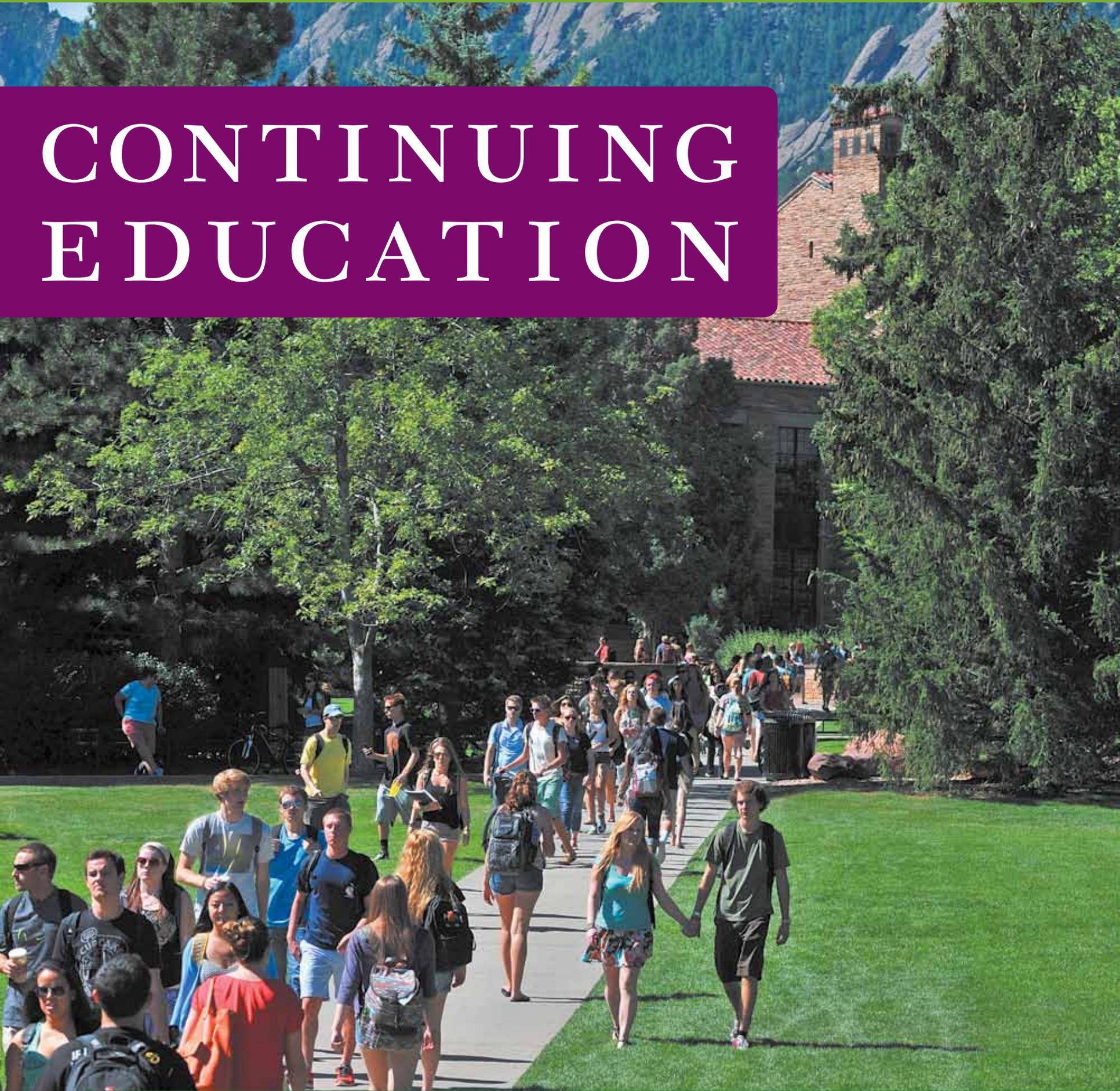


CONTINUING EDUCATION



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Explore more online:
Visit conted.colorado.edu
for course updates.

SPRING '14

POLI-SCI DURING THE WEEK.

SCI-FI ON THE WEEKEND.

Explore a range of credit and noncredit courses that will challenge whatever you believe.



Continuing Education
UNIVERSITY OF COLORADO BOULDER

TAKE ANOTHER LOOK.

LOOK.COLORADO.EDU

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20 Additional Credit Programs

- ACCESS (Available Credit Courses for Eligible Special Students)
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21 Post-Baccalaureate Pre-Medical Program

For recent college graduates or professionals seeking a career change.

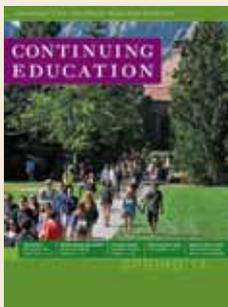
22 Summer Session

A unique opportunity to earn academic credit, satisfy your curiosity, and meet major or minor requirements.

23 CU Complete

A service designed to help former CU-Boulder students complete their degrees.

32 Student Resources and Enrollment Information



Let's get connected.

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

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. Also includes the Applied Music Program and Youth Piano Program.



24 Engineering Online

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



26 International English

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



28 Science Discovery

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



30 Outreach

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



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Human Geographies

NICOLE SMITH

“Culture and landscape are very much

INTEGRATED.

You can't look at one without looking at the other.”

“To understand how cultures exist and individuals behave, you first have to understand the larger social, environmental, political, and economic landscapes,” says Nicole. “We look at the human relationship to space and place and how it influences culture. Among the students in the classroom we have a microcosm of the cultures we are studying. We use this community of diverse backgrounds to better understand the more abstract concepts and help students make a connection between the material and their own lives.”

TAKE CREDIT FOR LEARNING

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

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

Eligibility

All you need is a high school diploma or GED. Individuals with University of Colorado service indicators (financial holds) 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.

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

\$284 per credit hour.

Out-of-state tuition

Three credits or less is \$1,104 per credit hour. Four or more credits is \$15,264.

BOULDER EVENING



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/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 on mycuinfo.colorado.edu approximately two weeks after a class ends. If you need an

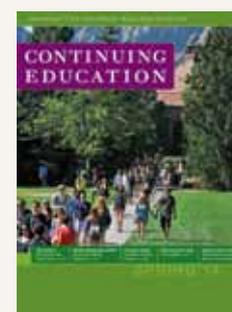
official transcript, visit the registrar's office website at www.colorado.edu/registrar for information.

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 an RTD bus pass. Visit conted.colorado.edu/student-resources/accounting for information.



Let's get connected.

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

BOULDER EVENING REGISTRATION AND REFUND DEADLINES

Full Session

November 11: Boulder Evening 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 Avenue, 8 am-5 pm Monday through Friday.

January 20: University closed.

January 21: Full Session classes begin.

January 28: 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.

January 31: Deadline to petition for in-state tuition classification for Full Session.

Deadline to apply for Nontraditional Student Scholarship.

February 4: Deadline (11:59 online using MyCUInfo or 5 pm in person) to request *pass/fail* status or drop Full Session with a 100% refund. Withdrawals from classes after this date will appear as a *W* on your academic record.

February 5: Tuition for Full Session due.

February 18: Deadline (11:59 pm online using MyCUInfo, 5 pm in person, or email to ceregistration@colorado.edu) to withdraw from Full Session classes with a 60% refund.

March 4: Deadline (11:59 pm online using MyCUInfo, 5 pm in person, or email to ceregistration@colorado.edu) to withdraw from Full Session classes with a 40% refund.

March 24-28: Spring break. No classes.

April 7: Deadline (11:59 pm online using MyCUInfo, 5 pm in person, or email to ceregistration@colorado.edu) to withdraw from Full Session classes without instructor's signature.

April 8: Instructor's signature and petition documenting extenuating circumstances required to withdraw from Full Session classes. Petition forms available at Continuing Education.

April 28: 5 pm deadline to add Full Session classes with instructor's signature.

April 28 – May 5: Final exams for Full Session.

April 29: Petition documenting extenuating circumstances required to add Full Session classes. Petition forms available at Continuing Education.

Session 1

November 11: Boulder Evening 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 Avenue, 8 am-5 pm Monday through Friday.

January 20: University closed.

January 21: Session 1 classes begin.

January 24: Deadline to petition for in-state tuition classification for Session 1 classes.

January 28: 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. Withdrawals from Session 1 classes after this date will appear as a *W* on your academic record.

January 31: Deadline to apply for Nontraditional Student Scholarship.

February 4: Deadline (11:59 pm online using MyCUInfo, 5 pm in person, or email to ceregistration@colorado.edu) to withdraw from Session 1 classes with a 60% refund.

February 5: Tuition for Session 1 due.

February 11: Deadline (11:59 pm online using MyCUInfo, 5 pm in person, or email to ceregistration@colorado.edu) to withdraw from Session 1 classes with a 40% refund.

February 17: Deadline (11:59 online using MyCUInfo, 5 pm in person, or email to ceregistration@colorado.edu) to withdraw from Session 1 classes without instructor's signature.

February 18: Instructor's signature and petition documenting extenuating circumstances required to withdraw from Session 1 classes. Petition forms available at Continuing Education.

March 3: 5 pm deadline to add Session 1 classes with instructor's signature.

March 4: Petition documenting extenuating circumstances required to add Session 1 classes. Petition forms available at Continuing Education.

March 6 and 10: Session 1 final exams.

Session 2

November 11: Boulder Evening 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 Avenue, 8 am-5 pm Monday through Friday.

January 20: University closed.

January 31: Deadline to apply for Nontraditional Student Scholarship.

March 11: Session 2 classes begin.

March 14: Deadline to petition for in-state tuition classification for Session 2 classes.

