CONTINUING EDUCATION
What have you always wanted to express... passion, beauty, your creativity?

We offer an incredible range of course options to help you pursue your passion or discover a new one. With the flexibility of daytime, evening, and online courses, there's no reason to wait any longer.

**Achieve your dream today. Visit achieve.colorado.edu**
19  Post-Baccalaureate
Pre-Medical Program

25  Additional Credit Programs
• ACCESS (Available Credit Courses for Eligible Special Students)
• High School Concurrent

26  Summer Session

27  CU Complete

36  Student Resources and Registration Information

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

8  Independent Learning
Online University of Colorado credit courses — an excellent solution for disciplined independent learners.

20  CU on the Weekend
Weekend courses highlighting CU-Boulder faculty research and creative work.

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

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

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

34  Outreach
Projects highlighting faculty research, creative work, and teaching aimed at audiences outside the university community.
“My goal is to make Spanish something my students can feel comfortable with from the beginning; I don’t want them to see it as another far off goal.”

“I hope that my class is dynamic, interesting, and relevant to my students’ lives,” says Courtney, who is also a Language Technology Specialist at CU. “I struggled to learn Spanish, but I kept with it because of my personal interest in the culture and politics of the Spanish-speaking world, and my desire to travel. This is the kind of real-world connection I want my students enabled to make for themselves.”

T A K E C R E D I T F O R L E A R N I N G

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.

Eligibility

All you need is a high school diploma or GED. Individuals with University of Colorado service indicators (financial holds) 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 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](http://www.fafsa.ed.gov) or the College Opportunity Fund (COF) application at [cof.college-assist.org](http://cof.college-assist.org)

3. Download the PDF at [registrar.colorado.edu/students/pdf/affidavit_verifying_citizenship.pdf](http://registrar.colorado.edu/students/pdf/affidavit_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 out-of-state tuition.

Adding and/or Dropping Courses
Complete information on enrolling and dropping, along with deadlines, can be found on page 4. 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 4), you may be administratively dropped. Check with your instructor or contact Continuing Education 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.

In-state tuition
$278 per credit hour

Out-of-state tuition
Three credits or less is $1,085 per credit hour
Four or more credits is $14,976

The Division will charge the in-state 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 5-7. 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

November 5: Boulder Evening online registration through MyCUInfo begins 7 am–midnight. Registration is also available by mail, fax, or in person at the Division of Continuing Education, 1505 University, 8 am–5 pm Monday through Friday.

January 21: University closed.

January 22: Full Session classes begin.

January 25: Deadline to apply for Nontraditional Student Scholarship.

January 29: 11:59 pm deadline to enroll online using MyCUInfo (5 pm deadline in person) in Full Session classes or add your name to a wait list.

February 1: Deadline to petition for in-state tuition classification for Full Session classes.

February 5: 11:59 pm deadline to request pass/fail status for Full Session classes or drop with a 100% refund.

11:59 pm deadline for Business, Education, Engineering, Environmental Design, and Music degree students to drop Full Session classes online using MyCUInfo (5 pm deadline in person) 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.

February 6: Instructor’s signature required to withdraw from Full Session classes.

Tuition for Full Session classes due.

February 19: 5 pm deadline to withdraw from Full Session classes with a 60% refund.*

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

March 6: Petition required to add Full Session classes. Petition forms documenting extenuating circumstances are available at Continuing Education.


April 7: 5 pm deadline for Arts and Sciences degree students and nondegree students to withdraw from Full Session classes without signatures.

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

April 30–May 9: Last day of classes and final exams for Full Session.

SESSION 1

November 5: Boulder Evening online registration through MyCUInfo begins 7 am–midnight. Registration is also available by mail, fax, or in person at the Division of Continuing Education, 1505 University, 8 am–5 pm Monday through Friday.

January 21: University closed.

January 22: Session 1 classes begin.

January 25: Deadline to apply for Nontraditional Student Scholarship.

January 27: Deadline to petition for in-state tuition classification for Session 1 classes.

January 29: 11:59 pm deadline to enroll online using MyCUInfo (5 pm deadline in person) in Session 1 classes, add your name to a wait list, request pass/fail status, or drop with a 100% refund.

11:59 pm deadline for Business, Education, Engineering, Environmental Design, and Music degree students to drop Session 1 classes online using MyCUInfo (5 pm deadline in person) without instructor’s signature.

Withdrawals from Session 1 classes after this date will appear as a W on your academic record and must be received in writing.

January 30: Instructor’s signature required to add Session 1 classes.

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

February 6: Tuition for Session 1 due.

February 12: 5 pm deadline to withdraw from Session 1 classes with a 40% refund.*

February 13: Petition required to add Session 1 classes. Petition forms documenting extenuating circumstances are available at Continuing Education.

February 18: 5 pm deadline for Arts and Sciences degree students and nondegree students to withdraw from Session 1 classes without signatures.

February 19: Instructor’s signature and petition documenting extenuating circumstances required for Arts and Sciences degree students and nondegree students to withdraw from Session 1 classes.

March 7 and 11: Last day of classes and final exams for Session 1.

SESSION 2

November 5: Boulder Evening online registration through MyCUInfo begins 7 am–midnight. Registration is also available by mail, fax, or in person at the Division of Continuing Education, 1505 University, 8 am–5 pm Monday through Friday.

January 21: University closed.

January 25: Deadline to apply for Nontraditional Student Scholarship.

March 12: Session 2 classes begin.

March 15: Deadline to petition for in-state tuition classification for Session 2 classes.

March 19: 11:59 pm deadline to enroll online using MyCUInfo (5 pm deadline in person) in Session 2 classes, add your name to a wait list, request pass/fail status, or drop with a 100% refund.

11:59 pm deadline for Business, Education, Engineering, Environmental Design, and Music degree students to drop Session 2 classes online using MyCUInfo (5 pm deadline in person) without instructor’s signature.

Withdrawals from Session 2 classes after this date will appear as a W on your academic record and must be received in writing.

March 20: Instructor’s signature required to add Session 2 classes.


April 2: 5 pm deadline to withdraw from Session 2 classes with a 60% refund.*

April 3: Tuition for Session 2 due.

April 9: 5 pm deadline to withdraw from Session 2 classes with a 40% refund.*

April 10: Petition required to add Session 2 classes. Petition forms documenting extenuating circumstances are available at Continuing Education.

April 17: 5 pm deadline for Arts and Sciences degree students and nondegree students to withdraw from Session 2 classes without signatures.

April 18: Instructor’s signature and petition documenting extenuating circumstances required for Arts and Sciences degree students and nondegree students to withdraw from Session 2 classes.

May 2 and 6: Last day of classes and final exams for Session 2.

*All refund requests must be received in writing.
### COURSES BY START DATE

**FULL SESSION**

Tuesday and Thursday course begins January 15 and ends May 9

<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>In-state Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 1010-3</td>
<td>300</td>
<td>32362</td>
<td>5-6 pm</td>
<td>Introduction to Studio Art</td>
<td>none</td>
<td>$1,059</td>
</tr>
</tbody>
</table>

