

# CONTINUING EDUCATION

**Your first take.**  
Acting for  
Nonmajors. — p.6

**Look inside yourself.**  
Introduction to Human  
Physiology. — p.11

**Live your dream.**  
Pre-Med. Post-Bac.  
Program. — p.25

**Enriching Lives.  
Building Community.**  
Our 100<sup>th</sup> Anniversary.

**Explore more online:**  
Visit [conted.colorado.edu](http://conted.colorado.edu) for course updates.

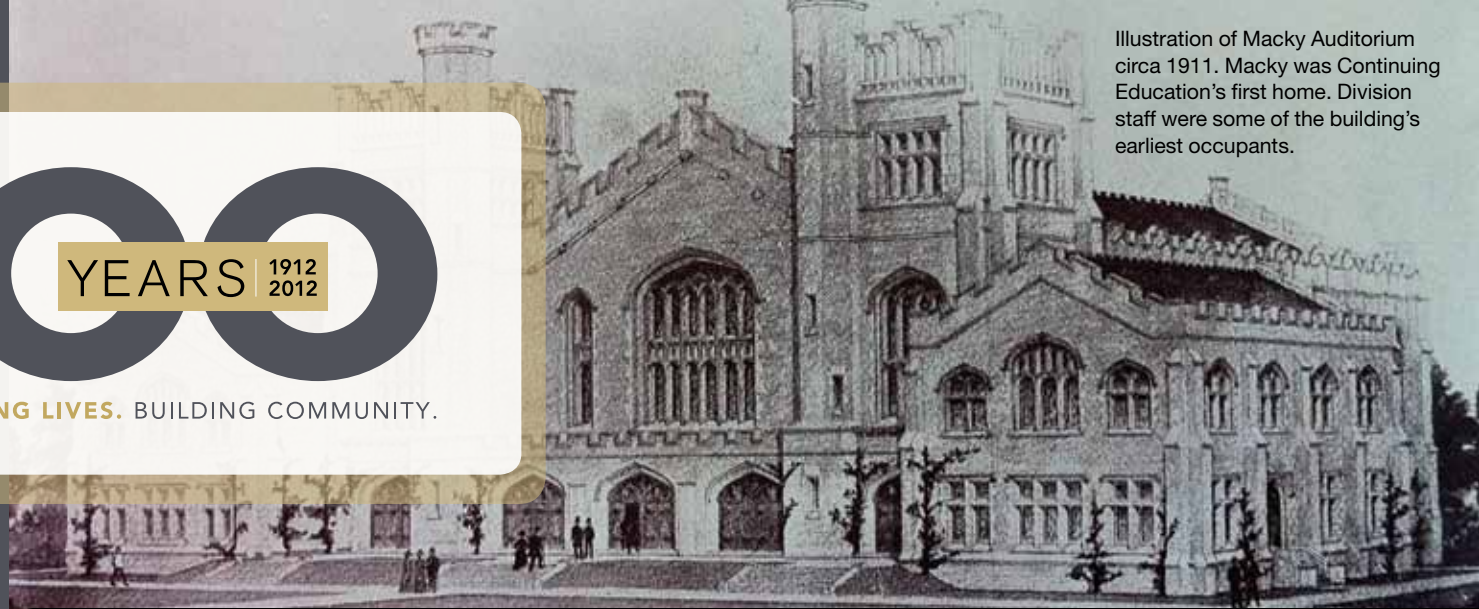
SPRING '12

# 100

YEARS | 1912  
2012

ENRICHING LIVES. BUILDING COMMUNITY.

Illustration of Macky Auditorium circa 1911. Macky was Continuing Education's first home. Division staff were some of the building's earliest occupants.



## CENTENNIAL CELEBRATION

1505 University Avenue, the Division of Continuing Education's current location as it appeared in the 1920s.



For 100 years, the Division of Continuing Education at CU-Boulder has offered generations of students and community members access to the university's resources. The Department of Extension, as it was once called, was endorsed by the Board of Regents in 1911 and formally inaugurated in June 1912.