March 18: 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. Withdrawals from Session 2 classes after this date will appear as a *W* on your academic record and must be received in writing.

March 24-28: Spring break. No classes.

April 1: Deadline (11:59 online using MyCUInfo, 5 pm in person, or email to ceregistration@colorado.edu) to withdraw from Session 2 classes with a 60% refund.

April 2: Tuition for Session 2 due.

April 8: Deadline (11:59 online using MyCUInfo, 5 pm in person, or email to ceregistration@colorado.edu) to withdraw from Session 2 classes with a 40% refund.

April 16: Deadline (11:59 pm online using MyCUInfo, 5 pm in person, or email to ceregistration@colorado.edu) to withdraw from Session 2 classes without instructor's signature.

April 17: Instructor's signature and petition documenting extenuating circumstances required to withdraw from Session 2 classes. Petition forms available at Continuing Education.

April 28: 5 pm deadline to add Session 2 classes with instructor's signature.

April 29: Petition documenting extenuating circumstances required to add Session 2 classes. Petition forms available at Continuing Education.

May 1 and 5: Session 2 final exams.

BOULDER EVENING

COURSES BY START DATE

| Course No.–Hours | Sec. | Class No. | Times | Course Title | Core | In-state Tuition |
|------------------|------|-----------|-------|--------------|------|------------------|
|------------------|------|-----------|-------|--------------|------|------------------|

FULL SESSION

Monday, Wednesday, and Friday course begins January 13 and ends May 7

| | | | | | | |
|-------------|------|-------|-------------|---|------|-------|
| FNCE 2820-3 | 300E | 36169 | 12-12:50 pm | Introduction to Personal Financial Planning | none | \$852 |
|-------------|------|-------|-------------|---|------|-------|

Tuesday and Thursday course begins January 14 and ends May 1

| | | | | | | |
|-------------|------|-------|--------|----------------------------|------|---------|
| ARTS 1010-3 | 300E | 34694 | 5-8 pm | Introduction to Studio Art | none | \$1,077 |
|-------------|------|-------|--------|----------------------------|------|---------|

Monday courses begin January 27 and end April 28

| | | | | | | |
|--------------|------|-------|--------------|---|-------------------------|---------|
| *BCOR 2300-3 | 300E | 34697 | 5:30-7:30 pm | Adding Value with Management | business core | \$852 |
| *CLAS 1051-3 | 300E | 34698 | 6:30-8:30 pm | The World of the Ancient Greeks | historical context | \$852 |
| *COMM 3300-3 | 300E | 34732 | 6-9 pm | Rhetorical Foundations of Communication | none | \$867 |
| *ECON 2010-4 | 300E | 34804 | 6-8 pm | Principles of Microeconomics | contemporary societies | \$1,136 |
| *ENGL 1600-3 | 300E | 34809 | 6-9 pm | Masterpieces of American Literature | literature and the arts | \$852 |
| *HIST 1025-3 | 300E | 34728 | 6-8 pm | History of the United States since 1865 | United States context | \$852 |
| *MUEL 1832-3 | 300E | 34824 | 6-8 pm | Appreciation of Music | literature and the arts | \$887 |
| *MUEL 2752-3 | 300E | 36183 | 6-9 pm | Music in American Culture | United States context | \$887 |
| *PSYC 2012-3 | 300E | 34919 | 6-8 pm | Biological Psychology 1 | natural science | \$852 |
| *PSYC 4456-3 | 300E | 34923 | 6-8 pm | Psychology of Personality | none | \$852 |
| *SPAN 2110-3 | 300E | 34968 | 6-8 pm | Second-Year Spanish 1 | foreign language | \$872 |
| *THTR 1003-3 | 300E | 34969 | 6-9 pm | Acting 1: Introduction to Acting | none | \$897 |
| THTR 3011-3 | 300E | 34971 | 6-9 pm | Development of the American Musical Theatre | literature and the arts | \$897 |

Monday and Wednesday courses begin January 22 and end April 30

| | | | | | | |
|--------------|------|-------|--------------|------------------------------|------------------|---------|
| *SPAN 1010-5 | 300E | 34965 | 5:30-7:30 pm | Beginning Spanish 1 | foreign language | \$1,440 |
| *SPAN 1020-5 | 300E | 34966 | 6-8 pm | Beginning Spanish 2 | foreign language | \$1,440 |
| *SPAN 1150-5 | 300E | 34967 | 5:30-7:30 pm | Intensive First Year Spanish | foreign language | \$1,440 |



Sebastian Arango

Values and Power of Consumer in Society

“This class is very interesting from the perspective of an Economics major because it’s more about the day-to-day consumer on a micro level, rather than how a company works on a macro level. And, the instructor is really good, too.”

*A portion of this course will be taught online.

COURSES BY START DATE

| Course No.–Hours | Sec. | Class No. | Times | Course Title | Core | In-state Tuition |
|--|------|-----------|--------------|---|--|------------------|
| Tuesday courses begin January 21 and end April 29 | | | | | | |
| *ANTH 2020-3 | 300E | 34689 | 6:30-8:30 pm | Introduction to Physical Anthropology 2 | natural science | \$852 |
| *ANTH 4420-3 | 300E | 34691 | 6-8 pm | Archaeology of Ancient Egypt | none | \$852 |
| CESR 4821-3 | 300E | 36033 | 5:30-8:30 pm | Values and Power of the Consumer in Society | none | \$852 |
| COMM 1300-3 | 300E | 34729 | 6-9 pm | Public Speaking | none | \$867 |
| *ENGL 3000-3 | 300E | 34812 | 6-8 pm | Shakespeare for Nonmajors | literature and the arts | \$852 |
| FILM 3002-3 | 300E | 34816 | 6-9 pm | Major Film Movements: Australia and New Zealand Cinema | none | \$937 |
| *GEOG 1992-3 | 300E | 34820 | 6-8 pm | Human Geographies | none | \$852 |
| *IPHY 2420-3 | 301E | 34734 | 6-8 pm | Nutrition for Health and Performance | natural science | \$852 |
| *MATH 1012-3 | 300E | 34766 | 6-8 pm | Quantitative Reasoning and Mathematical Skills | quantitative reasoning and mathematical skills | \$852 |
| *MATH 2510-3 | 300E | 34813 | 6-8 pm | Introduction to Statistics | none | \$852 |
| MUEL 2852-3 | 300E | 34826 | 6-9 pm | Music of the Rock Era | literature and the arts | \$887 |
| *PHIL 1000-3 | 300E | 34828 | 6-8 pm | Introduction to Philosophy | ideals and values | \$852 |
| *PSCI 3011-3 | 300E | 34833 | 6-8 pm | The American Presidency | United States context | \$852 |
| *PSYC 4684-3 | 300E | 34932 | 6-8 pm | Developmental Psychology | none | \$852 |
| *RLST 2500-3 | 300E | 34933 | 6-8 pm | Religions in the United States | United States context or ideals and values | \$852 |
| *WRTG 1150-3 | 300E | 34973 | 6-8 pm | First-Year Writing and Rhetoric | written communication | \$862 |
| *WRTG 3020-3 | 301E | 34974 | 6-7:30 pm | Topics in Writing: Language, Power, Perception | written communication | \$862 |
| Tuesday and Thursday courses begin January 21 and end May 1 | | | | | | |
| ARTS 1875-3 | 300E | 34695 | 6-9 pm | Ceramics for Non-Majors | none | \$1,077 |
| MATH 1150-4 | 300E | 34806 | 6-8:30 pm | Precalculus Mathematics | quantitative reasoning and mathematical skills | \$1,136 |
| MATH 1300-5 | 300E | 34810 | 6-8:30 pm | Calculus 1 | quantitative reasoning and mathematical skills | \$1,420 |
| Wednesday courses begin January 22 and end April 30 | | | | | | |
| *ARTH 1400-3 | 300E | 34692 | 6-8 pm | History of World Art 2 | literature and the arts | \$927 |
| *CLAS 1061-3 | 300E | 34699 | 6-8 pm | The Rise and Fall of Ancient Rome | historical context | \$852 |
| *EBIO 1220-3 | 300E | 35561 | 6-8 pm | General Biology 2 | natural science | \$852 |
| ENGL 1191-3 | 300E | 34808 | 6:30-9:30 pm | Introduction to Creative Writing | none | \$852 |
| GEOG 1982-3 | 300E | 34819 | 6-9 pm | World Regional Geography | none | \$852 |
| GEOG 3251-3 | 300E | 34821 | 6-9 pm | Mountain Geography | none | \$852 |
| *IPHY 2420-3 | 302E | 34735 | 6-8 pm | Nutrition for Health and Performance | natural science | \$852 |
| *MUEL 2772-3 | 300E | 34825 | 6-8 pm | World Musics: Africa, Europe, Americas | human diversity | \$887 |
| *PHIL 1600-3 | 300E | 34832 | 6-8 pm | Philosophy and Religion | ideals and values | \$852 |
| PSCI 3143-3 | 300E | 34834 | 6-9 pm | Problems in International Relations | contemporary societies | \$852 |
| *PSCI 3206-3 | 300E | 34835 | 6-8 pm | The Environment and Public Policy | none | \$852 |
| PSYC 1001-3 | 300E | 34842 | 6:30-9:30 pm | General Psychology | none | \$852 |
| *THTR 1009-3 | 300E | 34970 | 6-9 pm | Introduction to Theatre | literature and the arts | \$897 |
| *WRTG 3020-3 | 302E | 34975 | 6-7:30 pm | Topics in Writing: From Essay to Blog | written communication | \$862 |