Monday courses begin January 28 and end May 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>In-state Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>*BCOR 2300-3</td>
<td>300</td>
<td>32367</td>
<td>6-8 pm</td>
<td>Adding Value with Management</td>
<td>business core</td>
<td>$834</td>
</tr>
<tr>
<td>*CLAS 1051-3</td>
<td>300</td>
<td>32370</td>
<td>6:30-8:30 pm</td>
<td>The World of the Ancient Greeks</td>
<td>historical context</td>
<td>$834</td>
</tr>
<tr>
<td>COMM 3410-3</td>
<td>300</td>
<td>32373</td>
<td>6-9 pm</td>
<td>Intercultural Communication</td>
<td>human diversity</td>
<td>$849</td>
</tr>
<tr>
<td>EBI 1220-3</td>
<td>301</td>
<td>32438</td>
<td>6-9 pm</td>
<td>General Biology 2</td>
<td>natural science</td>
<td>$834</td>
</tr>
<tr>
<td>ENGL 3000-3</td>
<td>300</td>
<td>32390</td>
<td>6-9 pm</td>
<td>Shakespeare for Nonmajors</td>
<td>literature and the arts</td>
<td>$834</td>
</tr>
<tr>
<td>*GEOG 4110-3</td>
<td>300</td>
<td>32393</td>
<td>6:30-8:30 pm</td>
<td>Special Topics in Geography: World Water Today and Tomorrow</td>
<td>none</td>
<td>$834</td>
</tr>
<tr>
<td>*HIST 1025-3</td>
<td>300</td>
<td>32396</td>
<td>6-8 pm</td>
<td>History of the United States since 1865</td>
<td>United States context</td>
<td>$834</td>
</tr>
<tr>
<td>MATH 1012-3</td>
<td>300</td>
<td>32361</td>
<td>6-9 pm</td>
<td>Quantitative Reasoning and Mathematical Skills</td>
<td>quantitative reasoning and mathematical skills</td>
<td>$834</td>
</tr>
<tr>
<td>*MUS 1832-3</td>
<td>300</td>
<td>32368</td>
<td>6-8 pm</td>
<td>Appreciation of Music</td>
<td>literature and the arts</td>
<td>$834</td>
</tr>
<tr>
<td>*PHIL 1000-3</td>
<td>300</td>
<td>32377</td>
<td>6-8 pm</td>
<td>Introduction to Philosophy</td>
<td>ideals and values</td>
<td>$834</td>
</tr>
<tr>
<td>*PSCI 3054-3</td>
<td>300</td>
<td>32437</td>
<td>6-8 pm</td>
<td>American Political Thought</td>
<td>United States context</td>
<td>$834</td>
</tr>
<tr>
<td>*PSY 1021-3</td>
<td>300</td>
<td>32395</td>
<td>6-8 pm</td>
<td>Biological Psychology 1</td>
<td>natural science</td>
<td>$834</td>
</tr>
<tr>
<td>*PSYC 4456-3</td>
<td>300</td>
<td>36912</td>
<td>6-8 pm</td>
<td>Psychology of Personality</td>
<td>none</td>
<td>$834</td>
</tr>
<tr>
<td>*SOCY 2061-3</td>
<td>300</td>
<td>32407</td>
<td>6-8:30 pm</td>
<td>Introduction to Social Statistics</td>
<td>none</td>
<td>$834</td>
</tr>
<tr>
<td>*SPAN 2110-3</td>
<td>300</td>
<td>32413</td>
<td>6-8 pm</td>
<td>Second-Year Spanish 1</td>
<td>foreign language</td>
<td>$854</td>
</tr>
<tr>
<td>THT 1000-3</td>
<td>300</td>
<td>32414</td>
<td>6-9 pm</td>
<td>Introduction to Theatre</td>
<td>literature and the arts</td>
<td>$879</td>
</tr>
<tr>
<td>*WRIDG 3020-3</td>
<td>301</td>
<td>32417</td>
<td>7-7:30 pm</td>
<td>Topics in Writing: Best American Essays</td>
<td>written communication</td>
<td>$844</td>
</tr>
</tbody>
</table>

Monday and Wednesday courses begin January 23 and end May 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>In-state Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>*SPAN 1010-5</td>
<td>300</td>
<td>32411</td>
<td>5:30-7:30 pm</td>
<td>Beginning Spanish 1</td>
<td>foreign language</td>
<td>$1,410</td>
</tr>
<tr>
<td>*SPAN 1020-5</td>
<td>300</td>
<td>32412</td>
<td>6-8 pm</td>
<td>Beginning Spanish 2</td>
<td>foreign language</td>
<td>$1,410</td>
</tr>
</tbody>
</table>

Tuesday courses begin January 22 and end April 30

<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>In-state Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ANTH 2020-3</td>
<td>300</td>
<td>32431</td>
<td>6:30-8:30 pm</td>
<td>Introduction to Physical Anthropology 2</td>
<td>natural science</td>
<td>$834</td>
</tr>
<tr>
<td>ARTH 1300-3</td>
<td>300</td>
<td>32390</td>
<td>6-9 pm</td>
<td>History of World Art 1</td>
<td>literature and the arts</td>
<td>$909</td>
</tr>
<tr>
<td>BCCOR 1010-3</td>
<td>300</td>
<td>32365</td>
<td>6-9 pm</td>
<td>Introduction to Business</td>
<td>business core</td>
<td>$834</td>
</tr>
<tr>
<td>COMM 1300-3</td>
<td>300</td>
<td>32372</td>
<td>6-9 pm</td>
<td>Public Speaking</td>
<td>none</td>
<td>$849</td>
</tr>
<tr>
<td>*ECON 2010-4</td>
<td>300</td>
<td>32374</td>
<td>6-8 pm</td>
<td>Principles of Microeconomics</td>
<td>contemporary societies</td>
<td>$1,112</td>
</tr>
<tr>
<td>FILM 3002-3</td>
<td>300</td>
<td>32393</td>
<td>6-9 pm</td>
<td>Major Film Movements: Rock &amp; Roll in Film</td>
<td>none</td>
<td>$919</td>
</tr>
<tr>
<td>*GEOG 1992-3</td>
<td>300</td>
<td>32390</td>
<td>6-8 pm</td>
<td>Human Geographies</td>
<td>none</td>
<td>$834</td>
</tr>
<tr>
<td>*PHI 2420-3</td>
<td>300</td>
<td>32398</td>
<td>6-8 pm</td>
<td>Nutrition for Health and Performance</td>
<td>natural science</td>
<td>$834</td>
</tr>
<tr>
<td>*MATH 2510-3</td>
<td>300</td>
<td>32366</td>
<td>6-8 pm</td>
<td>Introduction to Statistics</td>
<td>none</td>
<td>$834</td>
</tr>
</tbody>
</table>

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

*A portion of this course will be taught online.
### COURSES BY START DATE (continued)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Hours</th>
<th>Sec.</th>
<th>Class No.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>In-state Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUCL 2852-3</td>
<td>300</td>
<td>32375</td>
<td>6-9 pm</td>
<td>Music of the Rock Era</td>
<td>history and the arts</td>
<td>$869</td>
<td></td>
</tr>
<tr>
<td>*PSYC 4684-3</td>
<td>300</td>
<td>32400</td>
<td>6-8 pm</td>
<td>Developmental Psychology</td>
<td>none</td>
<td>$834</td>
<td></td>
</tr>
<tr>
<td>SOCY 4024-3</td>
<td>300</td>
<td>32409</td>
<td>6:15-9:15 pm</td>
<td>Juvenile Delinquency</td>
<td>contemporary societies</td>
<td>$834</td>
<td></td>
</tr>
<tr>
<td>SOCY 4131-3</td>
<td>300</td>
<td>32410</td>
<td>6-9 pm</td>
<td>Advanced Topics in Sociology: Visual Sociology</td>
<td>none</td>
<td>$834</td>
<td></td>
</tr>
<tr>
<td>*WRTG 1150-3</td>
<td>301</td>
<td>34699</td>
<td>6-8 pm</td>
<td>First-Year Writing and Rhetoric</td>
<td>written communication</td>
<td>$844</td>
<td></td>
</tr>
<tr>
<td>*WRTG 3020-3</td>
<td>302</td>
<td>32418</td>
<td>6-7:30 pm</td>
<td>Topics in Writing: Language, Power, Perception</td>
<td>written communication</td>
<td>$844</td>
<td></td>
</tr>
</tbody>
</table>

### Tuesday and Thursday courses begin January 22 and end May 2

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Hours</th>
<th>Sec.</th>
<th>Class No.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>In-state Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 1875-3</td>
<td>300</td>
<td>32364</td>
<td>6-9 pm</td>
<td>Ceramics for Non-Majors</td>
<td>none</td>
<td>$1,059</td>
<td></td>
</tr>
<tr>
<td>MATH 1300-5</td>
<td>300</td>
<td>32383</td>
<td>6-8:30 pm</td>
<td>Calculus 1</td>
<td>quantitative reasoning and mathematical skills</td>
<td>$1,390</td>
<td></td>
</tr>
</tbody>
</table>

