CONTINUING EDUCATION & PROFESSIONAL STUDIES

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SPRING’11
Where have you always seen yourself... on stage, backstage, or behind the music?

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

Achieve your dream today.

Monica

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

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follow us
American Musical Theatre: The U.S.A.’s Most Popular Cultural Export

BUD COLEMAN

“What is it about American musicals that makes them so universally appealing?”

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

DO SOMETHING JUST FOR YOU.

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

We hope to see you at one of these exciting events this semester!
The Zombie Renaissance  
**CUWSP11-01**

This class won't prepare you for the zombie apocalypse because we're already infested with the undead! They're everywhere—books, comics, songs, movies, and all the way down to the warning alerts you get on your home computer. The plague has started already. This class will take you back to Gilgamesh and Tibet to the world's first zombie, and then explore religion within Haiti until you have an uncomfortably intimate understanding of the living dead, know their taxonomy, what characterizes them as a species, and where—if anywhere—to draw the line between us and them. Just as importantly, you'll begin to suspect how the zombie is constantly being used and recycled to express or address society's many anxieties. It's no accident that Night of the Living Dead was a hit when it was new or that a coincidence that 28 Days Later premiered when it did. As for the Zombie Renaissance, there's no better time to study it than now. We're caught up in it, we can see it changing us in the process, infecting us with tomorrow, and everything we can't know beyond.

*Professor of English Stephen Graham Jones is the author of seven novels and two story collections. As related to this course, his Demon Theory, The Ones That Got Away It Came from Underwater archaeological excavations in eight Mediterranean countries as well as in the deep water of the Northern Aegean Sea, the Sea of Cortez, and the Libyan Sea. This class will cover the evolution of maritime archaeology as a discipline, some of its exciting contributions to our understanding of the ancient past, the political realities confronting underwater archaeological investigations, the development of the technology of underwater exploration from its beginning to the present, and the promise of future discoveries. In essence, this class will focus on the highlights of Hohlfelder's career of archaeological and historical discovery.*  

*Professor Robert Hohlfelder is a recently retired professor and former chair of the Department of History at CU-Boulder. His research interests are in ancient maritime history, Late Antiquity, and ancient nomenclature (the study of collection of coins). Hohlfelder has participated in or directed over 50 maritime archaeological expeditions throughout the Mediterranean and currently serves as a senior maritime archaeologist for an international, interdisciplinary team research group engaged in a deep-water search for shipwrecks off the coast of Greece dating from Persian War era in the 5th century BC. He has published over 80 scholarly articles and 22 books, and has presented 35 papers at professional conferences in 23 countries. In addition, Hohlfelder has given over 300 public lectures at universities and museums around the world.*

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

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

*Associate Professor Andy Baker received his PhD in Theatre History and Criticism from the University of Illinois at Chicago. In addition to being a playwright, director, and performer of the one-man show, An Evening’s Intercourse With Natasha, Dams at Town, Songs in the Key of...Caffeine, A Carlo, Fort Worth Ballet, Kinesis, and Ballet Austin. Coleman has directed/choreographed international, interdisciplinary team research group engaged in a deep-water search for shipwrecks off the coast of Greece dating from Persian War era in the 5th century BC. He has published over 80 scholarly articles and 22 books, and has presented 35 papers at professional conferences in 23 countries. In addition, Hohlfelder has given over 300 public lectures at universities and museums around the world.*

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

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

*Associate Professor Andy Baker received his PhD from the University of Wisconsin-Madison in 2010. His research focus includes Latin America, mass political behavior, and international political economy. In 2007, he joined the CU-Boulder Department of Political Science. Baker has published many articles in his field of research, as well as the book The Market and the Messes in Latin America in 2009.*

Third World Underdevelopment  
**ANDY BAKER**

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

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

There’s No Business Like Show Business  
**CUWSP11-04**

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

Created in the 1920s from bits and pieces of vaudeville, melodrama, operetta, and minstrelsy, the American musical not only became this country’s most popular theatre form in the 20th century, but it also began to be translated into multiple languages, so now you can experience My Fair Lady in Egypt, Rent in Japan, Next to Normal in Norway, and Spring Awakening in Malta. International productions of The Lion King have grossed over $1 billion to date, and the musical is still playing around the world. Using film clips from many live performances, we will explore not only the content and form of the American musical, but also the factors that led to its popularity at home and abroad.

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

Saturday, March 5, 1-4 pm, Hellems 201, 1 session, 85.
Picasso and World War II – A Question of Patriotism?  
CUWSP11-05
A fascinating aspect of Pablo Picasso's life is the fact that he never left France during the World War II. As an international figure, he was offered haven from the horrors that were sure to follow by numerous governments and agencies, yet Picasso chose to stay. In this presentation we will explore his reasons for staying in France. Was it an act of patriotism? Was it indifference? Through his works during this time period we will try to uncover his reasons. Does his art speak of the occupation in a positive or negative way? These are only a few of the questions we will explore during the afternoon class on Picasso.

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

Saturday, March 11, 1-4 pm  
Visual Arts Complex 303, 1 session. $15.

Baseball and the American Dream in History  
CUWSP11-06
What do Jackie Robinson and Jackie Mitchell, A-Rod and Albert Spalding, Marvin Mitchell and Manny Ramirez, O’Malley and O’Doul have in common? A shared history of baseball and a belief in the American dream, the promise that when one gives an opportunity, a personal commitment to hard work, and a bit of luck (regardless of birth or hardship) can seize the initiative to achieve success, freedom, and happiness. This class will link baseball to topics foundational to the American dream: Equality (race), Liberty (women), Prosperity (business and work), Mobility (expansion), and Opportunity (globalization). While baseball buffs and aficionados are welcome, this class is for novices and experts alike who wish to study historical trends. This class is not about statistics, games, or the field of dreams, but all of these will play a part in our attempt to see what became of the American dream. The international pastime shows us how to learn about ourselves as well, for as historian Jacques Barzun wrote, “whoever wants to know the heart and mind of America better learn baseball”.