BOULDER EVENING

COURSES BY START DATE

| Course No.–Hours | Sec. | Class No. | Times | Course Title | Core | In-state Tuition |
|--|------|-----------|--------------|---|--|------------------|
| Thursday courses begin January 23 and end May 1 | | | | | | |
| *ANTH 3000-3 | 300E | 34690 | 6:30-8:30 pm | Primate Behavior | natural science | \$852 |
| *ARTH 3039-3 | 300E | 34693 | 6-9 pm | Greek Art and Archaeology | literature and the arts | \$927 |
| BCOR 1010-3 | 300E | 34696 | 5:30-8:30 pm | Introduction to Business | business core | \$852 |
| *CLAS 3039-3 | 300E | 34763 | 6-9 pm | Greek Art and Archaeology | literature and the arts | \$927 |
| ECON 2020-4 | 300E | 34807 | 6-9 pm | Principles of Macroeconomics | contemporary societies | \$1,136 |
| ENGL 3060-3 | 300E | 34815 | 6-9 pm | Modern and Contemporary Literature for Nonmajors | literature and the arts | \$852 |
| HIST 1020-3 | 300E | 34822 | 6-9 pm | Western Civilization 2: 16th Century to the Present | historical context | \$852 |
| *MATH 1011-3 | 300E | 34740 | 6-8 pm | Fundamentals and Techniques of College Algebra | quantitative reasoning and mathematical skills | \$852 |
| *PHIL 1100-3 | 300E | 34829 | 6-8 pm | Ethics | ideals and values | \$852 |
| *PSYC 2145-3 | 300E | 34920 | 6-8 pm | Introductory Cognitive Psychology | none | \$852 |
| *SOCY 1001-3 | 300E | 34934 | 6-8 pm | Introduction to Sociology | contemporary societies | \$852 |
| *SOCY 2031-3 | 300E | 34956 | 6-8 pm | Social Problems | ideals and values | \$852 |
| SOCY 3151-3 | 300E | 34957 | 6-9 pm | Self in Modern Society | United States context or ideals and values | \$852 |
| *WMST 2000-3 | 300E | 34972 | 6:30-8:30 pm | Introduction to Feminist Studies | human diversity | \$852 |

SESSION 1

Monday and Wednesday courses begin January 22 and end March 10

| | | | | | | |
|--------------|------|-------|--------|----------------------------|-------------------------|-------|
| ENGL 3000-3 | 100E | 34811 | 6-9 pm | Shakespeare for Nonmajors | literature and the arts | \$852 |
| *SOCY 1016-3 | 100E | 34955 | 6-9 pm | Sex, Gender, and Society 1 | human diversity | \$852 |

Tuesday and Thursday course begins January 21 and ends March 6

| | | | | | | |
|--------------|------|-------|--------|---|-----------------|---------|
| *GEOG 1001-4 | 100E | 34817 | 6-8 pm | Environmental Systems 1: Climate and Vegetation | natural science | \$1,136 |
|--------------|------|-------|--------|---|-----------------|---------|

SESSION 2

Monday and Wednesday course begins March 12 and ends April 30

| | | | | | | |
|-------------|------|-------|--------------|--|-------------------------|-------|
| ENGL 3060-3 | 200E | 34814 | 6:30-9:30 pm | Modern and Contemporary Literature for Nonmajors | literature and the arts | \$852 |
|-------------|------|-------|--------------|--|-------------------------|-------|

Tuesday and Thursday course begins March 11 and ends May 1

| | | | | | | |
|--------------|------|-------|--------|---|-----------------|---------|
| *GEOG 1011-4 | 200E | 34818 | 6-8 pm | Environmental Systems 2: Landscapes and Water | natural science | \$1,136 |
|--------------|------|-------|--------|---|-----------------|---------|

Thursday course begins March 13 and ends May 1

| | | | | | | |
|--------------|------|-------|--------|-----------------------------------|-----------------|-------|
| *ANTH 1160-3 | 200E | 34688 | 6-9 pm | The Ancient Egyptian Civilization | human diversity | \$852 |
|--------------|------|-------|--------|-----------------------------------|-----------------|-------|



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

*A portion of this course will be taught online.

General Biology

BETH BENNETT

“When a question seems unanswerable, it is really satisfying for students to have the ability to think through a
PROGRESSION
and get to the correct answer.”

“I group students together, so they can interact virtually around the lecture material,” says Beth. “I pick a real-world topic that explains what we are studying so students can apply what they learn to tangible issues. A lot of my students thought they didn’t like biology because of their middle school experience. But now they appreciate the role science plays in our lives and think it’s pretty interesting. Understanding biology and the scientific method teaches a new way of looking at our world.”

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.

INDEPENDENT LEARNING



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.

Term-based Courses

Term-based 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 Courses

Self-paced 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 page 17).

Youth Piano Program

Private lessons for youth ages 6 to 17 years (see page 17).

TERM-BASED ONLINE COURSES

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

TERM-BASED COURSES BY START DATE

| Course No.–Hours | Section | Class No. | Course Title | Core | Tuition |
|--|---------|-----------|---|-------------------------|---------|
| Session IL 3 – 14 weeks: January 21 – May 2 | | | | | |
| ANTH 2010-3 | 581 | 32810 | Introduction to Physical Anthropology 1 | natural science | \$1,065 |
| ATLS 3519-3 | 581 | 32811 | Special Topics in Technology, Arts, and Media: Universal Design for Digital Media | none | \$1,065 |
| ATLS 4519-3 | 581 | 36178 | Advanced Special Topics in Technology, Arts, and Media: Implementing Accessibility in WordPress | none | \$1,065 |
| COMM 2400-3 | 581 | 32816 | Discourse, Culture, and Identities | human diversity | \$1,065 |
| COMM 2500-3 | 581 | 32815 | Interpersonal Communication | none | \$1,065 |
| COMM 3310-3 | 581 | 32818 | Principles and Practices of Argumentation | none | \$1,065 |
| COMM 3320-3 | 581 | 32820 | Persuasion in Society | none | \$1,065 |
| COMM 3610-3 | 581 | 32821 | Communication, Technology, and Society | none | \$1,065 |
| EBIO 1210-3 | 581 | 32823 | General Biology 1 | natural science | \$1,065 |
| ENGL 1600-3 | 581 | 32826 | Masterpieces of American Literature | literature and the arts | \$1,065 |
| ENGL 1800-3 | 581 | 32827 | American Ethnic Literatures | human diversity | \$1,065 |
| ENGL 2665-3 | 581 | 32831 | Introduction to American Literature 2 | none | \$1,065 |

IMPORTANT DATES FOR TERM-BASED ONLINE COURSES

Spring 2014

| | Session IL 3 (14 weeks) | Session IL 4 (10 weeks) | Session IL 1 (7 weeks) | Session IL 2 (7 weeks) |
|---|----------------------------|----------------------------|---------------------------|---------------------------|
| Registration Begins. | November 11 | November 11 | November 11 | November 11 |
| Course Begins. | January 21 | February 3 | January 21 | March 10 |
| 11:59 pm deadline to enroll online using MyCUInfo (5 pm deadline in person) or add your name to a wait list. | January 28 | February 10 | January 28 | March 18 |
| 11:59 pm deadline to request pass/fail or drop online using MyCUInfo (5 pm deadline in person) with a 100% refund.* | February 4 | February 10 | January 28 | March 18 |
| Tuition Due | February 5 | February 5 | February 5 | April 2 |
| 11:59 pm deadline to withdraw using MyCUInfo (5 pm in person or via email to ceregistration@colorado.edu) with a 60% refund. | February 18 | February 17 | February 4 | April 1 |
| 11:59 pm deadline to withdraw using MyCUInfo (5 pm in person or via email to ceregistration@colorado.edu) with a 40% refund. | March 4 | February 24 | February 11 | April 8 |
| 11:59 pm deadline to withdraw using MyCUInfo (5 pm in person or via email to ceregistration@colorado.edu) without any signatures. | April 7 | April 4 | February 17 | April 16 |
| Petition documenting extenuating circumstances required to add courses. Petition forms available at Continuing Education. | April 28 | April 15 | March 3 | April 28 |
| Course Ends | May 2 | April 18 | March 7 | May 2 |

* Withdrawals from classes after this date will appear as a W on your academic record.