### Wednesday courses begin January 23 and end May 1

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Hours</th>
<th>Sec.</th>
<th>Class No.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>In-state Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>*CLAS 1061-3</td>
<td>300</td>
<td>32371</td>
<td>6-8 pm</td>
<td>The Rise and Fall of Ancient Rome</td>
<td>historical context</td>
<td>$834</td>
<td></td>
</tr>
<tr>
<td>*EBIO 1220-3</td>
<td>302</td>
<td>32439</td>
<td>6-8 pm</td>
<td>General Biology 2</td>
<td>natural science</td>
<td>$834</td>
<td></td>
</tr>
<tr>
<td>*ECON 2020-4</td>
<td>300</td>
<td>32376</td>
<td>6-9 pm</td>
<td>Principles of Macroeconomics</td>
<td>contemporary societies</td>
<td>$1,112</td>
<td></td>
</tr>
<tr>
<td>ENGL 1191-3</td>
<td>300</td>
<td>32378</td>
<td>6:30-9:30 pm</td>
<td>Introduction to Creative Writing</td>
<td>none</td>
<td>$834</td>
<td></td>
</tr>
<tr>
<td>*ENGL 3000-3</td>
<td>301</td>
<td>34842</td>
<td>6-8 pm</td>
<td>Shakespeare for Nonmajors</td>
<td>literature and the arts</td>
<td>$834</td>
<td></td>
</tr>
<tr>
<td>ENGL 3060-3</td>
<td>300</td>
<td>32383</td>
<td>6-9 pm</td>
<td>Modern and Contemporary Literature for Nonmajors</td>
<td>literature and the arts</td>
<td>$834</td>
<td></td>
</tr>
<tr>
<td>*ENGL 3164-3</td>
<td>300</td>
<td>32384</td>
<td>6-8 pm</td>
<td>History and Literature of Georgian England</td>
<td>historical context</td>
<td>$834</td>
<td></td>
</tr>
<tr>
<td>GEOG 1982-3</td>
<td>300</td>
<td>32389</td>
<td>6-9 pm</td>
<td>World Regional Geography</td>
<td>none</td>
<td>$834</td>
<td></td>
</tr>
<tr>
<td>GEOG 3251-3</td>
<td>300</td>
<td>32392</td>
<td>6-9 pm</td>
<td>Mountain Geography</td>
<td>none</td>
<td>$834</td>
<td></td>
</tr>
<tr>
<td>*PHYS 2420-3</td>
<td>302</td>
<td>32399</td>
<td>6-8 pm</td>
<td>Nutrition for Health and Performance</td>
<td>natural science</td>
<td>$834</td>
<td></td>
</tr>
<tr>
<td>*PHIL 1600-3</td>
<td>300</td>
<td>32381</td>
<td>6-8 pm</td>
<td>Philosophy and Religion</td>
<td>ideals and values</td>
<td>$834</td>
<td></td>
</tr>
<tr>
<td>*PSY 2223-3</td>
<td>300</td>
<td>32387</td>
<td>5:30-8:30 pm</td>
<td>Introduction to International Relations</td>
<td>contemporary societies</td>
<td>$834</td>
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</tr>
<tr>
<td>PSYC 1001-3</td>
<td>300</td>
<td>32391</td>
<td>6:30-9:30 pm</td>
<td>General Psychology</td>
<td>none</td>
<td>$834</td>
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</tr>
<tr>
<td>*RLST 2500-3</td>
<td>300</td>
<td>32402</td>
<td>6-8 pm</td>
<td>Religions in the United States</td>
<td>United States context or ideals and values</td>
<td>$834</td>
<td></td>
</tr>
</tbody>
</table>

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**Zoe Hudson**

Intro to Studio Art

“I’ve been into painting and sketching since I was really young. I took this class to expand my horizons and my experience with different media. I’ve learned a lot about new techniques and materials and have been able to express my creativity in ways I did not know I could before. It has been a really interesting and neat experience.”
### COURSES BY START DATE

<table>
<thead>
<tr>
<th>Course No.–Sec.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>In-state Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 3000-3</td>
<td>6:30-8:30 pm</td>
<td>Primate Behavior</td>
<td>natural science</td>
<td>$834</td>
</tr>
<tr>
<td>ENGL 1600-3</td>
<td>6:9 pm</td>
<td>Masterpieces of American Literature</td>
<td>literature and the arts</td>
<td>$834</td>
</tr>
<tr>
<td>HIST 1020-3</td>
<td>6:9 pm</td>
<td>Western Civilization 2: 16th Century to the Present</td>
<td>historical context</td>
<td>$834</td>
</tr>
<tr>
<td>JOUR 4272-3</td>
<td>6:8 pm</td>
<td>Principles of Public Relations</td>
<td>none</td>
<td>$834</td>
</tr>
<tr>
<td>MATH 1011-1</td>
<td>6:8 pm</td>
<td>Fundamentals and Techniques of College Algebra</td>
<td>quantitative reasoning and mathematical skills</td>
<td>$834</td>
</tr>
<tr>
<td>MUFL 1277-3</td>
<td>6:8 pm</td>
<td>World Music</td>
<td>human diversity</td>
<td>$869</td>
</tr>
<tr>
<td>PHIL 1100-3</td>
<td>6:8 pm</td>
<td>Ethics</td>
<td>ideals and values</td>
<td>$834</td>
</tr>
<tr>
<td>PSYC 2145-3</td>
<td>6:8 pm</td>
<td>Introductory Cognitive Psychology</td>
<td>none</td>
<td>$834</td>
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<tr>
<td>SOCY 2031-3</td>
<td>7:9 pm</td>
<td>Social Problems</td>
<td>ideals and values</td>
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<td>SOCY 3151-3</td>
<td>7:9 pm</td>
<td>Self in Modern Society</td>
<td>United States context or ideals and values</td>
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### SESSION 1

#### Monday and Wednesday course begins January 23 and ends March 11

<table>
<thead>
<tr>
<th>Course No.–Sec.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>In-state Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI 1101-3</td>
<td>6:8 pm</td>
<td>The American Political System</td>
<td>contemporary societies or United States context</td>
<td>$834</td>
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#### Tuesday and Thursday courses begin January 22 and end March 7

<table>
<thead>
<tr>
<th>Course No.–Sec.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>In-state Tuition</th>
</tr>
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<tbody>
<tr>
<td>GEG1 1001-4</td>
<td>6:8 pm</td>
<td>Environmental Systems 1: Climate and Vegetation</td>
<td>natural science</td>
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<tr>
<td>RLST 3000-3</td>
<td>6:8 pm</td>
<td>Christian Traditions</td>
<td>historical context</td>
<td>$834</td>
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### SESSION 2

#### Monday and Wednesday courses begin March 13 and end May 6

<table>
<thead>
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<th>Course No.–Sec.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>In-state Tuition</th>
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</thead>
<tbody>
<tr>
<td>CLAS 1140-3</td>
<td>6:9 pm</td>
<td>Bread and Circuses: Society and Culture in the Roman World</td>
<td>historical context</td>
<td>$834</td>
</tr>
<tr>
<td>PSCI 2004-3</td>
<td>6:8 pm</td>
<td>Survey of Western Political Thought</td>
<td>ideals and values</td>
<td>$834</td>
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</table>

#### Tuesdays and Thursday courses begin March 12 and end May 2

<table>
<thead>
<tr>
<th>Course No.–Sec.</th>
<th>Times</th>
<th>Course Title</th>
<th>Core</th>
<th>In-state Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 3080-3</td>
<td>6:30-9:30 pm</td>
<td>Modern and Contemporary Literature for Nonmajors</td>
<td>literature and the arts</td>
<td>$834</td>
</tr>
<tr>
<td>GEG1 1011-4</td>
<td>6:8 pm</td>
<td>Environmental Systems 2: Landscapes and Water</td>
<td>natural science</td>
<td>$1,112</td>
</tr>
</tbody>
</table>

Course descriptions are available at [contecd.colorado.edu/evening](http://contecd.colorado.edu/evening)

*A portion of this course will be taught online.
“I want to inspire students to be critical receivers of the persuasive appeals and arguments they encounter daily, and show them how to create persuasive appeals and arguments that are ethical, effective, and sound.”

“This is a very interactive class,” says Kathleen. “We start with a basis in theory, and then look at ways to apply that theory and see how it works in the real world. For example, students create a persuasive appeal about an issue of their choice and then analyze their own work, talking about what strategies they employed and why.”

THE ULTIMATE IN FLEXIBILITY WITH CU QUALITY.

You call the shots – by deciding when, where, and how you learn. Independent Learning lets you start your study any time of the year. You can complete courses over the Internet; choose from self-paced classes that you complete according to your calendar; or term-based classes that follow the semester calendar. Online classes allow rich interaction with your instructor and other students.

Think of the possibilities. You can earn extra credit toward your degree, enhance and develop your job skills, prepare for a career change, or just satisfy your curiosity – all at your own convenience.
So, it’s up to you to challenge yourself and to decide how you want to take a course. Complete course descriptions and additional information are available at conted.colorado.edu/independent or call 303-492-5148.

If you are considering applying to CU-Boulder as a degree student in the future, meet with a Continuing Education academic advisor to learn about your academic options. We want to help you be successful at the University of Colorado and meet your academic goals. Requirements for admission vary by your status (freshman, transfer, second degree student), so set up an academic advising appointment before you enroll 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. 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 two 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.

**Independent Learning also offers:**

- **Applied Music**
Private and small group for-credit music instruction with the Applied Music program (see pages 16-17). (**Faculty and Staff Discounts**

- **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).