Professor Tim Zuko, of the history and international affairs departments at the CU-Boulder since 1990, has published on American foreign relations, war, globalization, and baseball. He serves as the Director of the Global Studio: Residential Academic Program (G-RAP) and is the executive editor of the journal Diplomatic History. He grew up in Athens (aka. a Braves fan even in the dark days of the 1980s-1990s) and went to graduate school in Massachusetts, where he happily cheered for the doomed Red Sox in the 1986 World Series. He created the American History Through Baseball course in 2003, and has taught it at CU, online, and abroad in Japan. He wrote Ambassodor in Pinpointes: The Spalding World Baseball Tour and the Birth of the American Empire. Saturday, April 1, 1-4 pm (1 hour lunch), Eaton Humanities 201, 1 session. $15.

Understanding the Age of Oprah: Where Popular Culture Meets History and Politics  
CUWSP11-07
In the late 1980s, Oprah Winfrey held the dubious title of “queen” of talk-show TV. By the mid-90s, she was being hailed as a “savior of the written word.” Over the last decade, Winfrey has been deemed an “inspirational phenomenon,” “the world’s most powerful woman,” and a political “kingmaker,” thanks to her endorsement of Barack Obama. Through her talk show, magazine, website, seminars, charity work, and political appearances, Winfrey’s influences—both in the U.S. and globally—has been enormous. This class will examine that influence by using her journey from talk show host to cultural icon and billionaire media mogul as a window into major currents in American political, economic, cultural, and religious history. Among the developments that will be covered are the collapse of the second world women’s movement by postfeminism, the emergence of the “recovery movement,” the revival of personal growth forms of spirituality, and the rise of the neoliberal political-economic agenda that has dominated the political landscape of the U.S. since the 1980s.

Associate Professor Jonice Peck teaches media studies in the School of Journalism and Mass Communication at CU-Boulder. She is the author of two books, The God of Televisiong: The Crisis of Meaning and the Appeal of Reality Television (1997) and The Age of Oprah: Cultural Icons for the Neoliberal Era (2008). Peck has published on media theory, television and the family, cultural studies, TV talk shows, advertising, and representations of race in media. She has been interviewed about her research on Oprah Winfrey by The New York Times, The Today Show, NPR’s Weekend Edition, Australia’s national radio program Life Matters, and the French national newspaper Liberation, among others. Before becoming an academic, Peck worked as a journalist, editor, and free-lance writer for newspapers, magazines, and radio. She holds a BD in journalism from the University of Utah, an MA in communication from the University of Washington, and a PhD in communication from Simon Fraser University in Canada.

Saturday, April 1, 1-4 pm, Helmics 201, 1 session. $15.

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CU Complete Scholarship
Continuing Education has allocated $75,000 in scholarship funds to assist students who are trying to finish their CU bachelor’s degree. Scholarships of either $500 or $1,000 are available. More information is available at cucomplete.colorado.edu.

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Our Changing Environment: El Niño, Ozone, and Climate

JEFF FORREST

“Earth’s systems extend into space. Our atmosphere interacts with space. There is a bleed between the two. Earth does not exist in a vacuum. It is a very complex system of systems.”

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

TAKING CREDIT FOR LEARNING

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

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

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

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

Resident Tuition Requirement
Colorado law (House Bill 103-3) 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. This is required every semester you are enrolled.
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-access.org.
3. Download the Certificate of Legal Presence and verify citizenship at registrar.colorado.edu/student-resources/accounting/citizen-cert.pdf. Some courses requiring special equipment or materials may be slightly higher.

Tuition

Adding and/or Dropping Courses

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

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

Tuition

Boulder Evening tuition is assessed in four ways:

- Resident tuition $250 per credit hour
- Nonresident tuition Three credits or less is $1,012 per credit hour; four or more credits is $1,054 per credit hour.

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/tuition.pdf.

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

Final Exams and Grades

Final exams are held the last day of the class. See the list of courses by start date on pages 11-13. Final grades will be available at mycolorado.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/transcript.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, Wellness Center, Student Health Center, etc. including purchasing an RTD bus pass. Visit conted.colorado.edu/student-resources/accounting for information.
November 1: Boulder Evening registration through myce.colorado.edu begins 7 am–midnight. Registration is also available by mail, fax, or in person at the Continuing Education Center, 1505 University, 8 am–5 pm Monday through Friday.

January 17: University closed.

January 18: Full Session classes begin.

January 21: Deadline to apply for Nontraditional Student Scholarship.

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

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

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

Withdrawals from Full Session classes after this date will appear as a 0% on your academic record and must be noted in writing.

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

February 5: 5 pm deadline for Arts and Sciences degree students to drop Session II classes without instructor’s instructor.

February 9: 5 pm deadline for enrollment in Full Session classes, add your name to a wait list, request paufcal status, or drop with a 60% refund.*

Withdrawals from Full Session classes after this date will appear as a 0% on your academic record and must be noted in writing.

February 17: Instructor’s signature required to add Session II classes.

February 22: Tuition for Full Session due.

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

March 2: 5 pm deadline to withdraw from Full Session classes with a 40% refund.*

March 13: Petition required to add Full Session classes. Petition Forms documenting extenuating circumstances are available at Continuing Education.


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

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

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

SESSION I

Registration begins November 1. Continuing Education & Professional Studies • 1505 University Avenue • Tel 303 492 5148 • Fax 303 492 5335 • conted.colorado.edu

Exams for Full Session classes.

Continuing Education.

extenuating circumstances are available at

Session classes with a 40% refund.*

Music degree students to drop without instructor’s instructor.

degree students to drop with a 100% refund.

Tuition for Full Session due.

Deadline to apply to Nontraditional Student Scholarship.

Instructor’s signature required to add Session II classes.

Instructor’s signature required to add Session I classes.

Withdrawals from Session I classes after this date will appear as a 0% on your academic record and must be noted in writing.

March 21: Deadline to apply for Nontraditional Student Scholarship.

March 28: Petition required to add Session I classes. Petition Forms documenting extenuating circumstances are available at Continuing Education.

March 30: Tuition for Session I due.

April 4: 5 pm deadline to withdraw from Session I classes with a 40% refund.*

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

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

April 17: Instructor’s signature and petition documenting extenuating circumstances required for Arts and Science degree students and nondegree students to withdraw from Session I classes.