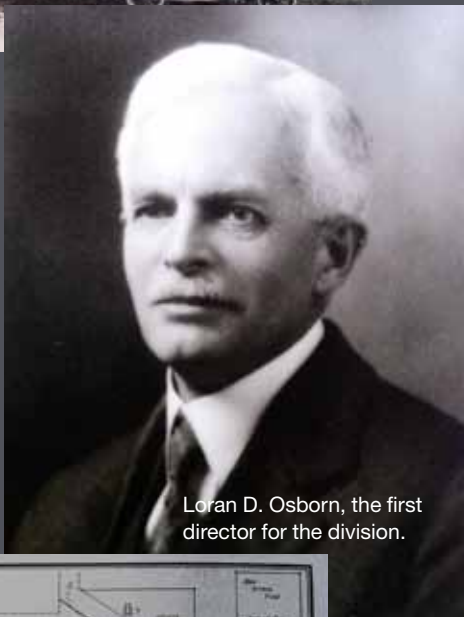
Our modern-day mission aligns with the early vision of our predecessors. Founding director and professor of sociology, Loran D. Osborn had an interest in the social problems of his day. His sentiments for continuing education as written in 1912 still ring true today:

“ Only a fortunate few have the privilege of being in residence at the University of Colorado. It is no longer conceivable that the university has exhausted its duty and opportunity by putting its educational equipment at the service of this comparatively small number of young people, important as this function is.

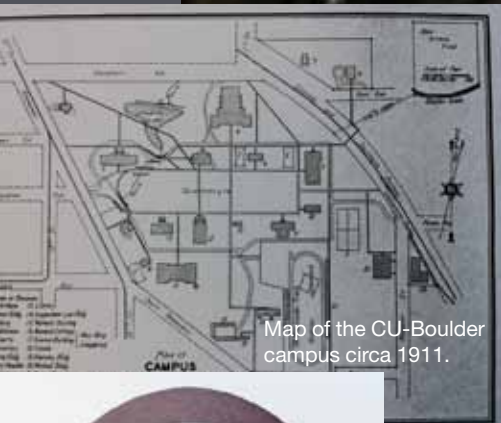
Its expert resources are too valuable an asset to the state to be thus limited. They should be at the disposal of individuals who cannot come within the college walls, and communities, which are seeking information and guidance in solution of the complex problems of modern life.

It was the appreciation of this fact on the part of the university, and its desire to be of the widest possible service in the state, that led to the organization of the University Department of Extension, and it is with this broad purpose and spirit that the department is being administered. ”

We are one-century strong, and we are delighted to commemorate 100 years of enriching lives and building community throughout 2012. We invite you to join in our centennial celebration. We are compiling stories about Continuing Education's impact on campus and in surrounding communities. Help us celebrate our first 100 years by sending your stories to [conted-marketing@colorado.edu](mailto:conted-marketing@colorado.edu) or call 303-492-3949.



Loran D. Osborn, the first director for the division.



Map of the CU-Boulder campus circa 1911.



George Norlin, future CU president and library namesake. Norlin was one of the division's distinguished lecturers during its first year.

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### Let's get connected.

Visit [conted.colorado.edu/catalogs](http://conted.colorado.edu/catalogs) to be placed on the permanent mailing list.

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



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



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



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Political Science  
**CURTIS BELL**

“Persuading students to believe that they can improve upon

# IDEAS

proposed by leading university professors and World Bank economists is challenging, but we do it.”

“Political science students are inquisitive people with strong opinions,” says Curtis, who specializes in civil war, African politics and the economics of state failure. “I present my students with cutting-edge research, followed by intensive case studies. I encourage them to improve upon existing theories by researching and crafting their own explanations. I am consistently impressed by my students’ creativity and see that they are truly making original contributions to the study of politics.”