- **Youth Piano Program**
Group classes or private lessons for youth ages 6 to 17 years (see page 15).
TERM-BASED ONLINE COURSES

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

TERM-BASED COURSES BY START DATE

<table>
<thead>
<tr>
<th>Course No.–Hours</th>
<th>Section</th>
<th>Class No.</th>
<th>Course Title</th>
<th>Core</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 2010-3</td>
<td>581</td>
<td>32261</td>
<td>Introduction to Physical Anthropology 1</td>
<td>natural science</td>
<td>$1,029</td>
</tr>
<tr>
<td>ATLS 3519-3</td>
<td>581</td>
<td>32265</td>
<td>Special Topics in Technology, Arts, and Media: Universal Media Design</td>
<td>none</td>
<td>$1,029</td>
</tr>
<tr>
<td>NCTM 3519</td>
<td>581</td>
<td>32420</td>
<td>Universal Media Design (noncredit)</td>
<td>none</td>
<td>$625</td>
</tr>
<tr>
<td>COMM 2400-3</td>
<td>581</td>
<td>32274</td>
<td>Discourse, Culture, and Identities</td>
<td>human diversity</td>
<td>$1,029</td>
</tr>
<tr>
<td>COMM 2500-3</td>
<td>581</td>
<td>32275</td>
<td>Interpersonal Communication</td>
<td>none</td>
<td>$1,029</td>
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<tr>
<td>COMM 3310-3</td>
<td>581</td>
<td>32277</td>
<td>Principles and Practices of Argumentation</td>
<td>none</td>
<td>$1,029</td>
</tr>
<tr>
<td>COMM 3320-3</td>
<td>581</td>
<td>32281</td>
<td>Persuasion in Society</td>
<td>none</td>
<td>$1,029</td>
</tr>
<tr>
<td>COMM 3610-3</td>
<td>581</td>
<td>32283</td>
<td>Communication, Technology, and Society</td>
<td>none</td>
<td>$1,029</td>
</tr>
<tr>
<td>EBO 1212-3</td>
<td>581</td>
<td>32288</td>
<td>General Biology 1</td>
<td>natural science</td>
<td>$1,029</td>
</tr>
<tr>
<td>ENGL 1600-3</td>
<td>581</td>
<td>32292</td>
<td>Masterpieces of American Literature</td>
<td>literature and the arts</td>
<td>$1,029</td>
</tr>
<tr>
<td>ENGL 1800-3</td>
<td>581</td>
<td>32295</td>
<td>American Ethnic Literatures</td>
<td>human diversity</td>
<td>$1,029</td>
</tr>
<tr>
<td>ENGL 2036-3</td>
<td>581</td>
<td>32298</td>
<td>Introduction to Digital Media in the Humanities</td>
<td>none</td>
<td>$1,029</td>
</tr>
<tr>
<td>ENGL 3000-3</td>
<td>581</td>
<td>32303</td>
<td>Shakespeare for Nonmajors</td>
<td>literature and the arts</td>
<td>$1,029</td>
</tr>
<tr>
<td>ENGL 3000-3</td>
<td>582</td>
<td>32304</td>
<td>Shakespeare for Nonmajors</td>
<td>literature and the arts</td>
<td>$1,029</td>
</tr>
<tr>
<td>ENGL 3060-3</td>
<td>581</td>
<td>32309</td>
<td>Modern and Contemporary Literature for Nonmajors</td>
<td>literature and the arts</td>
<td>$1,029</td>
</tr>
<tr>
<td>ENGL 3060-3</td>
<td>582</td>
<td>32310</td>
<td>Modern and Contemporary Literature for Nonmajors</td>
<td>literature and the arts</td>
<td>$1,029</td>
</tr>
<tr>
<td>ENGL 3246-3</td>
<td>581</td>
<td>32334</td>
<td>Topics in Popular Culture: Literature of the American West</td>
<td>none</td>
<td>$1,029</td>
</tr>
<tr>
<td>ENGL 3267-3</td>
<td>581</td>
<td>32335</td>
<td>Women Writers</td>
<td>none</td>
<td>$1,029</td>
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</tbody>
</table>

IMPORTANT DATES FOR TERM-BASED ONLINE COURSES

Spring 2013

<table>
<thead>
<tr>
<th>Session IL 3 (14 weeks)</th>
<th>Session IL 4 (5/10 weeks)</th>
<th>Session IL 1 (7 weeks)</th>
<th>Session IL 2 (5/7 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Begins</td>
<td>November 5</td>
<td>November 5</td>
<td>November 5</td>
</tr>
<tr>
<td>Course Begins</td>
<td>January 22</td>
<td>February 4</td>
<td>January 22</td>
</tr>
<tr>
<td>11:59 pm deadline to enroll online using MyCUInfo (5 pm deadline in person) or add your name to a wait list</td>
<td>January 29</td>
<td>February 11</td>
<td>January 29</td>
</tr>
<tr>
<td>11:59 pm deadline to request pass/fail or drop online using MyCUInfo (5 pm deadline in person) with a 100% refund *</td>
<td>February 5</td>
<td>February 11</td>
<td>January 29</td>
</tr>
<tr>
<td>5 pm deadline to withdraw with a 60% refund</td>
<td>February 19</td>
<td>February 18</td>
<td>February 5</td>
</tr>
<tr>
<td>Tuition Due</td>
<td>February 6</td>
<td>February 6</td>
<td>February 6</td>
</tr>
<tr>
<td>5 pm deadline to withdraw with a 40% refund</td>
<td>March 5</td>
<td>February 25</td>
<td>February 12</td>
</tr>
<tr>
<td>5 pm deadline for Arts and Sciences degree students and nondegree students to withdraw from classes without any signatures</td>
<td>April 7</td>
<td>5 week: March 1</td>
<td>5 week: April 12</td>
</tr>
<tr>
<td>Course Ends</td>
<td>May 3</td>
<td>5 week: March 8</td>
<td>5 week: April 12</td>
</tr>
</tbody>
</table>

* 11:59 pm deadline for Business, Education, Engineering, Environmental Design, Journalism, and Music degree students to drop without instructor’s signature. Withdrawals from classes after this date will appear as a W on your academic record and must be received in writing.

† Petition required to add classes after this date. Petition Forms documenting extenuating circumstances are available at Continuing Education.
## Course No.–Hours  Section  Class No.  Course Title  Core  Tuition

ENGL 3563-3  581  32336  Early Shakespeare  none  $1,029

ENGL 3665-3  581  32337  American Literature after 1860  none  $1,029

ENGL 4245-3  581  32338  American Novel 2  none  $1,029

FILM 1002-3  581  32339  Film Analysis for Non-Majors  none  $1,114

GEOG 1001-4  581  32340  Environmental Systems 1: Climate and Vegetation  natural science  $1,372

GEOG 1011-4  581  32341  Environmental Systems 2: Landscapes and Water  natural science  $1,372

GEOG 1992-3  581  33757  Human Geographies  none  $1,029

GEOG 4501-3  581  32342  Water Resources and Water Management of Western United States  none  $1,029

GEOG 5501-3  581  32343  Water Resources and Water Management of Western United States  none  $1,225

GEOL 1010-3  581  32344  Introduction to Geology  natural science  $1,029

HIST 1010-3  581  32345  Western Civilization 1: From Antiquity to the 16th Century  historical context  $1,029

HIST 1015-3  581  32346  History of the United States to 1865  United States context  $1,029

HIST 1020-3  581  32347  Western Civilization 2: 16th Century to the Present  historical context  $1,029

HIST 1025-3  581  32348  History of the United States since 1865  United States context  $1,029

HIST 1123-3  581  32349  Introduction to British History since 1660  historical context  $1,029

HIST 2100-3  581  32350  Revolution in History: Haitian Revolution of 1791-1804  historical context  $1,029

IPHY 2420-3  581  32351  Nutrition for Health and Performance  natural science  $1,029

IPHY 2420-3  582  32352  Nutrition for Health and Performance  natural science  $1,029

JOUR 1001-3  581  35518  Contemporary Media Analysis  none  $1,029

JOUR 4301-3  581  32354  Media Ethics  none  $1,029

JOUR 4651-3  581  32356  Media Law  none  $1,029

JOUR 5301-3  581  32355  Media Ethics  none  $1,225

MATH 1011-3  581  32359  Fundamentals and Techniques of College Algebra  quantitative reasoning and mathematical skills  $1,029

MATH 1012-3  581  32362  Quantitative Reasoning and Mathematical Skills  quantitative reasoning and mathematical skills  $1,029

MATH 1071-3  581  32364  Finite Mathematics for Social Science and Business  quantitative reasoning and mathematical skills  $1,029

MATH 1081-3  581  32366  Calculus for Social Science and Business  quantitative reasoning and mathematical skills  $1,029

MATH 1150-4  581  32367  Precalculus Mathematics  quantitative reasoning and mathematical skills  $1,372