INDEPENDENT LEARNING

| Course No.-Hours | Section | Class No. | Course Title | Core | Tuition |
|------------------|---------|-----------|---|--|---------|
| ENGL 3000-3 | 581 | 32852 | Shakespeare for Nonmajors | literature and the arts | \$1,065 |
| ENGL 3000-3 | 582 | 32853 | Shakespeare for Nonmajors | literature and the arts | \$1,065 |
| ENGL 3060-3 | 581 | 32880 | Modern and Contemporary Literature for Nonmajors | literature and the arts | \$1,065 |
| ENGL 3060-3 | 582 | 32881 | Modern and Contemporary Literature for Nonmajors | literature and the arts | \$1,065 |
| ENGL 3267-3 | 581 | 32882 | Women Writers | none | \$1,065 |
| ENGL 3563-3 | 581 | 32883 | Shakespeare | none | \$1,065 |
| ENGL 4665-3 | 581 | 37425 | Studies in American Literature after 1900 | none | \$1,065 |
| FILM 1002-3 | 581 | 32884 | Film Analysis for Non-Majors | none | \$1,150 |
| FREN 1010-5 | 581 | 37527 | Beginning French 1 | foreign language | \$1,795 |
| GEOG 1001-4 | 581 | 32885 | Environmental Systems 1: Climate and Vegetation | natural science | \$1,420 |
| GEOG 1011-4 | 581 | 32886 | Environmental Systems 2: Landscapes and Water | natural science | \$1,420 |
| GEOG 1992-3 | 581 | 32887 | Human Geographies | none | \$1,065 |
| GEOG 2412-3 | 581 | 32888 | Environment and Culture | none | \$1,065 |
| GEOG 4501-3 | 581 | 32890 | Water Resources and Water Management of Western United States | none | \$1,065 |
| GEOG 5501-3 | 581 | 32892 | Water Resources and Water Management of Western United States | none | \$1,353 |
| GEOL 1010-3 | 581 | 32896 | Introduction to Geology | natural science | \$1,065 |
| HIST 1010-3 | 581 | 32898 | Western Civilization 1: From Antiquity to the 16th Century | historical context | \$1,065 |
| HIST 1015-3 | 581 | 32899 | History of the United States to 1865 | United States context | \$1,065 |
| HIST 1020-3 | 581 | 32902 | Western Civilization 2: 16th Century to the Present | historical context | \$1,065 |
| HIST 1025-3 | 581 | 32904 | History of the United States since 1865 | United States context | \$1,065 |
| HIST 1123-3 | 581 | 32905 | Introduction to British History since 1660 | historical context | \$1,065 |
| HIST 2100-3 | 581 | 32906 | Revolution in History: Haitian Revolution of 1791-1804 | historical context | \$1,065 |
| IPHY 2420-3 | 581 | 32911 | Nutrition for Health and Performance | natural science | \$1,065 |
| IPHY 2420-3 | 582 | 32913 | Nutrition for Health and Performance | natural science | \$1,065 |
| IPHY 3430-3 | 581 | 32914 | Introduction to Human Physiology | none | \$1,065 |
| JOUR 1001-3 | 581 | 32915 | Contemporary Media Analysis | none | \$1,065 |
| JOUR 4301-3 | 581 | 32798 | Media Ethics | none | \$1,065 |
| JOUR 5301-3 | 581 | 32800 | Media Ethics | none | \$1,353 |
| MATH 1011-3 | 581 | 32814 | Fundamentals and Techniques of College Algebra | quantitative reasoning and mathematical skills | \$1,065 |
| MATH 1012-3 | 581 | 32817 | Quantitative Reasoning and Mathematical Skills | quantitative reasoning and mathematical skills | \$1,065 |
| MATH 1071-3 | 581 | 32819 | Finite Mathematics for Social Science and Business | quantitative reasoning and mathematical skills | \$1,065 |
| MATH 1081-3 | 581 | 32822 | Calculus for Social Science and Business | quantitative reasoning and mathematical skills | \$1,065 |
| MATH 1150-4 | 581 | 32825 | Precalculus Mathematics | quantitative reasoning and mathematical skills | \$1,420 |
| MATH 2510-3 | 581 | 32828 | Introduction to Statistics | none | \$1,065 |
| MUEL 2752-3 | 581 | 32830 | Music in American Culture | United States context | \$1,065 |
| NRSC 4032-3 | 581 | 32832 | Neurobiology of Learning and Memory | none | \$1,065 |
| NRSC 5032-3 | 581 | 32833 | Neurobiology of Learning and Memory | none | \$1,353 |



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

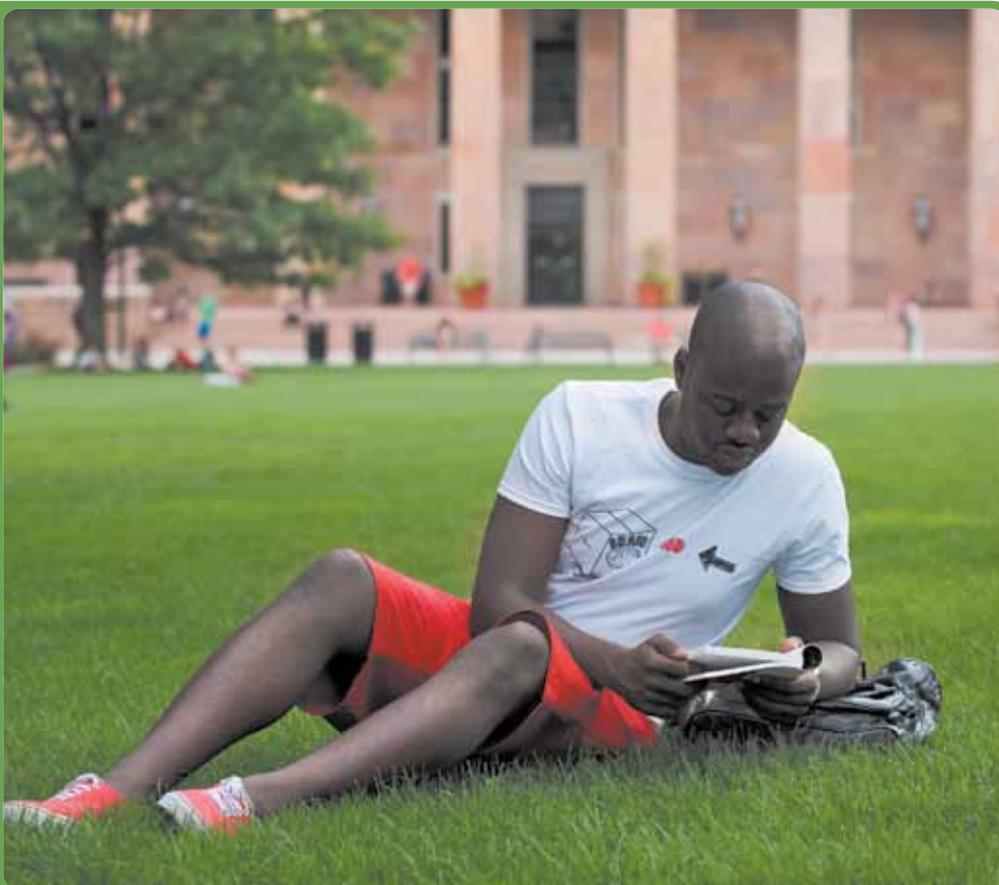
TERM-BASED COURSES BY START DATE (continued)

| Course No.–Hours | Section | Class No. | Course Title | Core | Tuition |
|------------------|---------|-----------|--|---|---------|
| PHIL 1000-3 | 581 | 32835 | Introduction to Philosophy | ideals and values | \$1,065 |
| PHIL 1200-3 | 581 | 32837 | Philosophy and Society | United States context or ideals and values | \$1,065 |
| PHIL 1400-3 | 581 | 32847 | Philosophy and the Sciences | natural science | \$1,065 |
| PHIL 3140-3 | 581 | 32855 | Environmental Ethics | ideals and values | \$1,065 |
| PHIL 3180-3 | 581 | 32856 | Critical Thinking: Contemporary Topics | none | \$1,065 |
| PSCI 1101-3 | 581 | 32857 | The American Political System | contemporary societies or United States context | \$1,065 |
| PSCI 2004-3 | 581 | 35874 | Survey of Western Political Thought | ideals and values | \$1,065 |
| PSCI 3061-3 | 581 | 35875 | State Government and Politics | United States context | \$1,065 |
| PSCI 3191-3 | 581 | 35876 | National Security Organization and Policy Making | none | \$1,065 |
| PSCI 4703-3 | 581 | 35877 | Alternative World Futures | none | \$1,065 |
| PSYC 3101-4 | 581 | 36203 | Statistics and Research Methods in Psychology | none | \$1,420 |
| PSYC 4021-3 | 581 | 32860 | Psychology and Neuroscience of Exercise | none | \$1,065 |
| SLHS 5032-3 | 581 | 32889 | Competencies and Strategies for the SLPA | none | \$1,353 |
| SLHS 5930-4 | 581 | 32897 | Speech Language Pathology Assistant Internship | none | \$1,804 |
| SOCY 1001-3 | 581 | 32900 | Introduction to Sociology | contemporary societies | \$1,065 |
| SOCY 1016-3 | 581 | 32903 | Sex, Gender, and Society 1 | human diversity | \$1,065 |
| SOCY 2031-3 | 581 | 32917 | Social Problems | ideals and values | \$1,065 |
| SOCY 2077-3 | 581 | 32919 | Environment and Society | ideals and values | \$1,065 |
| SOCY 3042-3 | 581 | 33182 | Topics in Population and Health: Death and Dying | none | \$1,065 |
| SOCY 4121-3 | 581 | 36180 | Sociology of Religion | ideals and values | \$1,065 |
| WRWG 3020-3 | 581 | 32921 | Topics in Writing: Multicultural Rhetorics | written communication | \$1,065 |
| WRWG 3020-3 | 582 | 32922 | Topics in Writing: Food and Culture | written communication | \$1,065 |
| WRWG 3020-3 | 583 | 32923 | Topics in Writing: Food and Culture | written communication | \$1,065 |
| WRWG 3020-3 | 584 | 32924 | Topics in Writing: Sports in American Culture | written communication | \$1,065 |
| WRWG 3020-3 | 585 | 32925 | Topics in Writing: Best American Essays | written communication | \$1,065 |

Kwabena Mensa

Persuasion in Society

“I like taking classes online because I can operate at my own pace, while balancing school with a heavy work load. I certainly have to be self-motivated and organized, but that’s how the real world operates. I know I have to be at work at a certain time and get projects done on time. It’s the same thing with school work. I’ll take as many online classes as I can for my degree.”