## TAKE CREDIT FOR LEARNING

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

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

### Eligibility

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

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

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

### Resident Tuition Requirement

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

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

1. Complete an affidavit in person at Continuing Education or the University Registrar’s Office. You will need to bring an approved photo ID to complete the affidavit.
2. Complete and submit the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or the College Opportunity Fund (COF) application at [cof.college-assist.org](http://cof.college-assist.org).
3. Download the PDF at [registrar.colorado.edu/students/pdf/affadavit\\_verifying\\_citizenship.pdf](http://registrar.colorado.edu/students/pdf/affadavit_verifying_citizenship.pdf). Mail the completed and notarized form to Continuing Education.

## BOULDER EVENING



If you do not verify your presence you will be reclassified as a nonresident of Colorado and charged the higher out-of-state tuition.

### Adding and/or Dropping Courses

Complete information on enrolling and dropping, along with deadlines, can be found on page 4. If you don't officially withdraw from a course, you may receive a grade of *F* for that course and you may be liable for any tuition and fees.

If you do not attend your course regularly during the first week through the last day to drop (see page 4), you may be administratively dropped. Check with your instructor or contact us for additional information.

### Tuition

Boulder Evening tuition is assessed in addition to any tuition paid on campus (resident or nonresident).

Tuition is determined by your residency.

#### Resident tuition

\$265 per credit hour

#### Nonresident tuition

Three credits or less is \$1,043 per credit hour

Four or more credits is \$14,425

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

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

### Residency

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

### Final Exams and Grades

Final exams are held the last day of the class. See the list of courses by start date on pages 5-7. Final grades will be available at [mycuinfo.colorado.edu](http://mycuinfo.colorado.edu) approximately two weeks after a class ends. If you need an official transcript, visit the registrar's office website at [registrar.colorado.edu/students/transcripts.html](http://registrar.colorado.edu/students/transcripts.html) for information.

### Faculty and Staff Discounts

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

### Student Fees

Boulder Evening students have the option of paying student fees for use of the Recreation Center, Wardenburg Student Health Center, etc. including purchasing an RTD bus pass. Visit [conted.colorado.edu/student-resources/accounting](http://conted.colorado.edu/student-resources/accounting) for information.

## BOULDER EVENING REGISTRATION AND REFUND DEADLINES

### FULL SESSION

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

**January 16:** University closed.

**January 23:** Full Session classes begin.

**January 27:** Deadline to apply for Nontraditional Student Scholarship.

**February 3:** Deadline to petition for in-state tuition classification for Full Session classes.

**February 6:** 5 pm deadline to enroll in Full Session classes, add your name to a wait list, request *pass/fail* status, or drop with a 100% refund.

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

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

**February 7:** Instructor's signature required to add Full Session classes.

**February 8:** Tuition for Full Session due.

**February 20:** 5 pm deadline to withdraw from Full Session classes with a 60% refund.\*

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

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

**March 26–30:** Spring break. No classes.

**March 30:** University closed.

**April 8:** 5 pm deadline for Arts and Sciences degree students and nondegree students to withdraw from Full Session classes without signatures.

**April 9:** Instructor's signature required and petition documenting extenuating circumstances required for Arts and Sciences degree students and nondegree students to withdraw from Full Session classes.

**April 30–May 3:** Last day of classes and final exams for Full Session classes.

### SESSION I

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

**January 16:** University closed.

**January 23:** Session I classes begin.

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

Deadline to apply for Nontraditional Student Scholarship.

**January 30:** 5 pm deadline to enroll in Session I classes, add your name to a wait list, request *pass/fail* status, or drop with a 100% refund.

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

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

**January 31:** Instructor's signature required to add Session I classes.

**February 6:** 5 pm deadline to withdraw from Session I classes with a 60% refund.\*

**February 8:** Tuition for Session I due.

**February 13:** 5 pm deadline to withdraw from Session I classes with a 40% refund.\*

**February 14:** Petition required to add Session I classes. Petition Forms documenting extenuating circumstances are available at Continuing Education.