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

SESSION II

Registration begins November 1. Continuing Education & Professional Studies • 1505 University Avenue • Tel 303 492 5148 • Fax 303 492 5335 • conted.colorado.edu

Exams for Session II.

Continuing Education.

extenuating circumstances are available at

Session II classes with a 40% refund.*

Session II classes begin.

March 18: 5 pm deadline to enroll in Session II classes, add your name to a wait list, request paufcal status, or drop with a 40% refund.*

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

Withdrawals from Session II classes after this date will appear as a 0% on your academic record and must be noted in writing.

March 31: Instructor’s signature required to add Session II classes.


March 29: 5 pm deadline to withdraw from Session II classes with a 40% refund.*

March 30: Petition required to add Session II classes.

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

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

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

April 17: Instructor’s signature and petition documenting extenuating circumstances required for Arts and Science degree students and nondegree students to withdraw from Session II classes.

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

FULL SESSION

Monday courses begin January 24 and end on May 2

ECOR 2000-3 300 6–9 pm Adding Value with Management business core $750

COMD 3400-3 300 6–9 pm Interactive Communication human diversity $750

EBO 1120-3 300 6–9 pm General Biology 2 natural sciences $750

ENGL 3002-3 300 6–9 pm Major Film Movements: Contemporary Documentaries Part 2 none $835

GEOL 1102-3 300 6–9 pm Introduction to Physical Geographical principles of the earth $750

HIST 2113-3 300 3:30–5:30 pm History of Colorado United States context $750

MATH 1012-3 300 6–9 pm Quantitative Reasoning and Mathematical Skills quantitative reasoning and mathematical skills $750

PSYC 2012-3 300 6–9 pm Biological Psychology 1 none $750

SPHN 2110-3 300 6–9 pm Second-Year Spanish 1 foreign language $770

Monday and Wednesdays courses begin January 19 and end May 2

SPHN 1101-3 300 5:30–7:30 pm Beginning Spanish 1 foreign language $1,170

SPHN 1120-3 300 6:30–8:30 pm Beginning Spanish 2 foreign language $1,170

Tuesday courses begin January 18 and end April 26

MTHE 2020-3 300 6:30–9:30 pm Introduction to Physical Anthropology 2 natural sciences $750

CLASS 1051-3 300 3:30–5:30 pm The World of the Ancient Greeks historical context $750

*ENOU 2010-4 300 6–9 pm Principles of Microeconomics contemporary societies $1,000

ENGL 3001-3 300 6:30–9:30 pm Shakespeare for Nonmajors literature and the arts $750

ENGL 3002-3 300 6–9 pm Major Film Movements: Rock and Roll in Film Part 2 none $835

GEOL 1182-3 300 6–9 pm World Regional Geography none $750

JPHY 2420-3 300 6–9 pm Nutrition, Health, and Performance natural sciences $750

MINN 2510-3 300 6–9 pm Introduction to Statistics none $750

PSEL 1830-3 300 6–9 pm Appreciation of Music none $750

PSLL 1003-3 300 6–9 pm Introduction to Philosophy ideas and values $750

PSYC 4864-3 300 6–9 pm Developmental Psychology none $750

RLST 2500-3 300 6–9 pm Religions in the United States United States context and ideals and values $750

SCIS 1018-3 300 6:30–8:30 pm Sex, Gender, and Society 1 human diversity $750

SCIS 4024-3 300 6:15–9:15 pm Juvenile Delinquency contemporary societies $750

*All refund requests must be received in writing.

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

** Boulders Evening Program, courses and dates are subject to change. See mycuinfo.colorado.edu for current information.

Course descriptions are available at conted.colorado.edu/evening
### FULL SESSION (continued)

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<th>Sec.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>Resident Tuition</th>
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<td>ARTS 1100-3</td>
<td>300</td>
<td>5-6 pm</td>
<td>Introduction to Studio Art</td>
<td>none</td>
<td>$750</td>
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<td>MATH 1300-5</td>
<td>300</td>
<td>6-8:30 pm</td>
<td>Analytic Geometry and Calculus I</td>
<td>quantitative reasoning and mathematical skills</td>
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### Thursday courses begin January 20 and end April 28

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<th>Course Title</th>
<th>Core</th>
<th>Resident Tuition</th>
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<td>ANTH 3000-3</td>
<td>300</td>
<td>6:30-9:30 pm</td>
<td>Primate Behavior</td>
<td>natural science</td>
<td>$750</td>
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<tr>
<td>ECON 2020-4</td>
<td>300</td>
<td>6-9 pm</td>
<td>Principles of Macroeconomics</td>
<td>contemporary societies</td>
<td>$1,000</td>
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<td>ENGL 2502-3</td>
<td>300</td>
<td>6:30-9:30 pm</td>
<td>British Literary History I</td>
<td>none</td>
<td>$750</td>
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<td>ENGL 3060-3</td>
<td>300</td>
<td>6-9 pm</td>
<td>Modern and Contemporary Literature</td>
<td>literature and the arts</td>
<td>$750</td>
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<tr>
<td>FILM 2105-3</td>
<td>300</td>
<td>6-9 pm</td>
<td>Introduction to the Screening</td>
<td>none</td>
<td>$685</td>
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<tr>
<td>HIST 1020-3</td>
<td>300</td>
<td>6-9 pm</td>
<td>Western Civilization: 16th Century to the Present</td>
<td>historical context</td>
<td>$750</td>
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<tr>
<td>JOUR 2601-3</td>
<td>300</td>
<td>6-9 pm</td>
<td>Principles of Journalism</td>
<td>none</td>
<td>$750</td>
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<tr>
<td>MATH 1011-3</td>
<td>300</td>
<td>6-9 pm</td>
<td>Fundamentals and Techniques of College Algebra</td>
<td>quantitative reasoning and mathematical skills</td>
<td>$750</td>
</tr>
<tr>
<td>PSCI 3011-3</td>
<td>300</td>
<td>6-9 pm</td>
<td>The American Presidency</td>
<td>United States context</td>
<td>$750</td>
</tr>
<tr>
<td>PSYC 2145-3</td>
<td>300</td>
<td>6-9 pm</td>
<td>Introductory Cognitive Psychology</td>
<td>none</td>
<td>$750</td>
</tr>
<tr>
<td>SOCY 3151-3</td>
<td>300</td>
<td>6-9 pm</td>
<td>Sociological Perspectives on Race and Ethnicity</td>
<td>none</td>
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<tr>
<td>THTR 2003-3</td>
<td>300</td>
<td>6-9 pm</td>
<td>Acting I</td>
<td>none</td>
<td>$795</td>
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### Session I