INDEPENDENT LEARNING

| Course No.–Hours | Section | Class No. | Course Title | Core | Tuition |
|------------------|---------|-----------|---|-----------------------|---------|
| WRTG 3020-3 | 586 | 32926 | Topics in Writing: Writing on <i>The New York Times</i> | written communication | \$1,065 |
| WRTG 3020-3 | 587 | 32927 | Topics in Writing: Writing on <i>The New York Times</i> | written communication | \$1,065 |
| WRTG 3020-3 | 588 | 32928 | Topics in Writing: Gender, Sexuality, New Media | written communication | \$1,065 |
| WRTG 3020-3 | 589 | 34830 | Topics in Writing: Travel Writing | written communication | \$1,065 |
| WRTG 3020-3 | 590 | 34831 | Topics in Writing: Travel Writing | written communication | \$1,065 |
| WRTG 3030-3 | 581 | 32931 | Writing on Science and Society | written communication | \$1,065 |
| WRTG 3030-3 | 582 | 32932 | Writing on Science and Society | written communication | \$1,065 |
| WRTG 3030-3 | 583 | 32933 | Writing on Science and Society | written communication | \$1,065 |
| WRTG 3040-3 | 581 | 32935 | Writing on Business and Society | written communication | \$1,065 |
| WRTG 3040-3 | 582 | 32936 | Writing on Business and Society | written communication | \$1,065 |
| WRTG 3040-3 | 583 | 32937 | Writing on Business and Society | written communication | \$1,065 |
| WRTG 3040-3 | 584 | 32938 | Writing on Business and Society | written communication | \$1,065 |

Session IL 1 – 7 weeks: January 21 – March 7

| | | | | | |
|-------------|-----|-------|----------------------------|-----------------|---------|
| ATOC 1050-3 | 581 | 32812 | Weather and the Atmosphere | natural science | \$1,065 |
|-------------|-----|-------|----------------------------|-----------------|---------|

Session IL 4 – 10 weeks: February 3 – April 18

| | | | | | |
|-------------|-----|-------|---|-------------------------|---------|
| ENGL 1500-3 | 581 | 32824 | Masterpieces of British Literature | literature and the arts | \$1,065 |
| ENGL 3000-3 | 583 | 32854 | Shakespeare for Nonmajors | literature and the arts | \$1,065 |
| WRTG 3090-2 | 581 | 32939 | Open Topics in Writing: Advanced–Environmental Literature | none | \$710 |

Session IL 2 – 7 weeks: March 10 – May 2

| | | | | | |
|-------------|-----|-------|---|-------------------|---------|
| ATOC 1060-3 | 581 | 32813 | Our Changing Environment: El Niño, Ozone, and Climate | natural science | \$1,065 |
| PHIL 1000-3 | 582 | 32836 | Introduction to Philosophy | ideals and values | \$1,065 |



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

SELF-PACED COURSES

| Course No.-Hours | Section | Course Title | Core | Tuition |
|---|---------|---|------------------------|---------|
| ALLIANCE FOR TECHNOLOGY, LEARNING, AND SOCIETY (ATLAS) | | | | |
| ATLS 3519-3 | 640 | Special Topics in Technology, Arts, and Media: Universal Design for Digital Media | none | \$1,065 |
| NCTM 3519 | 640 | Universal Design for Digital Media (noncredit) | none | \$645 |
| ANTHROPOLOGY | | | | |
| ANTH 2070-3 | 641 | Bones, Bodies, and Disease | none | \$1,065 |
| ART AND ART HISTORY | | | | |
| ARTS 1012-3 | 640 | Drawing for Non-Majors | none | \$1,065 |
| ASTROPHYSICAL AND PLANETARY SCIENCES | | | | |
| ASTR 1000-3 | 640 | The Solar System | natural science | \$1,065 |
| COMMUNICATION | | | | |
| COMM 2400-3 | 642 | Discourse, Culture, and Identities | human diversity | \$1,065 |
| ECOLOGY AND EVOLUTIONARY BIOLOGY | | | | |
| EBIO 1040-3 | 641 | Biology: A Human Approach 2 | natural science | \$1,065 |
| EBIO 4100-3 | 640 | Advanced Ecology: Tropical Conservation | none | \$1,065 |
| ECONOMICS | | | | |
| ECON 2010-4 | 640 | Principles of Microeconomics | contemporary societies | \$1,420 |
| ECON 2020-4 | 640 | Principles of Macroeconomics | contemporary societies | \$1,420 |
| ECON 3403-3 | 640 | International Economics and Policy | contemporary societies | \$1,065 |
| ECON 4111-3 | 640 | Money and Banking Systems | none | \$1,065 |
| EDUCATION | | | | |
| EDUC 3621-3 | 641 | Art for the Elementary Teacher | none | \$1,065 |
| EDUC 4161-3 | 641 | Children's Literature | none | \$1,065 |



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

INDEPENDENT LEARNING

| Course No.–Hours | Section | Course Title | Core | Tuition |
|-----------------------------------|---------|--|--|---------|
| ENGLISH | | | | |
| ENGL 1260-3 | 640 | Introduction to Women’s Literature | human diversity | \$1,065 |
| ENGL 1500-3 | 640 | Masterpieces of British Literature | literature and the arts | \$1,065 |
| ENGL 1600-3 | 641 | Masterpieces of American Literature | literature and the arts | \$1,065 |
| ENGL 2655-3 | 641 | Introduction to American Literature 1 | none | \$1,065 |
| ENGL 2665-3 | 641 | Introduction to American Literature 2 | none | \$1,065 |
| ENGL 3000-3 | 641 | Shakespeare for Nonmajors | literature and the arts | \$1,065 |
| ENGL 3060-3 | 641 | Modern and Contemporary Literature for Nonmajors | literature and the arts | \$1,065 |
| ENGL 3116-3 | 640 | Topics in Advanced Theory: Postmodernism | none | \$1,065 |
| ENGL 3553-3 | 640 | Geoffrey Chaucer | none | \$1,065 |
| GEOGRAPHY | | | | |
| GEOG 1982-3 | 640 | World Regional Geography | none | \$1,065 |
| GEOG 3251-3 | 640 | Mountain Geography | none | \$1,065 |
| GEOLOGICAL SCIENCES | | | | |
| GEOL 1010-3 | 641 | Introduction to Geology | natural science | \$1,065 |
| GEOL 1020-3 | 640 | Introduction to Earth History | natural science | \$1,065 |
| HISTORY | | | | |
| HIST 1010-3 | 641 | Western Civilization 1: From Antiquity to the 16th Century | historical context | \$1,065 |
| HIST 1015-3 | 640 | History of the United States to 1865 | United States context | \$1,065 |
| HIST 1020-3 | 641 | Western Civilization 2: 16th Century to the Present | historical context | \$1,065 |
| HIST 1025-3 | 640 | History of the United States since 1865 | United States context | \$1,065 |
| JOURNALISM | | | | |
| JOUR 3771-3 | 641 | Media and Communication History | none | \$1,065 |
| JOUR 4321-3 | 640 | Media Institutions and Economics | none | \$1,065 |
| MATHEMATICS | | | | |
| MATH 1021-2 | 640 | Numerical and Analytical College Trigonometry | none | \$710 |
| MATH 1071-3 | 640 | Finite Mathematics for Social Science and Business | quantitative reasoning and mathematical skills | \$1,065 |
| MATH 1081-3 | 640 | Calculus for Social Science and Business | quantitative reasoning and mathematical skills | \$1,065 |
| MUSIC | | | | |
| MUEL 2752-3 | 640 | Music in American Culture | United States context | \$1,065 |
| PEACE AND CONFLICT STUDIES | | | | |
| PACS 3800-3 | 640 | Topics in Peace and Conflict Studies | none | \$1,090 |

SELF-PACED COURSES (continued)

| Course No.-Hours | Section | Course Title | Core | Tuition |
|-------------------|---------|---|------------------------|---------|
| PHILOSOPHY | | | | |
| PHIL 1100-3 | 640 | Ethics | ideals and values | \$1,065 |
| PHIL 3140-3 | 640 | Environmental Ethics | ideals and values | \$1,065 |
| PSYCHOLOGY | | | | |
| PSYC 1001-3 | 641 | General Psychology | none | \$1,065 |
| PSYC 1001-3 | 642 | General Psychology | none | \$1,065 |
| PSYC 2012-3 | 641 | Biological Psychology 1 | natural science | \$1,065 |
| PSYC 2145-3 | 641 | Introductory Cognitive Psychology | none | \$1,065 |
| PSYC 2606-3 | 640 | Social Psychology | contemporary societies | \$1,065 |
| PSYC 3101-4 | 640 | Statistics and Research Methods in Psychology | none | \$1,420 |
| PSYC 4303-3 | 640 | Abnormal Psychology | none | \$1,065 |
| PSYC 4456-3 | 640 | Psychology of Personality | none | \$1,065 |
| PSYC 4511-3 | 641 | History of Psychology | none | \$1,065 |
| PSYC 4684-3 | 641 | Developmental Psychology | none | \$1,065 |
| SOCIOLOGY | | | | |
| SOCY 1001-3 | 640 | Introduction to Sociology | contemporary societies | \$1,065 |
| SOCY 4014-3 | 641 | Criminology | none | \$1,065 |
| SOCY 4086-3 | 641 | Family and Society | none | \$1,065 |

Samuel Lentz

Topics in Writing: Food and Culture

“As a sociology major, I am fascinated about culture and the role food plays in society. I enjoyed taking this class online and not having to report to a classroom every day at a certain time. I appreciated moving at my own pace, like being able to take a quiz during my lunch break or studying before work. This helped me get the credits I needed in a short time, while still maintaining my heavy workload.”



INDEPENDENT LEARNING

Olivia Fontanese

Piano

“My uncle is a professional musician and has given me many, many music lessons in my life. I’ve been playing guitar for as long as I can remember and I also play classical violin. I love learning piano because it is all music theory. Everything is right there and you don’t have to guess. I find it very calming.”



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.

GROUP CLASSES INCLUDE:

- Guitar
- Piano
- Hand Drum Circle

PRIVATE (ONE-ON-ONE) INSTRUCTION IS AVAILABLE ON:

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

Tuition

\$630 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, email the applied music advisor at appmusic@colorado.edu, or call 303-492-5950.