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

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

**March 7 and 8:** Last day of classes and final exams for Session I classes.

### SESSION II

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

**January 16:** University closed.

**January 27:** Deadline to apply for Nontraditional Student Scholarship.

**March 12:** Session II classes begin.

**March 16:** Deadline to petition for in-state tuition classification for Session II classes.

**March 19:** 5 pm deadline to enroll in Session II classes, add your name to a wait list, request *pass/fail* status, or drop with a 100% refund.

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

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

**March 20:** Instructor's signature required to add Session II classes.

**March 26–30:** Spring break. No classes.

**March 30:** University closed.

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

**April 4:** Tuition for Session II due.

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

**April 10:** Petition required to add Session II classes. Petition Forms documenting extenuating circumstances are available at Continuing Education.

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

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

**May 2 and 3:** Last day of classes and final exams for Session II.

## BOULDER EVENING

### COURSES BY START DATE

Course No.—Hours	Sec.	Class No.	Times	Course Title	Core	Resident Tuition
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#### FULL SESSION

Tuesday and Thursday course begins January 17 and ends May 10

ARTS 1010-3	300	34472	5-8 pm	Introduction to Studio Art	none	\$1,020
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Monday courses begin January 23 and end April 30

ARTH 1300-3	300	34471	6-9 pm	History of World Art 1	literature and the arts	\$870
BCOR 2300-3	300	34475	6-9 pm	Adding Value with Management	business core	\$795
CLAS 1051-3	300	34476	6:30-9:30 pm	The World of the Ancient Greeks	historical context	\$795
COMM 3410-3	300	34478	6-9 pm	Intercultural Communication	cultural and gender diversity	\$810
EBIO 1220-3	301	34479	6-9 pm	General Biology 2	natural science	\$795
ENGL 1191-3	300	34483	6:30-9:30 pm	Introduction to Creative Writing	none	\$795
*ENGL 3000-3	300	34484	6-8 pm	Shakespeare for Nonmajors	literature and the arts	\$795
HIST 1025-3	300	34502	6-9 pm	History of the United States since 1865	United States context	\$795
MATH 1012-3	300	34506	6-9 pm	Quantitative Reasoning and Mathematical Skills	quantitative reasoning and mathematical skills	\$795
PSCI 2004-3	300	34681	6-9 pm	Survey of Western Political Thought	ideals and values	\$795
PSCI 2223-3	300	34508	6-9 pm	Introduction to International Relations	contemporary societies	\$795
PSYC 2012-3	300	34512	6-9 pm	Biological Psychology 1	natural science	\$795
SPAN 2110-3	300	34526	6-9 pm	Second-Year Spanish 1	foreign language	\$815
WRTG 3020-3	301	34534	6-9 pm	Topics in Writing: Power of Language: How you write is who you are	written communication	\$805

Monday and Wednesday courses begin January 23 and end May 2

BCOR 2000-4	300	34474	5:30-7:30 pm	Accounting and Financial Analysis	business core	\$1,060
SPAN 1010-5	300	34524	5-7:30 pm	Beginning Spanish 1	foreign language	\$1,345
SPAN 1020-5	300	34525	6-8:30 pm	Beginning Spanish 2	foreign language	\$1,345



#### Mathew Greene

Spanish

**“I took Spanish in high school, but I felt like I needed a refresher course. I’m a mechanical engineering major, so this class is more for me than for my major. I’ve also liked the smaller format of Continuing Education classes. It is so different from my other classes.”**

\*A portion of this course will be taught online.

**COURSES BY START DATE** (continued)

Course No.–Hours	Sec.	Class No.	Times	Course Title	Core	Resident Tuition
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**FULL SESSION** (continued)**Tuesday courses begin January 24 and end May 1**

