IN CU ON THE WEEKEND
Visit conted.colorado.edu/weekend, choose the course you would like to take and click on the Enroll button then pay using your credit card (VISA, MasterCard, or Discover), call our registration office at 303-492-5148, or visit us at 1505 University Avenue, Boulder.

Once you are enrolled, you will receive confirmation of enrollment including course meeting times and locations. If you have any questions, call us at 303-492-5148.

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.

For your convenience, you can use your credit card (VISA, MasterCard, or Discover) to pay for your credit course through

Christie Carrier
Financial Aid Counselor

“I work both at Continuing Education and on main campus. My experience working with the Continuing Education population makes me an expert on main campus because I’ve worked through so many unique situations. My favorite part of my job is working with nondegree students who are passionate about getting into a specific program. Continuing Education offers them the steppingstone they need to get into their program and achieve their degree. It is exciting to be able to help them.”

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MyCUInfo at mycuinfo.colorado.edu, by phone at 303-492-2212, or by fax at 303-492-5335. You can also visit our office at 1505 University Avenue.

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.

We try to notify enrolled students of course changes by e-mail and telephone. We therefore encourage you to let us know if your contact information changes.

Student Privacy
You may elect to have directory information withheld about yourself. Please call or visit our office to receive the required form.

Disability Services
If you are a student with a disability, Disability Services can provide you with the tools, accommodations, and support services to engage fully in the academic environment. Visit www.colorado.edu/disabilitieservices for more information.

Accessing Campus Services
As a Continuing Education student, you may be eligible to use the campus libraries and computer labs at no cost. To gain access to these campus services, please obtain a “no fees paid” sticker (available at the Continuing Education cashier’s desk) and bring the sticker and a photo ID with you when you plan to use the libraries or computer labs. You can also purchase a student ID, the Buff OneCard, for $25 at the Buff OneCard office in the Center for Community, room N180, by presenting a copy of your student schedule and photo ID. Visit www.BuffOneCard.com for more information.

Severe Weather
Classes are held when scheduled. Continuing Education may cancel classes because of severe weather or if the Chancellor closes the campus. If you are concerned about traveling to your class, please call 303-735-5000 for a list of cancellations. Boulder campus closings are announced on local radio and television stations.

Books and Supplies
Required course materials are available at the CU Book Store in the basement of the University Memorial Center on campus. Call 303-492-6411 or visit www.cubookstore.com.

FAQS
How much will my course cost?
Costs vary depending on the course. For Professional Development and CU on the Weekend, you will find the cost at the end of each course listing. For Boulder Evening, tuition is different for Colorado residents and nonresidents. Independent Learning tuition is different depending on whether the course is term based or self paced. Information can be found at conted.colorado.edu/student-resources/accounting.

Continuing Education tuition is charged separate from and in addition to other CU tuition. All tuition and refund determinations are subject to audit.

Where do I get a record of my classes?
If you need a record of your academic credit courses, request a transcript through MyCUInfo at mycuinfo.colorado.edu. You can also visit the CU Registrar’s website at registrar.colorado.edu/students/transcripts.html for other options.

For a record of your noncredit courses, e-mail our registration office at ceregistration@colorado.edu or call 303-492-5148.

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 available at www.colorado.edu/campusmap gives both building and evening and weekend parking lot locations. To skip parking altogether, take the 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.

Call us at 303-492-5148 or 800-331-2801 (TTY 303-492-8905) if you need any help or for additional information visit conted.colorado.edu.

Building Hours/Closures
Our office hours are 7:30 am to 4:30 pm Monday through Friday. Beginning August 15 our hours will be 8 am to 5 pm Monday through Friday. CU-Boulder will be closed Monday, September 5; Thursday and Friday, November 24 and 25; Friday and Monday, December 23 and 26.

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

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

—from the Guidelines for Diversity Planning

The University of Colorado Boulder does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. The university takes affirmative action to increase ethnic, cultural, and gender diversity, to employ qualified disabled individuals, and to provide equal opportunity to all students and employees.

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CU ON THE WEEKEND

Why are these ragtime musicians jamming their way over the picturesque Boulder creek? It’s all part of the captivating stories told in our CU on the Weekend one-day course offerings. Sign up today and be taken on a journey through the sites and sounds of history, culture and the arts. See pages 2 – 5 for more details.

Saturday, August 27
Walking Through Boulder History: A Walking Tour of the Boulder Creek Path

Saturday, September 17
Picture Books for Older Children

Saturday, September 24
The Israel-Palestine Conflict: An Introduction

Saturday, October 8
Craft Technology

Saturday, October 15
The History and Power of Black Music

Saturday, October 29
Margaret Mead: A Life in Public