Youth Piano Program

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



Miranda Aragon

Speech Language Pathology Assistant Certificate Program

“I loved all my undergraduate classes, but I was excited to start working directly with clients to apply what I was learning in class. Through this program I was able to work one on one with kids. It is really special to see them grow so much within such a short period of time.”

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/slpa-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.

We are excited to be adding the Speech-Language Pathology Prerequisites Program to our online offerings. Complete information is available at slhs.colorado.edu/slpp-online.

CU ON THE WEEKEND

Adam Bradley

The Real Hip Hop

“I think the public will discover a hip hop they never dreamed existed. Beyond the sound, beyond the offense, beyond the bling, is a culture rooted in community and creation. I’m excited to share this hip hop—the real hip hop—and to give participants a backstage pass to the lives and the art of some of rap’s leading voices. I treasure opportunities to speak to public audiences. CU on the Weekend is a wonderful opportunity to speak to and to hear from people from all walks of life.”



CU ON THE WEEKEND

CU on the Weekend is a series of one-day classes led by some of CU-Boulder’s best faculty. Join faculty members such as Adam Bradley, associate professor of English, for programs that are free and open to the public. From hip hop to forensic anthropology, these one-day classes allow for in-depth conversations on a range of engaging subjects.

Spring 2014

The Real Hip Hop

Adam Bradley, Associate Professor, English
 Saturday, February 8, 1-4 pm
 Benson Earth Sciences – Room 180

Post Holocaust American Judaism

David Schneer, Professor, History
 Saturday, March 1, 1-4 pm
 Norlin Library – British Studies –
 Room M549

**Complementary and Alternative Medicine:
 Turning Anecdotes into Data**

*Theresa Hernandez, Professor, Psychology
 and Neuroscience*
 Saturday, March 8, 9 am-12 pm
 Benson Earth Sciences – Room 180

**Approaches in Forensic Anthropology:
 A Case Study from Organized Crime**

*Steven Leigh, Arts and Sciences Dean
 and Professor, Anthropology*
 Saturday, April 5, 1-4 pm
 Jennie Smoly Caruthers Biotechnology
 Building – Butcher Auditorium – A115

Free and Open to the Public

Seating is available on a first-come, first-served basis. Classrooms open 30 minutes before start time.

Stay Informed

The CU on the Weekend webpage is the primary source for the most up-to-date course descriptions, instructor bios, locations, parking information, and more. For a complete schedule of CU on the Weekend spring classes, visit conted.colorado.edu/weekend.

Sign up for email reminders for one or more classes via the CU on the Weekend webpage. All programs are subject to change. Those who sign up for email reminders will receive email notification if a program is cancelled or rescheduled. For more information about public outreach programs follow us on Twitter: @CUoutreach and Facebook: facebook.com/CUoutreach.

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 2014 semester. Enrollment begins Friday, January 10, and classes begin Monday, January 13. Call 303-492-5148 for more information or visit conted.colorado.edu/access.

Our capable staff can provide academic advising, financial aid, and career advising through in-person or telephone appointments. Visit conted.colorado.edu/student-resources to set up a free appointment.

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

High School Concurrent students enrolled in ACCESS courses are eligible to apply for the College Opportunity Fund. Visit cof.college-assist.org for more information.

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).

Finishing Your Degree at CU

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

Learn more about the CU Complete Service for former CU-Boulder students on page 23.

Nigel Peterson

Values and Power of Consumer in Society

“It’s my goal to start a business that produces environmentally conscious and sustainable outerwear for the ski and snowboard industry. To help me get prepared, I’m combining environmental studies with this class to learn more about green consumerism.”



POST-BACCALAUREATE PRE-MEDICAL PROGRAM

Joseph Walker

“I was a college football coach, so I’ve spent a lot of time around orthopedic doctors and surgeons. Their ability to bring health and healing to athletes intrigued me. In most cases, even with a traumatic injury, docs were able to get athletes back to an active life. I was inspired, and decided to follow my love of helping others by becoming a doctor. The program is intense and rigorous, but I know it’s preparing me for medical school. I choose *this* program because it provides critical direction and guidance.”



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 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, 2014 and provides the course work and support necessary to apply to medical schools in 2015.

Applications for the 2014 class will be accepted on a rolling basis beginning in November, 2013.

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.

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 for more information or email postbacmd@colorado.edu.

SUMMER SESSION



Margaret Asirvatham
Instructor, Chemistry and Biochemistry

GET INTO SUMMER!

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

We also welcome international students to be part of summer in Boulder. Email 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 2014 catalog.

Summer 2014 Schedule

| | |
|------------------------|-----------------|
| Session M (Maymester): | May 12-30 |
| Session A (5 weeks): | June 2-July 3 |
| Session B (5 weeks): | July 8-August 8 |
| Session C (8 weeks): | June 2-July 25 |
| Session D (10 weeks): | June 2-August 8 |

CU COMPLETE SERVICE

Jen Hall

“I went back to school because of my kids. I wanted to give us a better life and I knew that I could do that if I finished my college degree. My goal was to earn my Bachelor’s of Psychology before my oldest girl finished high school. Because of CU Complete I was able to do it. Through Continuing Education, I got a scholarship that made summer school and a faster track possible. Now, my goal is to work in health and human services with at-risk youth and, ultimately, get my master’s in social work.”



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-Boulder 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.

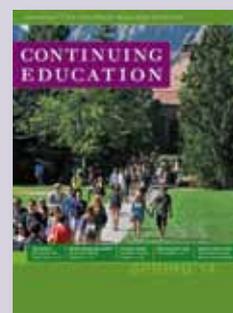
Our advisors understand the challenges facing the adult student population and can help you create a path toward completing your degree.

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.

CAETE Director

DAVID FUSCO

“Our students are able to access the top minds and very best

EXPERIENCES

in the fields of engineering and technology.”

“With a strong framework of nationally recognized professors and successful programs, CU is a leader in flexible, blended online learning models,” says David, the director of CAETE. “CAETE is continually assessing what programs and cutting-edge learning models are most relevant and effective for today’s professional adult students. We know they are searching for a phenomenal program, like ours, that will be worth their investment of time and money to support their career goals.”

Imagine sitting in your home or office, taking graduate classes from one of the top-ranked engineering schools in the nation. Ranked 20th among public engineering programs nationwide, and 35th overall (*U.S. News and World Report* 2013), we work hard to provide professionals a superior education with the University of Colorado Boulder’s College of Engineering and Applied Science.

For 30 years, the Center for Advanced Engineering and Technology Education (CAETE), which delivers CU Engineering Online, has helped working professionals like you advance their careers with flexible, convenient education through unique programs.

Through CU Engineering Online, you can pursue engineering and technology course work, or earn graduate specialized certificates and master’s degrees in a number of disciplines. We offer courses in real time, both online and on campus, and anytime, via streaming video or download. We also offer skill-building (noncredit) short courses for professional development.

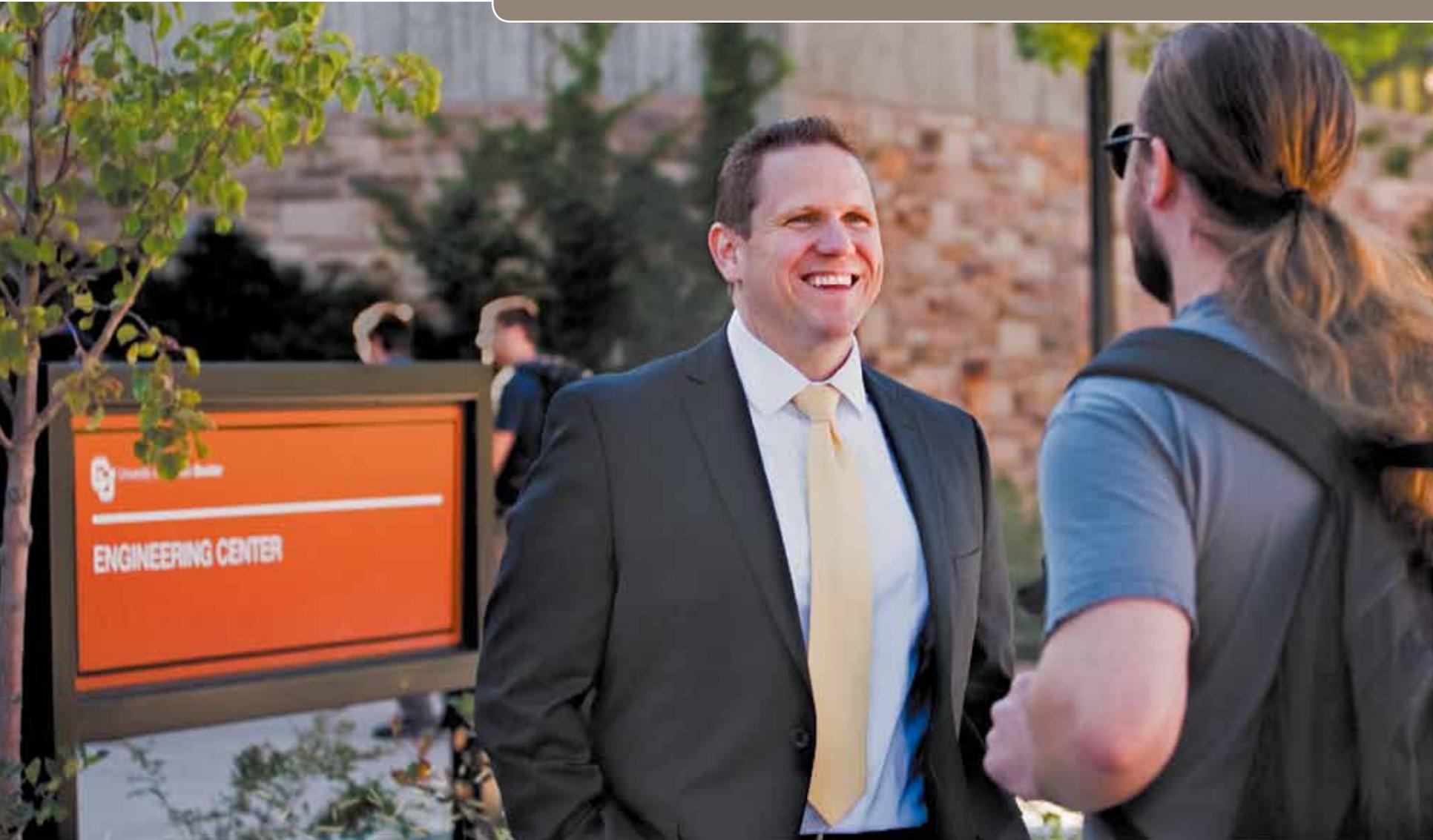
Master’s Degrees

- Aerospace Engineering
- Computer Science
- Electrical and Computer Engineering
- Engineering Management
- Telecommunications