ANTH 2020-3	300	34469	6:30-9:30 pm	Introduction to Physical Anthropology 2	natural science	\$795
*ECON 2010-4	300	34481	6-9 pm	Principles of Microeconomics	contemporary societies	\$1,060
FILM 3002-3	302	34488	6-9 pm	Major Film Movements: Contemporary Documentaries	none	\$905
MATH 2510-3	300	34493	6-9 pm	Introduction to Statistics	none	\$795
MUEL 1832-3	300	34494	6-9 pm	Appreciation of Music	literature and the arts	\$830
MUEL 2852-3	300	34497	6-9 pm	Music of the Rock Era	literature and the arts	\$830
PHIL 1000-3	300	34500	6-9 pm	Introduction to Philosophy	ideals and values	\$795
PSCI 4173-3	300	34509	6-9 pm	International Organization	none	\$795
PSYC 4684-3	300	34514	6-9 pm	Developmental Psychology	none	\$795
RLST 2500-3	300	34515	6-9 pm	Religions in the United States	United States context or ideals and values	\$795
SOCY 1016-3	300	34517	6:30-9:30 pm	Sex, Gender, and Society 1	human diversity	\$795
SOCY 4024-3	300	34523	6:15-9:15 pm	Juvenile Delinquency	contemporary societies	\$795
THTR 1003-3	300	36278	5:30-8:30 pm	Acting for Nonmajors	none	\$840

**Tuesday and Thursday course begins January 24 and ends May 3**

MATH 1300-5	300	34492	6-8:30 pm	Analytic Geometry and Calculus 1	quantitative reasoning and mathematical skills	\$1,325
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**Wednesday courses begin January 25 and end May 2**

BCOR 1010-3	300	34473	6-9 pm	Introduction to Business	business core	\$795
COMM 1300-3	300	34477	6-9 pm	Public Speaking	none	\$810
EBIO 1220-3	302	34480	6-9 pm	General Biology 2	natural science	\$795
ENGL 3164-3	300	34487	6-9 pm	History and Literature of Georgian England	historical context	\$795
GEOG 1982-3	300	34495	6-9 pm	World Regional Geography	none	\$795
GEOG 3251-3	300	34498	6-9 pm	Mountain Geography	none	\$795
IPHY 2420-3	300	34503	6-9 pm	Nutrition for Health and Performance	natural science	\$795
PHIL 1600-3	300	34507	6-9 pm	Philosophy and Religion	ideals and values	\$795
PSCI 4703-3	300	34510	5:30-8:30 pm	Alternative World Futures	none	\$795
PSYC 1001-3	300	34511	6:30-9:30 pm	General Psychology	none	\$795
SOCY 2031-3	300	34518	6-9 pm	Social Problems	ideals and values	\$795
SOCY 4121-3	300	34701	6-9 pm	Sociology of Religion	none	\$795
THTR 3011-3	300	34529	6-9 pm	Development of the American Musical Theatre	literature and the arts	\$840
*WMST 2000-3	300	34530	6:30-8:30 pm	Introduction to Feminist Studies	human diversity	\$795
WRWG 3020-3	302	34532	5:45-8:35 pm	Topics in Writing: From Essay to Blog–Exploring Nonfiction	written communication	\$805



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



## BOULDER EVENING

### COURSES BY START DATE (continued)

Course No.—Hours	Sec.	Class No.	Times	Course Title	Core	Resident Tuition
<b>FULL SESSION (continued)</b>						
<b>Thursday courses begin January 26 and end May 3</b>						
ANTH 3000-3	300	34470	6:30-9:30 pm	Primate Behavior	natural science	\$795
*ECON 2020-4	300	34482	6-9 pm	Principles of Macroeconomics	contemporary societies	\$1,060
ENGL 3060-3	300	34486	6-9 pm	Modern and Contemporary Literature	literature and the arts	\$795
HIST 1020-3	300	34499	6-9 pm	Western Civilization 2: 16th Century to the Present	historical context	\$795
JOUR 2601-3	300	34504	6-9 pm	Principles of Journalism and Networked Communication	none	\$795
MATH 1011-3	300	34505	6-9 pm	Fundamentals and Techniques of College Algebra	quantitative reasoning and mathematical skills	\$795
MUEL 2772-3	300	34496	6-9 pm	World Musics: Africa/Europe/Americas	human diversity	\$830
PHIL 1100-3	300	34501	6-9 pm	Ethics	ideals and values	\$795
PSYC 2145-3	300	34513	6-9 pm	Introductory Cognitive Psychology	none	\$795
SOCY 2061-3	300	34519	6-9 pm	Introduction to Social Statistics	none	\$795
SOCY 3151-3	300	34521	6:30-9:30 pm	Self in Modern Society	United States context or ideals and values	\$795
THTR 1009-3	300	34527	6-9 pm	Introduction to Theatre	literature and the arts	\$840