MATH 2510-3  581  32369  Introduction to Statistics  none  $1,029

MUEL 1081-3  581  32273  Basic Music Theory  none  $1,029

MUEL 2752-3  581  32276  Music in American Culture  United States context  $1,029

NRSC 4032-3  581  32270  Neurobiology of Learning and Memory  none  $1,029

NRSC 5032-3  581  32272  Neurobiology of Learning and Memory  none  $1,229

PHIL 1000-3  581  32280  Introduction to Philosophy  ideals and values  $1,029

PHIL 1200-3  581  35104  Philosophy and Society  ideals and values or United States context  $1,029

PHIL 1400-3  581  32284  Philosophy and the Sciences  natural science  $1,029

PHIL 2390-3  581  32285  Philosophy and Psychology  none  $1,029

PHIL 3140-3  581  32286  Environmental Ethics  ideals and values  $1,029

PHIL 3180-3  581  32287  Critical Thinking: Contemporary Topics  none  $1,029

PSCI 1101-3  581  32289  The American Political System  contemporary societies or United States context  $1,029

PSCI 2012-3  581  32291  Introduction to Comparative Politics  contemporary societies  $1,029

PSCI 2196-3  581  32393  Introduction to Public Policy Analysis  none  $1,029

PSCI 2223-3  581  32294  Introduction to International Relations  contemporary societies  $1,029

PSCI 3163-3  581  32296  American Foreign Policy  United States context  $1,029

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**Course descriptions are available at**

[conted.colorado.edu/independent](conted.colorado.edu/independent)
<table>
<thead>
<tr>
<th>Session IL 3 – 14 weeks: January 22 – May 3 (continued)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>PSYC 3101-4 581</td>
<td>3209</td>
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<tr>
<td>SLHS 5032-3 581</td>
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<td>SLHS 5930-4 581</td>
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<td>SOCY 1021-3 581</td>
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<td>WRTG 3040-3 583</td>
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<table>
<thead>
<tr>
<th>Session IL 1 – 7 weeks: January 22 – March 8</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ATOC 1050-3 581</td>
<td>32268</td>
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<thead>
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</thead>
<tbody>
<tr>
<td>WRTG 3090-1 581</td>
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<table>
<thead>
<tr>
<th>Session IL 4 – 10 weeks: February 4 – April 19</th>
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</thead>
<tbody>
<tr>
<td>ENGL 1500-3 581</td>
<td>32290</td>
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<td>PHIL 1000-3 582</td>
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</table>

Course descriptions are available at conted.colorado.edu/independent
I’m a full-time student and I also work for Continuing Education. This experience helped me understand the options available to me to pursue my degree on campus. Over the summer, I took a self-paced online class that allowed me to knock off one of my prerequisites. I liked it a lot. I wish I had known about this option earlier in my college career.”
Lilia Rabia
Learning Assistant for Calculus for non-majors

“I facilitate online weekly discussions among the students to get them interacting with one another, solving problems together, and building off of each other’s thoughts and ideas. I think that interaction around real-world examples helps them gain a better understanding of the concepts they are learning in class. It is really interesting to see how much students can learn from each other in an online setting.”
## INDEPENDENT LEARNING

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

<table>
<thead>
<tr>
<th>Course No.–Hours</th>
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<td>Family and Society</td>
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</table>

Registration begins November 5 • See the Student Services section on page 36 for more details
APPLIED MUSIC PROGRAM

The Applied Music Program allows students to earn 2 hours of CU credit while receiving private or group music lessons. All Applied Music instructors are professional musicians and experienced teachers in the CU-Boulder College of Music. Students must furnish their own instruments, except piano and drum set. Styles include classical, jazz, and rock.

Instruction begins the week of February 4. You will receive e-mail notification of your instructor’s contact information from the Continuing Education Applied Music office.

Tuition
$608 for 2 credit hours. Nonresident students taking four (4) or more credit hours through Continuing Education may be subject to out-of-state tuition assessment.

Learn more at conted.colorado.edu/appliedmusic e-mail the applied music advisor at appmusic@colorado.edu, or call 303-492-5950.

Nick King
Piano

“I've always really liked music and wanted to learn piano. I played French horn in high school marching band and still play guitar. Classical piano is cool and I'm interested in applying what I am learning in class to other forms of music as well.”

Youth Piano Program

In cooperation with the CU-Boulder College of Music, we are offering group classes for beginners ages 6-8 and private lessons for ages 9-17 or younger students with some training. Students will learn from experienced instructors from the CU College of Music. Visit conted.colorado.edu/youthpiano for complete information.
# Independent Learning

## Applied Music Courses

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course #</th>
<th>Section #</th>
<th>Instrument</th>
<th>Meeting Times</th>
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<tbody>
<tr>
<td>MUEL</td>
<td>1145</td>
<td>801</td>
<td>Guitar</td>
<td>MW 10-10:50 am</td>
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<tr>
<td>MUEL</td>
<td>1145</td>
<td>802</td>
<td>Guitar</td>
<td>MW 12-12:50 pm</td>
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<tr>
<td>MUEL</td>
<td>1145</td>
<td>803</td>
<td>Guitar</td>
<td>MW 2-2:50 pm</td>
</tr>
<tr>
<td>MUEL</td>
<td>1145</td>
<td>804</td>
<td>Guitar</td>
<td>TR 10-10:50 pm</td>
</tr>
<tr>
<td>MUEL</td>
<td>1145</td>
<td>805</td>
<td>Guitar</td>
<td>TR 2-2:50 pm</td>
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<tr>
<td>MUEL</td>
<td>1155</td>
<td>801</td>
<td>Intermediate Guitar</td>
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<tr>
<td>MUEL</td>
<td>1416</td>
<td>801</td>
<td>Introduction to Hand Percussion</td>
<td>MW 3-3:50 pm</td>
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<tr>
<td>PMUS</td>
<td>1526</td>
<td>820</td>
<td>Digital Music Composition</td>
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<tr>
<td>PMUS</td>
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<td>820</td>
<td>Piano for Beginners</td>
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## Individual Lessons

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<th>Section #</th>
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<td>Composition</td>
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<td>1556</td>
<td>801</td>
<td>Flute</td>
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<td>PMUS</td>
<td>1566</td>
<td>801-804</td>
<td>Guitar</td>
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<td>1576</td>
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<td>PMUS</td>
<td>1596</td>
<td>801</td>
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<td>1636</td>
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<tr>
<td>PMUS</td>
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<td>1656</td>
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<td>1676</td>
<td>801</td>
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<td>PMUS</td>
<td>1686</td>
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<td>Viola</td>
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<td>801-802</td>
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<td>PMUS</td>
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</table>

For more details, visit [conted.colorado.edu/independent](http://conted.colorado.edu/independent)
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/slapa-certificate-program](http://slhs.colorado.edu/slapa-certificate-program) 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.

**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.
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, 2013 and provides the course work and support necessary to take the MCAT in Summer 2014.

Applications for the 2013 class will be accepted on a rolling basis beginning in November, 2012.

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 extensive and meaningful clinical experience in a healthcare setting such as shadowing medical professionals, volunteering with patients, or employment in a healthcare field.
• an interest in becoming a Medical Doctor, Dentist, Physical Therapist, or Pharmacist. Those seeking to become a Physician Assistant or Veterinarian may be considered.

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. Here are the courses provided in the program:

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.

Visit [premed.colorado.edu](http://premed.colorado.edu) for more information or e-mail [postbacmd@colorado.edu](mailto:postbacmd@colorado.edu).
CU on the Weekend: Jazz in the American Century

KEITH WATERS

“According to some, jazz is a reflection of

DEMOCRACY,

since there is an equality, improvisation, and
conversation that takes place in the music.

“Jazz has migrated between being popular music, expressing dominant American principles, and insider’s music, struggling with and challenging those same principles, like racism,” says Professor Waters, a jazz pianist, jazz historian, and award-winning author. “Through videos, performances, and discussion, our class explores the music itself, as well as this interaction between jazz and larger American trends and culture.”

DO SOMETHING JUST FOR YOU.

CU on the Weekend is a series of one-day classes offered by CU-Boulder faculty on Saturdays or Sundays that are free 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.

CU on the Weekend is offered with the support of the Office of the Chancellor, Office of the Provost, and the Division of Continuing Education.
CU ON THE WEEKEND

Advance Registration Required
Seating is limited. After registering, participants will receive a confirmation e-mail with a ticket attached to print out and bring for entry the day of the program.

Three Ways to Register
1) Visit continued.colorado.edu/weekend choose the class you would like to take, and click on “Register” at the end of the course description.
2) Call our registration office at 303-492-5148.
3) Visit our office at 1505 University Avenue, Boulder.