<table>
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<tr>
<th>Course No.–Hours</th>
<th>Sec.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>Resident Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATOC 1050-3</td>
<td>100</td>
<td>6-9 pm</td>
<td>Weather and the Atmosphere</td>
<td>natural science</td>
<td>$750</td>
</tr>
<tr>
<td>GEOG 1001-4</td>
<td>100</td>
<td>6-9 pm</td>
<td>Environmental Systems 1: Climate and Vegetation</td>
<td>natural science</td>
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<td>PSYC 1001-3</td>
<td>300</td>
<td>6:30-9:30 pm</td>
<td>General Psychology</td>
<td>none</td>
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<tr>
<td>SOCY 2031-3</td>
<td>300</td>
<td>6-9 pm</td>
<td>Social Problems</td>
<td>ideals and values</td>
<td>$750</td>
</tr>
<tr>
<td>SOCY 3040-3</td>
<td>300</td>
<td>6-9 pm</td>
<td>Topics in Population and Health: Death and Dying</td>
<td>none</td>
<td>$750</td>
</tr>
<tr>
<td>THTR 1003-3</td>
<td>300</td>
<td>6-9 pm</td>
<td>Introduction to Theatre</td>
<td>literature and the arts</td>
<td>$750</td>
</tr>
<tr>
<td>*HIST 2000-3</td>
<td>300</td>
<td>6:30-9:30 pm</td>
<td>Introduction to Forensic Studies</td>
<td>human diversity</td>
<td>$750</td>
</tr>
<tr>
<td>WRTG 3020-3</td>
<td>300</td>
<td>5:45-8:35 pm</td>
<td>Topics in Writing: From Essay to Blog: Exploring Nonfiction</td>
<td>written communication</td>
<td>$760</td>
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### Session II

<table>
<thead>
<tr>
<th>Course No.–Hours</th>
<th>Sec.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>Resident Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>*A portion of this course will be taught online. See course description for details.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Danielle Slusher, Weather and the Atmosphere

“This is my first semester at CU, but in my experience at other colleges, people who take night classes are more motivated to learn, and I thrive in that environment. I also like taking classes at night because it opens up the day for work and studying.”
“Rather than asking a question and hearing an answer, students get a much richer understanding of a system if they can construct and probe a model to the answer.”

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

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

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

For more information about admission procedures and registration status, call Continuing Education at 303-492-5148.

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

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

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

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

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

Independent Learning also offers:
Applied Music
Private and small group for-credit music instruction with the Applied Music program (see page 24)

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

<table>
<thead>
<tr>
<th>Course No.–Hours</th>
<th>Section</th>
<th>Course Title</th>
<th>Core Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 2500-3 581</td>
<td>Interpersonal Communication</td>
<td>none</td>
<td>$918</td>
</tr>
<tr>
<td>ENVS 1000-4 581</td>
<td>Introduction to Environmental Studies</td>
<td>natural science</td>
<td>$1,224</td>
</tr>
<tr>
<td>ENVD 4365-3 581</td>
<td>Special Topics: Technology and Practice–Structures I</td>
<td>none</td>
<td>$918</td>
</tr>
<tr>
<td>ENGL 3563-3 581</td>
<td>Early Shakespeare</td>
<td>none</td>
<td>$918</td>
</tr>
<tr>
<td>ENGL 3060-3 582</td>
<td>Modern and Contemporary Literature</td>
<td>literature and the arts</td>
<td>$918</td>
</tr>
<tr>
<td>ENGL 3060-3 581</td>
<td>Modern and Contemporary Literature</td>
<td>literature and the arts</td>
<td>$918</td>
</tr>
<tr>
<td>ENGL 3000-3 581</td>
<td>Shakespeare for Nonmajors</td>
<td>literature and the arts</td>
<td>$918</td>
</tr>
<tr>
<td>ENGL 2717-3 581</td>
<td>Native American Literature</td>
<td>literature and the arts</td>
<td>$918</td>
</tr>
<tr>
<td>ENGL 3000-3 581</td>
<td>Shakespeare for Beginners</td>
<td>literature and the arts</td>
<td>$918</td>
</tr>
<tr>
<td>ENGL 3000-3 582</td>
<td>Modern and Contemporary Literature</td>
<td>literature and the arts</td>
<td>$918</td>
</tr>
<tr>
<td>ENGL 1245-3 581</td>
<td>Topics in Popular Culture: Literature of the American West</td>
<td>literature and the arts</td>
<td>$918</td>
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<tr>
<td>ENGL 3003-3 581</td>
<td>Early Shakespeare</td>
<td>literature and the arts</td>
<td>$918</td>
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<tr>
<td>ENGL 3051-3 581</td>
<td>American Literature after 1860</td>
<td>literature and the arts</td>
<td>$918</td>
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<tr>
<td>ENGL 4201-3 581</td>
<td>American Novel 2</td>
<td>literature and the arts</td>
<td>$918</td>
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<tr>
<td>ENGL 4310-3 581</td>
<td>Special Topics: Technology and Practice–Structures I</td>
<td>literature and the arts</td>
<td>$918</td>
</tr>
<tr>
<td>ENVS 1000-4 581</td>
<td>Introduction to Environmental Studies</td>
<td>natural science</td>
<td>$1,224</td>
</tr>
<tr>
<td>GEOG 4015-3 581</td>
<td>Water Resources and Water Management of Western United States</td>
<td>none</td>
<td>$918</td>
</tr>
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</table>