Master’s-Level Certificates

- Aerospace Engineering:
 - Astrodynamics and Satellite Navigation Systems
- Electrical/Computer Engineering:
 - Embedded Systems
 - Power Electronics
 - Software Engineering
- Engineering Management:
 - Engineering Entrepreneurship
 - Engineering Management
 - Leadership and Management
 - Managing Applied Research in Technology
 - Performance Excellence in Technology Management
 - Project Management
 - Quality Systems for Product/Process Engineering

ENGINEERING ONLINE



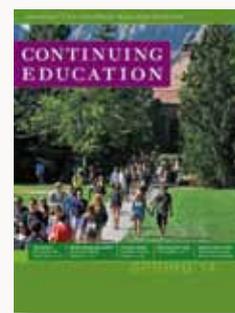
- Six Sigma Practitioner
- Six Sigma Belt Certifications
- Systems Engineering
- Technology Ventures and Product Management
- Telecommunications
 - Computer and Network Security
 - Energy Communication Networks
 - Network Architecture
 - Telecommunications Policy
 - Wireless Networks and Technologies
- RASEI (Renewable and Sustainable Energy Institute)
 - Renewable Energy
- Civil, Environmental, and Architectural Engineering
 - Water Engineering and Management

Course Schedule Information
CUEngineeringOnline.colorado.edu
303-492-6331
caete@colorado.edu
www.coloradodistance.com/blog

The **Lockheed Martin Engineering Management Program (EMP)** is the MBA alternative for engineers, scientists, and technical professionals who want to move into management. Through your studies in EMP you can learn and practice data-driven management, develop leadership capabilities, and apply proven principles for business performance improvement. EMP offers 22 certificates, degrees, and dual degrees.

The **Interdisciplinary Telecommunications Program (ITP)** gives you the opportunity to study the most cutting-edge fields in telecommunications—and equips you to become a leader in high-growth companies and policy making agencies. While earning a degree through ITP, you can choose to focus in the areas of Wireless, Energy, IP Networks, Policy, and Security.

Why wait? Get started today to experience the robust curricula, world-class faculty, and strong industry partnerships of a tier 1 research university.



Let's get connected.

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

IEC Director

PATTI JUZA

“One way to empower people is to help them learn a language.

COMMUNICATION

is such an important form of power.”

“International students here are often misjudged because they can’t articulate themselves in English, and it’s our role to help them unleash their communication skills,” says Patti, IEC’s director. “It’s an exciting time on this campus because there are so many international initiatives going on. The IEC is so proud to play a role in welcoming a diverse student population and giving them the skills they need to succeed.”

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 go 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 International English Center is fully accredited by the Commission on English Language Program Accreditation (CEA). We are also a member of UCIEP, consortium of University and College Intensive English Programs, and AAIEP, the American Association of Intensive English Programs.

Intensive English Program (IEP)

The program is especially designed for citizens and residents of other countries who have come to the United States on student visas and who are preparing to enter a college or university in the U.S. It is also appropriate for professionals who need to improve their English for work and for community members who desire to study English intensively. The IEP consists of five eight-week sessions of full-time communicative English language study (20-23 hours per week) with instruction in grammar, reading, writing, listening, and speaking. Students are tested upon arrival and are placed into classes appropriate to their proficiency.

INTERNATIONAL ENGLISH CENTER



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.

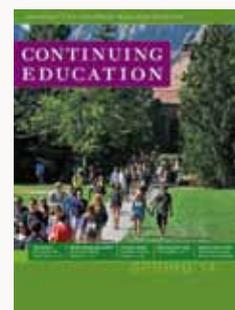
If you are an immigrant or a refugee and cannot afford the program, please ask about scholarship assistance.

Certificates of completion are offered.

English as a Second Language for Degree Students (ESLG)

These non-intensive credit accent reduction and writing courses are designed for 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 iec.colorado.edu or call 303-492-5547.



Let's get connected.

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

Class Program Instructor

KELLY LUBKEMAN

“We take for granted the magic of science that surrounds us every day. But when kids learn this, they
LIGHT UP
and want more.”

“I think it is really important for kids to be introduced to science as play,” says Kelly. “When they are exposed at an early age to scientific ideas and words like ‘experiment’ or ‘hypotheses’, it becomes second nature to them. Then, when they get to high school and people tell them they have to do experiments, they love it. They don’t have to overcome their fear of something new before they are ready to learn.”

ABOUT SCIENCE DISCOVERY

CU Science Discovery, established in 1983, collaborates with CU-Boulder faculty to develop and deliver science education programs for K-12 students and teachers. Our 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. We capitalize 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 our programs, we impact more than 20,000 students and teachers across Colorado each year.

Summer and After-School Classes

For students ages 5-18, CU Science Discovery offers a wide variety of classes that span the STEM disciplines. Classes offer enthusiastic and knowledgeable instructors (often STEM graduate students with teaching experience), access to university and community resources, small class sizes (10-16 students), and a

variety of laboratory and field experiences. Classes such as Wildlife Forensics, CU Science: Behind the Scenes, and Reverse Engineering are designed to enrich student understanding and motivate them to explore science topics in greater depth. Advanced workshops, such as Geoscience Field Methods, the Medical School Experience, and Biomedical Engineering, offer

opportunities for high school students to learn more about STEM majors and career opportunities. From fossils to forensics to physics, our Class Program offers something for everyone! For a complete listing of current classes, please visit our website.

Classroom Presentations

Science Discovery brings CU’s cutting-edge science and scientists to classrooms, libraries, and community centers throughout Colorado. The program collaborates with CU faculty, peer institutions, and other educational organizations to enrich STEM education statewide. Our interactive presentations and hands-on workshops introduce students to subjects across the STEM disciplines, including chemistry, physiology, and optics. Current offerings include several new programs in physical science, sustainability, and biotechnology. Each program’s content and activities support the Colorado Academic Standards and enrich student learning through fun, hands-on experiences.

SCIENCE DISCOVERY



STEM Workshops and Teacher Professional Development

Full-day STEM Workshops, offered on the CU campus and at school sites around the state, provide a more extended experience for elementary and middle school teachers and students. Teachers and students rotate through three different hands-on workshop modules, giving teachers the opportunity to participate in workshop activities alongside their students. STEM Workshops and related Teacher Professional Development Workshops focus on topics such as engineering, renewable energy and earth systems science. CU Science Discovery conducts STEM Workshops and Teacher Professional Development Workshops at urban and rural sites throughout Colorado. Contact us to bring a STEM Workshop to your community!

Field Science Programs

CU 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, we offer field study programs that explore Colorado's ecosystems, such as Stream Ecology and Winter Ecology on Snowshoes. Our Mountain Research Experience, offered in collaboration with CU's Department of Ecology and Evolutionary Biology and INSTAAR, provides high school students the opportunity to conduct ecological field research while living and working at CU's Mountain Research Station. Our 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.

Girls in STEM

CU Science Discovery is working to advance gender equity in STEM by serving as the convening organization for the Colorado Collaborative for Girls in STEM, a statewide affiliate of the NSF-funded National Girls Collaborative Project. In this role, we help to coordinate activities across the state designed to build capacity among STEM education providers and school counselors, and promote greater opportunities for girls and women in STEM.

CU Science Discovery Teen Café

Our new Teen Café offers Boulder and Denver area teens an opportunity to meet and interact with local scientists in a fun and informal setting. The Teen Science Café meets monthly at each of two locations, one in Boulder and the other in Denver. Café topics span a wide range of STEM fields – from ecology to medicine to astrophysics! Topics and presenters are identified by our Youth Leadership Team who help us guide the program and run café events. For information about upcoming events or to get involved, please visit our website.

The Bees' Needs

DEANE BOWERS

“People love bees, yet there is a lot of incorrect public information about bee
DECLINE.”

“Bee declines are a reality, and this project is a way to address that,” says Deane, curator of entomology at the CU Museum of Natural History and professor of ecology and evolutionary biology. “Part of our job at the Museum of Natural History is to engage the public in science. The Bees’ Needs project has been an incredible way to involve the public in entomology and citizen science.”

ENGAGING CITIZENS IN BEE RESEARCH

As news has spread of the mysteriously waning honeybee populations, scientists and citizens alike have taken an interest in bees in recent years. Native bees play vital roles in local ecosystems and they are also showing signs of decline. The University of Colorado Museum of Natural History’s The Bees’ Needs project invites the public to help collect much needed information about native bee populations.