### SESSION I

#### Tuesday and Thursday course begins January 24 and ends March 8

GEOG 1001-4	100	34490	6-9 pm	Environmental Systems 1: Climate and Vegetation	natural science	\$1,060
RLST 3000-3	100	36276	6-9 pm	Christian Traditions	historical context	\$795

### SESSION II

#### Monday and Wednesday courses begin March 12 and end May 2

ENGL 3060-3	200	34485	6-9 pm	Modern and Contemporary Literature	literature and the arts	\$795
SOCY 3161-3	200	34522	6:30-9:30 pm	Sociological Perspectives on Race and Ethnicity	none	\$795

#### Tuesday and Thursday courses begin March 13 and end May 3

GEOG 1011-4	200	34491	6-9 pm	Environmental Systems 2: Landscapes and Water	natural science	\$1,060
SOCY 1001-3	200	34516	6-9 pm	Introduction to Sociology	contemporary societies	\$795



# 1911

#### IN THE BEGINNING

A conference of high school teachers and administrators and faculty subcommittees recommended the university establish an extension department, now the Division of Continuing Education.

**100** YEARS 1912 2012  
ENRICHING LIVES. BUILDING COMMUNITY.

Film Analysis for Non-Majors

JESSE JAMES STOMMEL

“When my students stop merely following instructions and come up with something truly

**ORIGINAL,**

I know I’ve done something right. They have started paying attention to what they are getting out of the class.”

“I encourage students to participate outside the insular learning environment by producing intellectual work that is more public,” says Jesse, who created this class specifically for the digital environment. “Today, films are viewed in many formats, not just on a large screen in a dark theater. We explore how the film viewing experience and the art form itself changes from one format to another.”

### **THE ULTIMATE IN FLEXIBILITY WITH CU QUALITY.**

**You call the shots – by deciding when, where, and how you learn.**

**Independent Learning lets you start your study any time of the year. You can complete courses over the Internet or through the mail; choose from self-paced classes that you complete according to your calendar; or term-based classes that follow the semester calendar. Online classes allow rich interaction with your instructor and other students.**

**Think of the possibilities. You can earn extra credit toward your degree, enhance and develop your job skills, prepare for a career change, or just satisfy your curiosity – all at your own convenience.**

## 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](http://conted.colorado.edu/independent) or call 303-492-5148.

If you are considering applying to CU-Boulder as a degree student in the future, meet with a Continuing Education academic advisor to learn about your academic options. We want to help you be successful at the University of Colorado and meet your academic goals. Requirements for admission vary by your status (freshman, transfer, second degree student), so set up an academic advising appointment before you register for classes. If you are under age 22, please bring copies of your high school transcript, any college transcripts, and your SAT or ACT scores to your advising appointment. Advising appointments can be held by phone or in person. To make an appointment online and explore your options visit [conted.colorado.edu/student-resources](http://conted.colorado.edu/student-resources). For more information about admission procedures and registration status, call Continuing Education at 303-492-5148.

### Faculty and Staff Discounts

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

### Course Information

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

#### Term-based Online Courses

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

#### Self-paced Online Courses

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

### Correspondence Courses by Mail

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

### Independent Learning also offers:

#### Applied Music

Private and small group for-credit music instruction with the Applied Music program (see page 17).