**IMPORTANT DATES FOR TERM-BASED ONLINE COURSES**

<table>
<thead>
<tr>
<th>Spring 2011</th>
<th>Session BL3 – 14 weeks: January 18 – April 29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Begins</td>
<td>November 1</td>
</tr>
<tr>
<td>Course Begins</td>
<td>January 18</td>
</tr>
<tr>
<td>2 pm deadline to enroll; add your name to a wait list. If no spot available, add name to wait list.</td>
<td>January 8</td>
</tr>
<tr>
<td>2 pm deadline to withdraw with a full refund</td>
<td>February 1</td>
</tr>
<tr>
<td>2 pm deadline to withdraw with a 60% refund</td>
<td>February 15</td>
</tr>
<tr>
<td>2 pm deadline to withdraw with a 40% refund</td>
<td>March 21</td>
</tr>
<tr>
<td>2 pm deadline to withdraw for Art and Sciences degree students and nondegree students to withdraw from class without any signature</td>
<td>March 31</td>
</tr>
<tr>
<td>Course Ends</td>
<td>April 29</td>
</tr>
</tbody>
</table>

**TERMS BASED COURSES BY START DATE**

<table>
<thead>
<tr>
<th>Course No.–Hours</th>
<th>Section</th>
<th>Course Title</th>
<th>Core Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 2500-3 581</td>
<td>Interpersonal Communication</td>
<td>none</td>
<td>$918</td>
</tr>
<tr>
<td>COMM 3310-3 581</td>
<td>Principles and Practices of Argumentation</td>
<td>none</td>
<td>$918</td>
</tr>
<tr>
<td>ENVS 1000-4 581</td>
<td>Introduction to Environmental Studies</td>
<td>natural science</td>
<td>$1,224</td>
</tr>
<tr>
<td>ENVD 4365-3 581</td>
<td>Special Topics: Technology and Practice–Structures I</td>
<td>none</td>
<td>$918</td>
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<tr>
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<td>$918</td>
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<tr>
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<td>$918</td>
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<td>literature and the arts</td>
<td>$918</td>
</tr>
<tr>
<td>ENGL 3000-3 581</td>
<td>Shakespeare for Nonmajors</td>
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<td>$918</td>
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<tr>
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<td>Shakespeare for Beginners</td>
<td>literature and the arts</td>
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<td>Modern and Contemporary Literature</td>
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<td>$918</td>
</tr>
<tr>
<td>ENGL 1245-3 581</td>
<td>Topics in Popular Culture: Literature of the American West</td>
<td>literature and the arts</td>
<td>$918</td>
</tr>
<tr>
<td>ENGL 3003-3 581</td>
<td>Early Shakespeare</td>
<td>literature and the arts</td>
<td>$918</td>
</tr>
<tr>
<td>ENGL 3051-3 581</td>
<td>American Literature after 1860</td>
<td>literature and the arts</td>
<td>$918</td>
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<tr>
<td>ENGL 4201-3 581</td>
<td>American Novel 2</td>
<td>literature and the arts</td>
<td>$918</td>
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<tr>
<td>ENGL 4310-3 581</td>
<td>Special Topics: Technology and Practice–Structures I</td>
<td>literature and the arts</td>
<td>$918</td>
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<tr>
<td>ENVS 1000-4 581</td>
<td>Introduction to Environmental Studies</td>
<td>natural science</td>
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<tr>
<td>GEOG 4015-3 581</td>
<td>Water Resources and Water Management of Western United States</td>
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<td>MATH 2510-3 581</td>
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<td>MATH 1071-3 581</td>
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<td>MATH 2010-3 581</td>
<td>Math in the Liberal Arts</td>
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<tr>
<td>MATH 2104-3 581</td>
<td>Introduction to Neuroscience 1</td>
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<td>MATH 2105-3 581</td>
<td>Introduction to Neuroscience 2</td>
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<tr>
<td>MATH 2160-3 581</td>
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<tr>
<td>MATH 2200-3 581</td>
<td>Major Social Theories</td>
<td>ideals and values</td>
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<td>MATH 2230-3 581</td>
<td>Philosophy and Psychology</td>
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<tr>
<td>PSCI 3101-3 581</td>
<td>American National Political Life</td>
<td>contemporary societies or United States context</td>
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<tr>
<td>PSCI 3103-3 581</td>
<td>American Foreign Policy</td>
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<td>PSCI 3104-3 581</td>
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<td>PSCI 3105-3 581</td>
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<td>PSCI 3106-3 581</td>
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<td>PSCI 3113-3 581</td>
<td>Crime and Society</td>
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<td>Environment and Society</td>
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<td>WRTG 1150-3 581</td>
<td>First-Year Writing and Rhetoric</td>
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<td>WRTG 1150-3 583</td>
<td>First-Year Writing and Rhetoric</td>
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<td>WRTG 3007-3 581</td>
<td>Writing in the Visual Arts</td>
<td>written communication</td>
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<td>WRTG 3005-3 581</td>
<td>Topics in Writing: Sports in American Culture</td>
<td>written communication</td>
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<tr>
<td>WRTG 3015-3 581</td>
<td>Topics in Writing: Medieval Literature in F rotten–S eneer and P ower</td>
<td>written communication</td>
<td>$918</td>
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<tr>
<td>WRTG 3025-3 583</td>
<td>Technical Communication and Design</td>
<td>written communication</td>
<td>$918</td>
</tr>
</tbody>
</table>

**INDEPENDENT LEARNING**

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

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

Sam Khan

Course descriptions are available at 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.”
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.

### 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 certificate program.

### Speech Language Pathology Assistant Internship

SLHS 5930  4 SEMESTER HOURS

Placement for a minimum of 15 hours per week for a total of 810 hours including 100 direct contact hours under the supervision of a fully credentialed SLP, to fully develop competencies and strategies for the SLPA and become employed in a public school setting. Prereq., SLHS 4918. Must be accepted in the SLPA certificate program.
“My goal is to get students making music that they enjoy as soon as possible.”

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

APPLIED MUSIC PROGRAM

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

Group classes (available fall and spring only) include:

• Guitar
• Piano
• Hand Drum Circle

Styles include classical, jazz, and rock.

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

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

Tuition
$538 for 2 credit hours.