Cancellation Policy
All programs are subject to change. We will do our best to contact you in advance via e-mail to notify you of any last minute changes or cancellations.
If you are unable to attend a class, please send an e-mail to weekend@colorado.edu or call 303-492-4561.

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 the Career Exploration Workshop. See page 36 for information.
Here are some other local providers of noncredit workshops:
CU-Boulder Anderson Language Technology Center (ALTCC) for foreign language classes altccolorado.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/academics/extended-studies
CU ON THE WEEKEND
SPRING 2013

The Mind & Brain: Insights from Neuroscience
Professor Marie Banich, Psychology and Neuroscience

This course will briefly describe how the human brain is organized to support what we think and feel. In the past two decades a variety of new methods—ranging from imagery techniques for brain anatomy and function to interventions that can actually alter brain function—are providing scientists with insights into how the brain accomplishes such feats as exerting our self-will, making decisions, and falling in love. Armed with these research tools, scientists are beginning to connect the observed workings of the brain to the processes of the mind. The course will survey these topics and consider how different specialized brain regions work together as an interacting system. We will wrap up with a discussion of the implications of these findings for a variety of issues ranging from mental illness to pain to addiction.

Marie Banich is a professor of Psychology & Neuroscience at the University of Colorado Boulder, where she also serves as director of the Institute of Cognitive Science, a multi-disciplinary institute dedicated to exploring the science of the mind. Her research specializes in using brain imaging techniques to understand the neural systems that allow us to direct our attention and our actions so that we can prioritize, organize, and guide our behavior in a goal-oriented manner; abilities often referred to as “executive function.” She investigates these issues both in normal individuals as well as clinical populations, such as individuals with attention-deficit/hyperactivity disorder and adolescents with severe substance and conduct problems. She also takes a developmental perspective, examining how executive functions mature during adolescence. Her research findings have been published in leading journals, including the journal Science. In addition, she is author of a textbook, Cognitive Neuroscience, which is in its third edition. Among her other professional experiences, Professor Banich has been a member of the MacArthur Foundation network on Adolescent Development and Juvenile Justice as well as a Fulbright Senior Scholar in Verona, Italy.

Saturday, January 26, 9 am–12 pm
Location: Center for Innovation and Creativity, 1700 Exposition Drive, Room 184G, Boulder
Seating limit: 50 participants.
Advance registration required. Free and open to the public.

Mission to Mars: CU’s 2013 MAVEN Mission
Bruce Jakosky, Professor, Department of Geological Sciences, and Associate Director for Science, Laboratory for Atmospheric and Space Physics (LASP)
Bill Possel, Director, Mission Operations and Data Systems, Laboratory for Atmospheric and Space Physics (LASP)

Those curious about Mars exploration need look no farther than CU-Boulder, whose Laboratory for Atmospheric and Space Physics (LASP) is heading up the next spacecraft mission to Mars — the Mars Atmosphere and Volatile Evolution Mission (MAVEN). The mission will orbit the red planet and study the upper atmosphere of Mars as a way of finding out what the history of the atmosphere has been. This will feed directly into our understanding of the nature of the habitability of Mars by microbes and of the potential for life on Mars.

MAVEN launches on November 18, 2013 and will arrive at Mars in September 2014 after a trip of ten months. It will make observations for one Earth year and should have enough fuel on board to survive possibly many years longer. LASP is leading the mission, providing two science instruments, and carrying out science operations.

We will describe the MAVEN mission, along with other science programs that LASP is involved in. We’ll take participants on a tour of our facilities, including our spacecraft operations center and our engineering facilities.

Bruce Jakosky is Associate Director for Science at the Laboratory for Atmospheric and Space Physics, and a Professor in Geological Sciences at CU-Boulder. He is the Principal Investigator for the MAVEN mission, and also heads up CU’s Center for Astrobiology. His research involves the current state and history of the surface and atmosphere of Mars. He’s written two books on life in the universe, has co-authored a textbook on the same topic, and has written more than 100 scientific papers during his 30 years at CU-Boulder.

Bill Possel is the Director of Mission Operations and Data Systems at the Laboratory for Atmospheric and Space Physics.

Find more information about CU’s 2013 MAVEN Mission here:
lasp.colorado.edu/home/maven
LASP six years ago, Bill served in the Air Force for 27 years. He has directed space operations and space system development for NASA, Air Force, and National Reconnaissance Office missions.

Saturday, February 2, 9-11:30 am  
Location: LASP Space Technology Building, 1234 Innovation Drive, Boulder  
Seating limit: 70 participants  
Advance registration required. Free and open to the public.

Jazz in the American Century  
Keith Waters, Professor, College of Music  
The story of jazz in the 20th century is the story of its principal practitioners, including Louis Armstrong, Duke Ellington, Count Basie, Benny Goodman, Charlie Parker, John Coltrane, Miles Davis, and others. But it also reveals an ongoing dialogue with American culture, from its earliest sources in the African-American music of ragtime and the blues, its engagement with the Harlem Renaissance of the 1920s, its phenomenal popular success in the Swing Era, the counterculture status of bebop, and the challenges to American conformity with free jazz in the 1960s.

We will consider the ways that jazz styles changed and developed, the shifting status of jazz as a popular or insider’s music, and how jazz both reflected and challenged American ideals throughout the century. Pianist and CU faculty member Keith Waters will talk and demonstrate at the piano.

Keith Waters is a Professor of Music at CU-Boulder. As a jazz pianist, he has performed with James Moody, Eddie Harris, Bobby Hutcherson, Dave Liebman, Sheila Jordan, Meredith D’Ambrosia, and Chris Connor, and has played throughout the United States, Europe, and Russia. While working professionally in Washington, DC he performed frequently at Blues Alley and the Kennedy Center.


Waters is the author of the award-winning book, The Studio Recordings of the Miles Davis Quintet 1965-68, published by Oxford University Press in 2011. It was chosen by Down Beat as one of its Editor’s Picks, and won the Best of 2011 awards from both Jazz New York and the Jazz Critics Association. In addition to publishing numerous articles on topics related to jazz improvisation and analysis, Waters co-authored Jazz: The First Hundred Years, and Essentials of Jazz: The First Hundred Years, a book that is used in over 75 colleges and universities across the country.

Saturday, February 23, 9 am-12 pm  
Location: Imig Music Building, Chamber Hall  
Seating limit: 110 participants  
Advance registration required. Free and open to the public.

From Deficit to Strength: Developing New Perspectives for English Language Learners  
Kathy Escamilla, Professor, School of Education  
This class will provide both educators and lay audiences with current, evidence-based information on how students learning English acquire literacy skills. The class will cover three basic topics. 1) Current paradigms of deficits about English Language Learners and strategies for creating a more strength-based view of this same population; 2) A comprehensive model of literacy instruction for English Language Learners and a comparison of this model to current models for literacy instruction to monolingual English students; and 3) Demonstration of several strategies for English Language Learners to enhance literacy learning. The session will be interactive and participants will be invited to engage in discussions related to each topic.

A professor of education in the division of social, bilingual, and multicultural foundations, Kathy Escamilla is one of a number of leading scholars who emphasize the importance of bilingualism and biliteracy as significant and valuable goals of education. Dr. Escamilla’s research examines the ways that first language proficiency can be used to support and enhance the concurrent—but not delayed—development of English language and literacy for students that she and others now refer to as “emergent bilinguals.” She is specifically interested in issues related to the development of bilingualism.
From Delict to Strength continued
and biliteracy in early elementary grades; her recent research has also examined assess-
ment practices and the impact of high stakes testing on these children.

Internationally recognized as a leader in
the bilingual education field, Escamilla is
a member of numerous professional orga-
nizations and has served two terms as the
president of the National Association for
Bilingual Education. She has recently been
appointed as a co-editor of the
Bilingual Research Journal, and has served as the
chairperson of the Bilingual Special Interest
Group for the American Education Research
Association (AERA).

Saturday, March 2, 9 am-12 pm
Location: University Memorial Center (UMC),
Aspen Room
Seating limit: 100 participants
Advance registration required. Free and open
to the public.

The Hillmon Case, the Law
of Evidence, and the Role of
Narrative in the Law
Marianne Wesson, Professor, Law School

Professor Mimi Wesson will talk about her
research into the Hillmon case, a famous case
in the law of evidence that went on for nearly
a quarter century (1880-1903), was decided
twice by the United States Supreme Court,
and left behind an enduring mystery about
the identity of a corpse. In the first hour, she
will initiate you into the law of evidence, the
set of rules that regulate what a jury may
and may not hear in the course of a trial. She’ll
pay particular attention to the Hearsay Rule, as
it was the center of the controversy in the
Hillmon case.