#### Individualized Instruction

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

### TERM-BASED ONLINE COURSES

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

### TERM-BASED COURSES BY START DATE

Course No.–Hours	Section	Class No.	Course Title	Core	Tuition
<b>Session IL 3 – 14 weeks: January 23 – May 3</b>					
COMM 2400-3	581	34318	Discourse, Culture, and Identities	human diversity	\$978
COMM 2500-3	581	34319	Interpersonal Communication	none	\$978
COMM 3310-3	581	34320	Principles and Practices of Argumentation	none	\$978
COMM 3320-3	581	34321	Persuasion in Society	none	\$978
COMM 3610-3	581	34322	Communication, Technology, and Society	none	\$978
ENGL 1260-3	581	34323	Introduction to Women’s Literature	human diversity	\$978
ENGL 1600-3	581	34325	Masterpieces of American Literature	literature and the arts	\$978
ENGL 1800-3	581	34327	American Ethnic Literatures	human diversity	\$978
ENGL 2717-3	581	34329	Native American Literature	none	\$978
ENGL 3000-3	581	34330	Shakespeare for Nonmajors	literature and the arts	\$978
ENGL 3000-3	583	34343	Shakespeare for Nonmajors	literature and the arts	\$978
ENGL 3060-3	581	34344	Modern and Contemporary Literature	literature and the arts	\$978
ENGL 3060-3	582	34345	Modern and Contemporary Literature	literature and the arts	\$978
ENGL 3246-3	581	34346	Topics in Popular Culture: Literature of the American West	none	\$978
ENGL 3665-3	581	34348	American Literature after 1860	none	\$978
ENGL 4245-3	581	34349	American Novel 2	none	\$978
ENVD 4365-3	581	34350	Special Topics: Technology and Practice–Structures I	none	\$978
FILM 1002-3	581	34352	Film Analysis for Non-Majors	none	\$1,063

### IMPORTANT DATES FOR TERM-BASED ONLINE COURSES

#### Spring 2012

	Session IL 3 (14 weeks)	Session IL 4 (5/10 weeks)	Session IL 1 (7 weeks)	Session IL 2 (5/7 weeks)
Registration Begins	November 7	November 7	November 7	November 7
Course Begins	January 23	February 6	January 23	March 12
5 pm deadline to enroll, add your name to a wait list, request pass/fail status, or drop with a 100% refund *†	February 6	February 13	January 30	March 19
Tuition Due	February 8	February 8	February 8	April 4
5 pm deadline to withdraw with a 60% refund	February 20	February 20	February 6	April 2
5 pm deadline to withdraw with a 40% refund	March 5	February 27	February 13	April 9
5 pm deadline for Arts and Sciences degree students and non-degree students to withdraw from classes without signatures	April 8	5 week: March 2 10 week: April 8	February 19	5 week: April 13 7 week: April 17
Course Ends	May 3	5 week: March 9 10 week: April 20	March 8	5 week: April 20 7 week: May 3

\* 5 pm deadline for Architecture, Business, Education, Engineering, Journalism, and Music degree students to drop without instructor’s signature. Withdrawals from classes after this date will appear as a W on your academic record and must be received in writing.

† Petition required to add classes after this date. Petition Forms documenting extenuating circumstances are available at Continuing Education.