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

Learn more at conted.colorado.edu/appliedmusic

THE SUSTAINABLE PRACTICES CERTIFICATE PROGRAM

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

SPRING 2011 SUSTAINABLE PRACTICES COURSES

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSP 51XX</td>
<td>Communicating Sustainability</td>
<td>Tom Dornini</td>
<td>January 14, 2011</td>
</tr>
<tr>
<td>NCSP 51XX</td>
<td>Corporate Sustainable Culture</td>
<td>Cindy Cardo</td>
<td>January 21, 2011</td>
</tr>
<tr>
<td>NCSP 51XX</td>
<td>Becoming a Sustainability Coordinator</td>
<td>Kai Akefa</td>
<td>February 4, 2011</td>
</tr>
<tr>
<td>NCSP 51XX</td>
<td>Waterwise Living: Strategies</td>
<td>Paul Lander</td>
<td>February 11, 2011</td>
</tr>
<tr>
<td>NCSP 51XX</td>
<td>Organizational Change</td>
<td>Tom Dornini</td>
<td>March 4, 2011</td>
</tr>
<tr>
<td>NCSP 51XX</td>
<td>Strategies for the Changing Energy Landscape</td>
<td>Mike Marsh</td>
<td>March 11, 2011</td>
</tr>
<tr>
<td>NCSP 51XX</td>
<td>Energy 101</td>
<td>Rebecca Ashman</td>
<td>April 8, 2011</td>
</tr>
<tr>
<td>NCSP 51XX</td>
<td>Sustainability Planning: Building the Business Case</td>
<td>HJ McGinness</td>
<td>April 15, 2011</td>
</tr>
<tr>
<td>NCSP 51XX</td>
<td>Designing for Sustainable Transportation</td>
<td>Dant Notini</td>
<td>April 22, 2011</td>
</tr>
<tr>
<td>NCSP 51XX</td>
<td>Becoming a Sustainability Coordinator</td>
<td>Kai Akefa</td>
<td>May 6, 2011</td>
</tr>
<tr>
<td>NCSP 51XX</td>
<td>Introduction to Smart Grid</td>
<td>Rebecca Ashman</td>
<td>May 13, 2011</td>
</tr>
<tr>
<td>NCSP 51XX</td>
<td>Sustainability in K-12 Schools</td>
<td>Greta Carroll</td>
<td>May 20, 2011</td>
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SPRING 2011 ONLINE TERM-BASED COURSES

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<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSP 51XX</td>
<td>Lifecycle Assessment</td>
<td>Rumanda Young</td>
<td>Begins January 28, 2011 and runs for a month</td>
</tr>
<tr>
<td>NCSP 51XX</td>
<td>Sustainability for Municipalities</td>
<td>Rosemary Reese</td>
<td>Begins February 25, 2011 and runs for a month</td>
</tr>
<tr>
<td>NCSP 51XX</td>
<td>Measuring Sustainability</td>
<td>Rumanda Young</td>
<td>Begins April 29, 2011 and runs for a month</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSP 5136</td>
<td>Introduction to Solar Energy</td>
</tr>
<tr>
<td>NCSP 5138</td>
<td>Introduction to Wind Energy</td>
</tr>
<tr>
<td>NCSP 5138</td>
<td>Residential Renewable Energy</td>
</tr>
<tr>
<td>NCSP 5127</td>
<td>Green Building</td>
</tr>
</tbody>
</table>
WHERE THE PROS TURN TO LEARN

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

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

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

Why wait? Check out CAETE today.

Short Courses

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

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

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

Course Schedule Information
CUEngineeringOnline.colorado.edu
303-492-6331
caete@colorado.edu

Short Courses Spring 2011

<table>
<thead>
<tr>
<th>Title</th>
<th>Course No.</th>
<th>Section</th>
<th>Start Date</th>
<th>End Date</th>
<th>Time</th>
<th>Instructor</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Management Basics</td>
<td>CAMP 5201</td>
<td>541</td>
<td>3/10/11</td>
<td>5/06/11</td>
<td>Online</td>
<td>Koa</td>
<td>$890</td>
</tr>
<tr>
<td>PMP® Exam Prep</td>
<td>CAMP 5211</td>
<td>541</td>
<td>3/10/11</td>
<td>5/06/11</td>
<td>Online</td>
<td>Koa</td>
<td>$1,290</td>
</tr>
<tr>
<td>Intro to Cisco® Networking: CCNA</td>
<td>CAMC 8001</td>
<td>541</td>
<td>3/10/11</td>
<td>5/06/11</td>
<td>Online</td>
<td>Sambra</td>
<td>$1,055</td>
</tr>
</tbody>
</table>

Note that students may enroll in courses any time within the indicated semester/session (except for CACI 8001). Students may complete any of these courses before the end date if desired, but all courses must be completed by the end date.
“Teaching CULTURAL norms and expectations are as important as the language skills we teach.”

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

1030 13TH STREET ON “THE HILL.”

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

INTENSIVE ENGLISH PROGRAM

The Intensive English Program consists of five eight-week sessions of full-time communicative English language study (15 hours per week) with instruction in grammar, reading, writing, listening, and speaking. Students are tested upon arrival and are placed into classes appropriate to their proficiency. Most students in this program are citizens and residents of other countries and have come to the United States on student visas. However, we are happy to welcome new residents to our community in this intensive program. Spring 1 session is January 15–March 2 and Spring 2 session is March 5–May 5.