In the second hour, she will tell you about her
own work attempting to “solve” the mystery
of the Hillmon case using archival research
and forensic scientific techniques, including
the exhumation of the remains. In the last
hour, she’ll share her conclusions with you,
explain her theory about the role that narrative
expectations played in the Supreme Court’s
behavior, and suggest why the Court may have
misunderstood the facts.

In the final hour she will talk about the chal-
enges she encountered as a novelist and
scholar who tried to enlist both sorts of writing
to tell the story of the Hillmon case, and will
follow by reading some passages from her

Marianne Wesson has been a member of
the CU-Boulder law faculty for over three
decades, teaching, researching, and writing
in the areas of criminal law, evidence, and
trial advocacy. She practiced criminal law as
an assistant attorney general for the state of
Texas and as an assistant U.S. attorney for
the district of Colorado. Her articles have
appeared in a variety of law reviews and
journals, and she has been an editor and
adviser for a number of legal and academic
journals. Wesson was elected to the
American Law Institute in 1989, and desig-
nated a CU President’s Teaching Scholar in
1992. In 1995 she was named the first Wolf-
Nichol Fellow at the Law School, and in 2011
she became the inaugural Schaden Chair in
Experiential Learning.

Wesson not only teaches a seminar in “Law
and Literature” and publishes scholarly articles
in that area, but also she is a novelist, writing
fiction that explores legal and jurisprudential
themes. She has published three novels: A
Suggestion of Death, Render Up the Body
(for which she was named a finalist for the
Colorado Book Award), and Chilling Effect,
which touches on the First Amendment debate
concerning the legal liability of producers of
violent, sexually-oriented texts. Her newest
book, to be published in spring 2013, is A
Death at Crooked Creek: The Hillmon Case
and the Supreme Court.

Saturday, April 27, 1-4 pm
Location: Benson Earth Sciences Building,
Room 180
Seating limit: 160 participants
Advance registration required. Free and open
to the public.

The Hillmon Case
Who is this man?

The Hillmon case was a famous and nearly endless
suit of the late nineteenth century American
frontier—a case that had to be tried six times and
decided by the United States Supreme Court twice.
Visit www.thehillmoncase.com to learn more about
the Hillmon Case and Professor Marianne Wesson.
**Additional Credit Programs**

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 and the academic departments, meet the faculty, and earn credit.

We are accepting applications for the spring 2013 semester. Registration begins Friday, January 11, and classes begin Monday, January 14. Call 303-492-5148 for more information or visit [conted.colorado.edu/access](http://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](http://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 [cof.college-assist.org](http://cof.college-assist.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.

If you are a high school junior or senior attending a public high school, you may be eligible for tuition assistance from your school district during the fall and spring semesters. 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](http://conted.colorado.edu/highschool).

High School Concurrent students enrolled in ACCESS courses are eligible to apply for the College Opportunity Fund. Visit [cof.college-assist.org](http://cof.college-assist.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](http://conted.colorado.edu/student-resources) to discuss your options.

Learn more about the CU Complete Service for former CU-Boulder students on [page 27](#).

Alexandra Givan
*Ceramics for Non-Majors*

“I took this class because it sounded like a lot more fun than my other classes. I am a science major and my other classes are pretty dry. I’m going to finish my degree in three and a half years, so I took a lot of credits this semester. This class fit nicely into my schedule because it was at night and all my other classes are during the day.”
THINK AHEAD TO SUMMER 2013

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

Special offerings during Summer Session include:

Faculty-in-Residence Summer Term (FIRST)
Learn from prestigious, world-class faculty that teach on the Boulder campus during summer session. 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 course 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.

Visit the Summer Session website at www.colorado.edu/summer for additional information or to request a copy of the 2013 catalog.

Summer 2013 Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Session M (Maymester)</td>
<td>May 13-31</td>
</tr>
<tr>
<td>Session A (5 weeks)</td>
<td>June 3-July 5</td>
</tr>
<tr>
<td>Session B (5 weeks)</td>
<td>July 9-August 9</td>
</tr>
<tr>
<td>Session C (8 weeks)</td>
<td>June 3-July 26</td>
</tr>
<tr>
<td>Session D (10 weeks)</td>
<td>June 3-August 9</td>
</tr>
</tbody>
</table>
Rob Brown
“I have been diabetic for 22 years, which played a big role in the decisions I made as an undergraduate student at CU. When I was eight credits away from completing my degree at CU, I was offered a police job and I took it. I always meant to go back to school, but thought I had to go back to campus, which would not fit with my schedule. When I found out I could complete my degree online through Continuing Education I jumped on the opportunity. The self-paced nature of the program is a lifesaver. I can do a little bit at a time, as my schedule allows.”

NOW IS THE TIME TO COMPLETE YOUR DEGREE.

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

Guiding Former Students Toward Completing Their Degrees
CU Complete is a service designed to help former CU-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 scholarship funds to assist students who are trying to finish their CU bachelor’s degree.
More information is available at cucomplete.colorado.edu

Let’s get connected.
Visit conted.colorado.edu/catalogs to be placed on the permanent mailing list.
“Engineering structures for 90 percent of the world means working with a different subset of resources than we have to build something here in the U.S.”

“In developing communities, labor is often an abundant resource, but the lack of tools, materials and testing equipment can pose considerable challenges,” says Avery, the Executive Director of Bridges to Prosperity and a civil engineer with years of on-the-ground experience around the world. “This class creates an opportunity for inspired students from the developing world and the U.S. to get the training they need to build sustainable, appropriate structures within those parameters.”

Imagine sitting in your own home or office taking graduate-level classes from one of the top-ranked engineering schools in the nation. Ranked 36th overall and 21st among public engineering programs nationwide (U.S. News and World Report 2012) you can be sure that you are earning a superior education.

For over 25 years, the Center for Advanced Engineering and Technology Education (CAETE) has helped working professionals like you advance their careers with flexible, convenient education. Through CAETE, the distance education and professional studies arm of the College of Engineering and Applied Science, you can pursue engineering and technology course work, earn graduate specialized certificates and master's degrees, or engage in skill-building short courses.

With a variety of distance education opportunities accessible from virtually anywhere at any time, you have the power to reach your educational goals. Courses are delivered via the Internet and CD-ROM. Experience the robust curricula, world-class faculty, and strong industry partnerships of a tier 1 research university.

Why wait? Get started today!

**Master's Degrees**
- Aerospace Engineering
- Computer Science
- Electrical and Computer Engineering
- Engineering Management
- Telecommunications

**Master's-Level Certificates**
- Aerospace Engineering:
  - Astrophysics and Satellite Navigation Systems
- Electrical/Computer Engineering:
  - Embedded Systems
  - Power Electronics
  - Software Engineering
- Engineering Management:
  - Engineering Management
  - Engineering Entrepreneurship
  - Leadership and Ethical Decision Making
  - Managing Research in Technology
  - Managing R&D
  - Performance Excellence in Technology Management
  - Project Management
  - Quality Systems for Product/Process Engineering
  - Six Sigma Practitioner
Professional Development Courses
Take 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.

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 as well as CU-Boulder students who are enrolled at least half time in credit courses are eligible for a 10% tuition discount on our noncredit courses. Proof of status must be provided at the time of registration.

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

Attention Water Professionals!
New Course—Water Profession: Leadership and Communication
Gain the skills needed to meet the increasing growth and future challenges of the water profession including:

- Highly effective leaders
- Leadership with impact
- Effective communication tools
- Communicating with design teams, city councils, boards, and the public

This course is a part of the Water Engineering and Management graduate certificate program and applies toward earning the certificate or a master of science degree in civil engineering.

Details
What: CVEN 5834, Water Profession: Leadership and Communication
Where: University of Colorado Boulder, Engineering Center, room ECCS 1B12
When: Tuesdays, 3:30–6:15 pm. This flexible class is also offered via distance education.

You don’t lose anything by studying from afar, and you can come to class anytime.

More Information
Dick Kuchenrither, Program Director
dick.d.kuchenrither@colorado.edu
303-725-4987
It has always been my dream to come to the U.S. In my country of Senegal I have a master’s degree in law, but I want to study law here also.”

“When I first came to the U.S. I was not able to speak English in a way people could understand,” said Alazim. “One day, I helped a woman with a broken leg to carry her things. She offered me a job and encouraged me to go to university. But I needed to improve my English first. I got a scholarship to attend the IEC so that I could become fluent in English and earn my law degree.”

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 two English as a Second Language (ESL) programs for international students, community residents, or interested visitors from other countries.

About the International English Center (IEC)

The International English Center, established in 1975, provides an intensive approach to learning English. We offer an integrated language skills approach where students have classes in listening/speaking, reading, writing, and grammar each day. The IEC also makes available to students numerous cultural, community, and sports activities that allow them to explore U.S. culture in a friendly and safe environment.