Deane Bowers’ fascination with insects began with butterflies, but she soon spread her wings to embrace other “bugs.” As curator of entomology at the University of Colorado Museum of Natural History and professor of ecology and evolutionary biology, Bowers is always looking for ways to make entomology more accessible to the public. She offers homemade, chocolate chip and mealworm cookies to students as an end-of-the-semester snack, but luckily inviting the public to participate in bee research is an easier sell. The Bees’ Needs project aims to engage the public and to educate volunteers about beloved bees.

“People love bees, yet there is a lot of incorrect public information about bee decline,” Bowers said.

“Bee declines are a reality, and this project is a way to address that. Part of our job at the Museum of Natural History is to engage the public in science. The Bees’ Needs project has been an incredible way to involve the public in entomology and citizen science.”

There are more than 900 bee species in Colorado and more than 550 species in the Boulder area. Alexandra Rose, the museum’s citizen scientist coordinator, and Virginia Scott, the museum’s entomology collections manager and native bee

expert, helped create The Bees’ Needs to involve the public in studying what community characteristics determine where bee species live so that scientists can better understand population declines.

In The Bees’ Needs, the public act as citizen scientists who share in data collection and discoveries about Colorado’s native bees. The project furnishes bird-house-sized “bee blocks” for volunteers to install in their yards. The wooden blocks are drilled with 40 holes in various sizes to provide enticing homes for solitary, wood-nesting bees. Volunteers provide information about their yard and neighborhood, and they document what materials—plant fibers, mud, pebbles, etc. — they observe bees using to build their nests. The nesting materials help researchers identify what species are present and where they live.

Since the program’s launch in spring 2013, Rose and Scott have led workshops that not only teach volunteers how to collect data but also address common misinformation about bees.

OUTREACH



“I see a lack of knowledge about bees but not a lack of interest,” Scott said. “Most people are surprised to find out that bees are not all social and that most are solitary insects. They come in all different sizes and all different colors: black, green, red.”

The Bees’ Needs project has been so popular that the organizers quickly met volunteer recruitment goals in 2013 and a waitlist is in effect for 2014 volunteers. However, the program continues to expand the citizen-science model to K-12 educators and classrooms.

With support from the CU-Boulder Outreach Committee, The Bees’ Needs is partnering with CU-Boulder’s Biological Sciences Initiative (BSI) and ScienceLIVE to develop classroom curricula for 4th-12th grade teachers. Together, the programs are developing teacher workshops, web tools, blogs, and webinars that allow classrooms and citizen scientists to connect with CU scientists.

These new developments will allow organizers to spread bee identification to other areas of the state and engage diverse populations that are often underrepresented in the sciences. Involving K-12 classes, educators, and citizen scientists in The Bees’ Needs will strengthen the scope of the data and broaden the public’s understanding of the important role that pollinators play in our local ecosystems, Rose said.

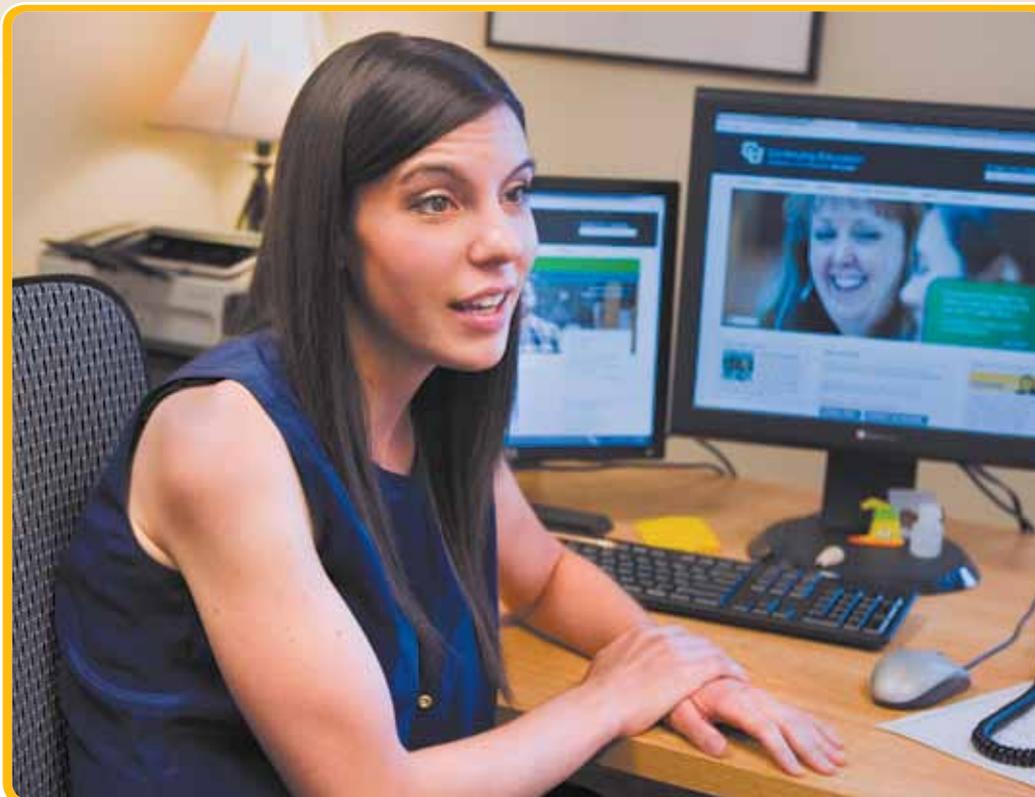
“The citizen-science model is significant from a scientific perspective, because it offers us the ability to gather samples that are geographically and numerically not possible otherwise,” she said. “Socially, citizen science allows us to subtly and not-so-subtly offer education and outreach to the public. People respond to scientific messages when they are part of process.”

For more information about the program, visit beesneeds.colorado.edu.

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 connects 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 engage faculty in mutually beneficial partnerships with external constituents. These awards are made possible by funds from 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 email outreach@colorado.edu.



Blazey Heier

Academic Advisor

“Each one of our students is different, whether they are a returning adult student, a main campus student, or someone taking a class for fun. I work with each one individually to see how we can make their class life meet the needs of their personal life. I help people figure out what they need to reach their goals, and strategize to find the right combination of classes and programs to fit their unique needs.”

YOU’VE GOT QUESTIONS. WE’VE GOT ANSWERS.

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

GETTING STARTED

Academic Advising

Our academic advisors can help you understand 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 advisor 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, March 5-April 16 (no class March 26), 11 am - 1 pm, Continuing Education Center, room 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 Continuing Education Application at conted.colorado.edu/enroll. We will process your application and send you an Invitation to Enroll, 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. You will then be able to enroll online via MyCUInfo at mycuinfo.colorado.edu.

ENROLLING IN THE CAREER EXPLORATION WORKSHOP

Visit conted.colorado.edu/enroll/noncredit for information on how to enroll, call our enrollment services 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 enrollment process, call us at 303-492-5148.

STUDENT SERVICES

PAYING

Continuing Education offers a full service bursar/accounting office. You can pay your tuition by check, cash, credit card (VISA, MasterCard, Discover, and American Express), or online from your checking or savings account. Please note that effective August 1, 2013, any payments made to the University of Colorado using a credit or debit card will be charged an additional nonrefundable 2.75% service fee by the card processor. Credit students can also pay using a credit card online at mycuinfo.colorado.edu. Visit conted.colorado.edu/student-resources/accounting for more information.

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

ADDITIONAL INFORMATION

Course Updates

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

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

Student Privacy

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

Disability Services

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

Accessing Campus Services

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

Severe Weather

Classes are held when scheduled. Campus closings are announced on local radio and television stations along with the CU website at www.colorado.edu. You will also find cancellations on Facebook (facebook.com/CUContinuingEd) and Twitter (@CUContinuingEd).

Books and Supplies

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

FAQS

How much will my course cost?

Costs vary depending on the course. For the Career Exploration Workshop, you will find the cost at the end of the course listing. For Boulder Evening, tuition is different for Colorado residents and nonresidents. Independent Learning tuition is different depending on whether the course is undergraduate or graduate level. Information on tuition and residency can be found at conted.colorado.edu/tuition.

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

Where do I get a record of my classes?

If you need a record of your academic credit courses, request a transcript through MyCUInfo at mycuinfo.colorado.edu. You can also visit the CU registrar’s website at www.colorado.edu/registrar for other options.

For a record of your noncredit courses, email our enrollment services office at ceregistration@colorado.edu or call 303-492-5148.

Where is my class? Is there parking nearby?

Course locations are listed at the end of each course description. Many campus parking lots offer \$4.00 parking after 5 pm and on Saturdays. Some are free during evenings and weekends. The Campus Map at www.colorado.edu/campusmap gives both building and evening and weekend parking lot locations. To skip parking altogether, take the bus to campus.

What if my plans change and I have to drop my class?

Please let us know. Depending on when you drop a course, you may receive a full refund. Refer to each program description for refund policies after a course begins.

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

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

Building Hours/Closures

Our office hours are 8 am to 5 pm Monday through Friday. CU-Boulder will be closed Thursday and Friday, November 28 and 29; Tuesday and Wednesday, December 24 and 25; Wednesday, January 1; Monday, January 20; Friday, March 28.



Alumni Discounts Available

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

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

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

—from the Guidelines for Diversity Planning

The University of Colorado Boulder does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, gender identity, gender expression, 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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conted.colorado.edu



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12019170

CU ON THE WEEKEND

Join us on campus for FREE Saturday classes with some of CU-Boulder's best faculty. Discover more about their academic passions. Gain fresh perspectives. Explore a new path to learning.

See page 19 for details.