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

The Intensive English Program:

• Prepares international students to enter a college or university in the U.S.
• Offers classes appropriate for professionals wanting to improve their English for work and for students wanting to study English intensively
• Focuses on improving communication by integrating language skills (listening, speaking, reading, writing)
• Offers 10 hours of core language instruction each week at six proficiency levels: Basic 1 and 2, Intermediate 1, 2, and 3, and Advanced
• Offers 3 hours each week of optional elective classes at no additional cost
• Has an average class size of 12–15 students and uses the latest ESL practices and materials
• Has instructors with master’s degrees and teaching experience in intensive programs and abroad
• Offers opportunities for students to join in local community events to use their skills in real-life settings
• Extensive university library facilities with a rich source of educational and research materials
• University of Colorado courses available for advanced-level students with approval from the Director
• Two computer labs for student use equipped with Internet and e-mail access
• Certificates issued upon conclusion of studies
• Fully accredited by the Commission on English Language Program Accreditation (CEA)
• Member of CIEP, consortium of University and College Intensive English Programs, and AAIEP, the American Association of Intensive English Programs
• Takes advantage of small class size (maximum 9 students)

GLOBAL BUSINESS COMMUNICATION

This certificate program provides executives and managers from companies around the world with full-time study in an 8 to 24 week program of practical English language and cross-cultural communication training for business purposes. Eight-week certificate programs include: “Focus on the Individual” (Fall and Spring), “Focus on the Team” (Fall and Spring), and “Focus on Sustainable Business Practices” (Summer only). When you join the Global Business Communication (GBC) program, you:

• Acquire new skills that can be immediately applied to your work environment
• Benefit from an individualized program
• Participate in projects customized to your interests
• Network, negotiate, and lead meetings in English
• Correspond with American business professionals
• Interact with other participants from around the world

Evening courses are no longer available through the International English Center. For more information on any of these programs, please visit www.colorado.edu/iec or call 303-492-5547.

ENGLISH AS A SECOND LANGUAGE FOR DEGREE STUDENTS (ESLG)

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

EVENING COURSES

Evening courses are no longer available through the International English Center.
Science Discovery, established in 1983, is an experience-based, educational outreach program of the University of Colorado at Boulder. Our mission is to stimulate scientific interest, understanding, and literacy among Colorado's youth, teachers, and families through the use of university resources and academic expertise. We are dedicated to engaging the whole person in the journey of learning and strengthening individual capacities to participate actively in local and world communities. Our programs are designed in collaboration with university faculty and academic departments to create classes that highlight current scientific research, ensure scientific excellence, and reflect the latest trends in research, teaching, and learning. Through our various programs, we reach approximately 1,000 teachers and 25,000 students across Colorado each year.

Science Discovery Class Program

Fred Gluck and Larissa Rhodes

“Science Discovery is about making science MAGICAL for kids.

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

Summer and After-School Classes

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

Wilderness Camps and the Outdoor Classroom

Our 5 to 14-day overnight wilderness camps connect students with the wonders and workings of the natural world. Developed for kids in grades 4-10, these specialty camps foster environmental awareness and promote knowledge of outdoor science subjects in a fun and informal atmosphere. All of this takes place amid the rich resources of our national parks, monuments, and reserves, including Yellowstone, Teton, Olympic, Mount Rainier, the Great Sand Dunes, Bandelier, and Montevide Wolf. Professional teachers and CU graduate and/or undergraduate students team up to guide groups of 12 campers in the exploration of these historic areas while participating in activities like white-water rafting, camping, and rock climbing. Wilderness education, team learning adventures, and positive peer interaction are inherent in each trip. Our Outdoor Classroom engages Boulder/ Denver area students and teachers in a variety of outdoor science activities including field studies of Colorado ecosystems, winter ecology on snowshoes, and an overnight mountain adventure at the CU Mountain Research Station. This program provides teachers and their students the opportunity for extended, interactive learning experiences spread out over the entire school year.

Science from CU: Statewide Classroom and Assembly Presentations

Science from CU visits classrooms, libraries, and community centers throughout Colorado, providing cutting-edge science and enriching science education by collaborating with CU faculty, peer institutions, and other educational organizations. These one-hour presentations can be adapted to any age group, and they facilitate interactive study through audience participation and experiments featuring museum collections, our ever-popular Bugmobile, and university science equipment. Each program's content and activities supplement existing curriculum and support the Colorado Academic Standards. Workshop content and activities feature current CU research and support the Colorado Academic Standards. Science from CU visits classrooms, libraries, and community centers throughout Colorado and generally include teams from schools in the host community as well as from surrounding districts. For more information about our programs and current offerings, visit www.colorado.edu/sciencediscovery or call 303-492-7188.

Science Explorers: Statewide Professional Development for Teachers

Students and teachers will be building dinosaurs in this year’s new Paleontology workshop.

Science Explorers is a unique professional development program for 5th to 8th grade teachers offering daylong, activity-based science workshops for teams composed of a teacher and five students. Small teams rotate through three different workshops during the course of the day. Teachers and students work side by side, giving teachers the opportunity to observe how students respond to activities and allowing students to develop their own knowledge and leadership skills. Workshop content and activities feature current CU research and support the Colorado Academic Standards. Science Explorers is a unique professional development program for 5th to 8th grade teachers offering daylong, activity-based science workshops for teams composed of a teacher and five students. Small teams rotate through three different workshops during the course of the day. Teachers and students work side by side, giving teachers the opportunity to observe how students respond to activities and allowing students to develop their own knowledge and leadership skills. Workshop content and activities feature current CU research and support the Colorado Academic Standards. Science Explorers is a unique professional development program for 5th to 8th grade teachers offering daylong, activity-based science workshops for teams composed of a teacher and five students. Small teams rotate through three different workshops during the course of the day. Teachers and students work side by side, giving teachers the opportunity to observe how students respond to activities and allowing students to develop their own knowledge and leadership skills. Workshop content and activities feature current CU research and support the Colorado Academic Standards. Science Explorers is a unique professional development program for 5th to 8th grade teachers offering daylong, activity-based science workshops for teams composed of a teacher and five students. Small teams rotate through three different workshops during the course of the day. Teachers and students work side by side, giving teachers the opportunity to observe how students respond to activities and allowing students to develop their own knowledge and leadership skills. Workshop content and activities feature current CU research and support the Colorado Academic Standards.

Ancient Ecosystems.

Paleo-Explorers: Dinosaurs, Fossils, and Science Explorers

In this year’s new Paleo-Explorers workshop, students will be building dinosaurs in workshops led by experts from the University of Colorado’s Museum of Natural History. This program provides teachers and their students the opportunity for extended, interactive learning experiences spread out over the entire school year.
“Over the past 10 years, we have seen the biggest bark beetle epidemic ever in history.”