Students have access to university libraries with a rich source of educational and research materials along with two computer labs in the IEC with Internet connections. Because we are part of the University of Colorado Boulder, there are many opportunities to interact with its diverse student population.

All IEC instructors have master’s degrees and teaching experience in international intensive programs.
The program consists of 20 hours of core language instruction each week at eight proficiency levels: Introductory, Basic 1 and 2, Intermediate 1, 2, and 3, Advanced 1 and 2. An additional 3 hours each week of optional elective classes are available at no additional cost. Classes average 12 to 15 students and utilize the latest ESL teaching practices and materials.

With the permission of the director, advanced-level students may be eligible to enroll in University of Colorado Boulder classes. If you are an immigrant or a refugee and cannot afford the program, please ask about scholarship assistance. Certificates of completion are offered.

English as a Second Language for Degree Students (ESLQ)
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.
“Kids are so curious, and when they learn something new in class they are really excited to go home to show their parents their latest discovery.”

“The kids are learning about science, but also other important skills like teamwork and making new friends – skills that will help them later in life,” said Erick, a mechanical engineering major who was connected to his summer teaching job with Science Discovery through the I Have a Dream Foundation. “Kids choose classes that follow their interests, so they come to class knowing a lot. I learn as much from them as they learn from me.”

ABOUT SCIENCE DISCOVERY

CU Science Discovery, established in 1983, collaborates with CU-Boulder science faculty to develop and deliver science education programs for K-12 students and teachers. Science Discovery’s mission is to heighten interest and increase literacy in science, technology, engineering, and math (STEM) by providing hands-on experiences that connect students and teachers to current CU science. Science Discovery capitalizes on CU-Boulder’s scientific resources, facilities, and expertise to excite students about STEM, expose them to a variety of STEM careers and professionals, and inspire a future generation of scientists and engineers. Through its programs, CU Science Discovery impacts more than 20,000 students and teachers across Colorado each year.
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 interactive presentations and hands-on workshops introduce students to subjects across the STEM disciplines, including chemistry, physiology, and optics. This year, Science Discovery is introducing several new programs, in nanotechnology, earth systems science, and renewable energy! Each program’s content and activities support the Colorado Academic Standards and enrich student learning through fun, hands-on experiences.

School Programs: Classroom Workshops and Presentations

Small teams of teachers and students rotate through three different hands-on workshops, giving teachers the opportunity to observe how students respond to activities and allowing students to develop their own knowledge and leadership skills. In 2012, Science Explorers is partnering with CU-Boulder physicists and engineers to launch a new workshop: World of Waves: Technology and Innovation in the Life, Earth, and Physical Sciences. Through a series of three interconnected workshops, students will learn about the properties of waves as they explore applications of waves in current technology. Science Discovery will also continue to offer workshops in Earth Systems Science: Exploring Change in the Critical Zone and Empowering the Future (renewable energy). Science Explorers conducts workshops at urban and rural sites throughout Colorado, including Longmont, Steamboat Springs, Sterling, and Salida. Contact Science Discovery to bring Science Explorers to your community!

Field Science Programs

Science Discovery provides a variety of opportunities for students and teachers to participate in hands-on science while exploring the great outdoors. Throughout the school year, Science Discovery offers field study programs that explore Colorado’s ecosystems, such as Stream Ecology and Winter Ecology on Snowshoes. Science Discovery’s Mountain Research Experience, offered in collaboration with CU’s Department of Ecology and Evolutionary Biology, provides high school students the opportunity to conduct ecological field research while living and working at CU’s Mountain Research Station. Science Discovery’s field programs provide teachers and their students with opportunities to dig in and experience field science research firsthand.

For more information about our programs and current offerings, visit sciencediscovery.colorado.edu or call 303-492-7188.
“I enjoy seeing our undergraduate students grow over the course of the semester in confidence and effectiveness.”

“Also, I appreciate seeing our graduate students provide such excellent modeling and support for the undergraduate, high school, and middle school students,” said Margaret Berg, associate professor of music education and Sustaining a Community of Practice faculty supervisor.

PLAY IT FORWARD

With help from a CU-Boulder Outreach Award and supervision from Associate Professor Margaret Berg, Sustaining a Community of Practice develops a community of music learning through innovative training of middle school musicians and aspiring music teachers.

If it weren’t for dedicated mentors in her high school, University of Colorado Boulder student Lisa Martin, featured in the photo, would not have considered a career as a music educator. “It definitely took some persuasion on the part of my directors, and I am forever grateful that they saw in me what I did not see in myself back in the day,” she said.

Now a doctoral candidate in music education, Martin had the opportunity to ‘play’ it forward last spring mentoring musicians and aspiring music teachers as the graduate student coordinator for the Sustaining a Community of Practice program.

Supervised by Margaret Berg, associate professor of music education, Sustaining a Community of Practice invites middle school band and orchestra students from the Boulder and Denver area to weekly after-school ensemble and small group rehearsals taught by CU-Boulder music education graduate students.

At a time when public schools are faced with limited funds for music programs, Sustaining a Community of Practice prepares young musicians and future music teachers through a chain of multifaceted mentoring relationships. The program involves high school students who work as teacher interns. They are mentored by undergraduate students who serve as the ensemble teachers; graduate students then mentor the undergraduate teacher mentors. The program concludes with cumulating performances directed by undergraduate ensemble teachers and presented by the Middle School Wind Ensemble (MSWE) and Middle School String Ensemble (MSSE).

“Participants in this community have a shared goal and may participate on different levels — as a middle school student, teacher intern, teacher, teacher mentor, or CU faculty supervisor — and therefore assume various roles within the program,” Berg said. “Over the course of the experience, those involved often become invested in this music teaching community we called MSWE/MSSE, which contributes to their growth into the role of professional music teacher.”

Since its inception in 2007, more than 45 high school students have participated in the project, and many went on to choose music education, education, or music therapy.
majors in college. Undergraduate participation has grown from six students in its first year to nearly 30 in spring 2012.

“I enjoy seeing our undergraduate students grow over the course of the semester in confidence and effectiveness,” Berg said. “Also, I appreciate seeing our graduate students provide such excellent modeling and support for the undergraduate, high school, and middle school students.”

Martin can relate to the musicians and teachers at various stages in their practice and, in some cases, steps towards careers in music education.

“I think that because of my own uncertainty with pursuing music education, I can really relate to the high school interns who are themselves testing the waters,” she said. “As I go on to become a music teacher educator myself, I look forward to bringing this experience with me, so that another thriving community of music learning can be born.”

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, which supports campus-wide outreach efforts and helps to extend the university’s research, teaching, and creative resources with communities throughout Colorado and the world.

The office also administers the CU-Boulder Outreach Committee, which distributes 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 by funds from by the Office of the Chancellor, the Office of the Provost, and Continuing Education. For more information about the Office for University Outreach and its programs, visit outreach.colorado.edu or e-mail outreach@colorado.edu.
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/academic-advising 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. 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 Nontraditional Student Scholarships awarded each semester. An application and complete information including eligibility, requirements, and deadlines are available at conted.colorado.edu/student-resources/financial-aid.

Career Services

Our career counselor is available for comprehensive career counseling including career exploration and planning, job search assistance, and other career-related guidance. Nondegree students are eligible for eight individual career advising sessions each term they are enrolled. To schedule an appointment or for more information, visit conted.colorado.edu/student-resources/career-services.

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.

Wednesdays, February 13-March 20, 11 am-1 pm, Continuing Education Center 140, 6 sessions. $190.

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, give us a call at 303-492-5148 and we can activate your term record in about 2 minutes. You will then be able to enroll online via MyCUInfo at mycuinfo.colorado.edu.

ENROLLING IN THE CAREER EXPLORATION WORKSHOP OR CU ON THE WEEKEND

Visit conted.colorado.edu/enroll/noncredit for information on how to enroll, 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 about the registration process, call us at 303-492-5148.

Shelly Lange

Enrollment Services Specialist

“I am an advocate for our students. I help them navigate our enrollment and registration processes, and to find the program that fits with their specific needs and challenges. We work with many nontraditional students and each of them has a unique story. Regardless of their situation, my job is to help them realize their dreams and goals.”
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

What do Golden Buffs and the Red Planet have in common? MAVEN. Learn how CU-Boulder’s Laboratory for Atmospheric and Space Physics is heading up the mission to study the atmosphere on Mars and expand our understanding of the planet’s habitability. Launch your discovery of planetary exploration and other engaging subjects with our CU on the Weekend one-day course offerings.

See pages 22–24 for more details.