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

Mitton’s tour is sponsored by the Office for University Outreach as a companion to the Learn More About Climate website, an online tool featuring the work of CU-Boulder faculty and area scientists. The website features five videos that localize climate change by pairing interviews with leading scientists and everyday Coloradans to explain how climate change is affecting our state. The site also provides resources to help teachers bring climate change education into their classrooms through teacher-developed and teacher-tested model lessons for middle and high school students. Lesson topics are based on content from the Learn More About Climate videos, including one that focuses on the pine beetle epidemic. Additional climate information and online tools are also available for teachers and students to explore. Visit LearnMoreAboutClimate.colorado.edu to view the videos and find information and resources about climate change in Colorado.

Mitton’s research interests focus on the genetics of natural populations of plants and animals. He has worked on marine and freshwater mussels, killifish, trout, mistletoe, bark beetles, pines, aspen, and spruce. Mitton writes a biweekly column for the Boulder Daily Camera entitled “Natural Selection,” in which he describes the natural history and ecological interactions of plants and animals in Colorado.

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

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

REACHING OFF CAMPUS AND INTO COMMUNITIES

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

The mountain pine beetle is in the midst of its largest epidemic in recorded history. The geographic infestation extends thousands of miles, from New Mexico to the Yukon Territory. Mitton is visiting a number of Colorado communities where he offers free public presentations and school programs on the life history of pine beetles and describe the struggle between attacking beetles and trees. In addition to describing how tiny beetles can kill immense trees, Mitton discusses the role climate change has played in creating the epidemic. Small shifts in climate have expanded the geographic range in which pine beetles can thrive and have extended their life cycle from one generation per year to two.

Mitton also explains a surge in the populations of beetle predators, offering some hope for Colorado’s pine forests. Mitton started as an assistant professor in the CU-Boulder Department of Ecology and Evolutionary Biology in 1974, where he is now professor. Mitton’s research interests focus on the genetics of natural populations of plants and animals. He has worked on marine and freshwater mussels, killifish, trout, mistletoe, bark beetles, pines, aspen, and spruce. Mitton writes a biweekly column for the Boulder Daily Camera entitled “Natural Selection,” in which he describes the natural history and ecological interactions of plants and animals in Colorado.
Registration begins November 1

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incredible opportunity FIRST  brings to you.

that will challenge and inspire your thinking. Take advantage of the wealth of experience, knowledge, and perspective to the classroom.

the Boulder campus this summer. These renowned scholars bring a

Learn from prestigious, world-class faculty that will be teaching on

Session a unique learning experience.

teachers and other professionals makes Summer Session an

across the country, high school students, and institutions that have a critical mass of students from CU and institutions and sought-after courses are offered. The diverse summer community. Many of CU's most popular

major or minor requirements, and be part of our/summer community. Many of CU's most popular and sought-after courses are offered. The diverse population of students from CU and institutions across the country, high school students, and teachers and other professionals makes Summer Session a unique learning experience.

Special offerings during Summer Session include:

FIRST (Faculty-in-Residence Summer Term)

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

Maymester (May 9 – 26)

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

Featured Classes

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

Online Classes

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

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

ACCESS Program

(Available Credit Courses for Eligible Special Students)

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

We are currently accepting applications for the spring 2011 semester. Registration begins Friday, January 7, and classes begin Monday, January 10. Call 303-735-5456 for more information or visit conted.colorado.edu/access. If you need academic or financial aid advising or career counseling, visit conted.colorado.edu/student-resources to set up a telephone or in-person appointment.

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

High School Concurrent Program

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

During the fall and spring semesters, high school juniors and seniors enrolled in eligible courses through the ACCESS (Available Credit Courses for Eligible Special Students) program may request tuition reimbursement from their school district under the Post Secondary Enrollment Options Act. You must notify your counselor of your intent to enroll at least two months prior to the beginning of the term.

Call 303-735-5456 for an application and more information or visit conted.colorado.edu/highschool.

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

Finishing Your Degree at CU

Completing a degree is a very unique experience for each person. Whether you began your degree at CU years ago, or are hoping to complete a degree started elsewhere, we have a friendly staff who understands the challenges of balancing school, work, family...life. Let our academic advisors help you create a plan to meet your needs, making the most of the abundant programs and resources that the university has to offer. Schedule an in-person or telephone appointment at conted.colorado.edu/student-resources to discuss your options at CU.
To discover a career passion? Begin to identify who you are through your interests, values, skills, strengths, and personality type, in addition to exploring how this information relates to a career. We will integrate various methods for self-assessment and tracking career passions. This hands-on class will assist you in finding a career direction that will bring job satisfaction, whether you are making a career change or just beginning to enter the job market. After the class you will have access to the Continuing Education career advisor.

Dakota Smith, LCSW is a Career Advisor at Continuing Education and Professional Studies. She has been counseling job seekers and changing for over 14 years.

Section 500: Tuesdays, February 1, 15, 3, 7:30-10:30 pm, Continuing Education 240, 4 sessions, $475.

GRE Prep: Verbal/Analytical Writing NC 1010

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

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

Section 500: Mondays and Wednesdays, February 23-March 6, 6-8:30 pm, Hallrooms 141, 7 sessions. $190.

AboveAverage: 720+ Strategy Session NC 3010

Join AboveAverage to explore strategies that others have used to score 720+ on the GRE. Come together with other students who are aiming for a top score on the GRE this fall. This course will cover all the strategies that you need to know to be successful on test day. This course is limited to 18 students, and enrollment will be on a first-come, first-served basis.

Section 500: Tuesdays, February 5, 12, March 5, 12, 6-9 pm, Hallrooms 141, 4 sessions. $475.
CU ON THE WEEKEND

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

See pages 4–6 for more details.

Saturday, February 12
The Zombie Renaissance

Saturday, February 19
Diving for the Ancient Past – Underwater Archaeological Vignettes From the Mediterranean Sea

Saturday, February 26
Who Causes Third World Underdevelopment? The West, the South, or Mother Nature?

Saturday, March 5
There’s No Business Like Show Business

Saturday, March 12
Picasso and World War II – A Question of Patriotism?

Saturday, April 9
Baseball and the American Dream in History

Saturday, April 16
Understanding the Age of Oprah: Where Popular Culture Meets History and Politics