## INDEPENDENT LEARNING

Course No.–Hours	Section	Class No.	Course Title	Core	Tuition
GEOG 4501-3	581	34354	Water Resources and Water Management of Western United States	none	\$978
GEOG 5501-3	581	34702	Water Resources and Water Management of Western United States	none	\$1,263
GEOG 1010-3	581	34359	Introduction to Geology	natural science	\$978
HIST 1010-3	581	34360	Western Civilization 1: From Antiquity to the 16th Century	historical context	\$978
HIST 1015-3	581	34361	History of the United States to 1865	United States context	\$978
HIST 1020-3	581	34362	Western Civilization 2: 16th Century to the Present	historical context	\$978
HIST 1025-3	581	34364	History of the United States since 1865	United States context	\$978
HIST 1123-3	581	34365	Introduction to British History since 1660	historical context	\$978
IPHY 2420-3	581	34369	Nutrition for Health and Performance	natural science	\$978
IPHY 2420-3	582	34370	Nutrition for Health and Performance	natural science	\$978
IPHY 3430-3	581	34371	Introduction to Human Physiology	none	\$978
JOUR 4301-3	581	34373	Media Ethics	none	\$978
JOUR 5301-3	581	34703	Media Ethics	none	\$1,263
MATH 1011-3	581	34374	Fundamentals and Techniques of College Algebra	quantitative reasoning and mathematical skills	\$978
MATH 1012-3	581	34375	Quantitative Reasoning and Mathematical Skills	quantitative reasoning and mathematical skills	\$978
MATH 1071-3	581	34376	Finite Mathematics for Social Science and Business	quantitative reasoning and mathematical skills	\$978
MATH 1081-3	581	34377	Calculus for Social Science and Business	quantitative reasoning and mathematical skills	\$978
MATH 1150-4	581	34378	Precalculus Mathematics	quantitative reasoning and mathematical skills	\$1,304
MATH 2510-3	581	34379	Introduction to Statistics	none	\$978
MUEL 1081-3	581	34357	Basic Music Theory	none	\$978
MUEL 2752-3	581	34358	Music in American Culture	United States context	\$978
NRSC 2100-4	581	34363	Introduction to Neuroscience 1	none	\$1,304
NRSC 4032-3	581	34366	Neurobiology of Learning and Memory	none	\$978
NRSC 4132-3	581	34367	Neuropharmacology	none	\$978
NRSC 5032-3	581	34528	Neurobiology of Learning and Memory	none	\$1,263
PHIL 1000-3	581	34368	Introduction to Philosophy	ideals and values	\$978
PHIL 2200-3	581	34381	Major Social Theories	ideals and values	\$978
PHIL 2390-3	581	34385	Philosophy and Psychology	none	\$978
PHIL 3180-3	581	34386	Critical Thinking: Contemporary Topics	none	\$978
PSCI 1101-3	581	34387	The American Political System	contemporary societies or United States context	\$978
PSCI 2012-3	581	34388	Introduction to Comparative Politics	contemporary societies	\$978
PSCI 2106-3	581	34389	Introduction to Public Policy Analysis	none	\$978
PSCI 2223-3	581	34399	Introduction to International Relations	contemporary societies	\$978
PSCI 3163-3	581	34407	American Foreign Policy	United States context	\$978
PSCI 4028-3	581	34408	Special Topics: Middle Eastern Politics	none	\$978
SLHS 5032-3	581	34531	Competencies and Strategies for the SLPA	none	\$1,263
SLHS 5930-4	581	34533	Speech Language Pathology Assistant Internship	none	\$1,684
SOCY 1021-3	581	34409	United States Race and Ethnic Relations	United States context	\$978
SOCY 2031-3	581	34410	Social Problems	ideals and values	\$978
SOCY 2044-3	581	34412	Crime and Society	none	\$978



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

**TERM-BASED COURSES BY START DATE** (continued)

Course No.–Hours	Section	Class No.	Course Title	Core	Tuition
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**Session IL 3 – 14 weeks: January 23 – May 3 (continued)**

SOCY 2077-3	581	34413	Environment and Society	ideals and values	\$978
SOCY 3042-3	581	36037	Topics in Population and Health: Death and Dying	none	\$978
WR TG 1150-3	581	34414	First-Year Writing and Rhetoric	written communication	\$978
WR TG 1150-3	582	34415	First-Year Writing and Rhetoric	written communication	\$978
WR TG 3007-3	581	34416	Writing in the Visual Arts	written communication	\$978
WR TG 3020-3	583	34419	Topics in Writing: Sports in American Culture	written communication	\$978
WR TG 3020-3	584	34420	Topics in Writing: Moral Arguments in Fiction—Gender and Power	written communication	\$978
WR TG 3020-3	585	34421	Topics in Writing: Writing on <i>The New York Times</i>	written communication	\$978

**Session IL 1 – 7 weeks: January 23 – March 8**

ATOC 1050-3	581	34314	Weather and the Atmosphere	natural science	\$978
WR TG 3020-3	581	34417	Topics in Writing: American Culture	written communication	\$978
WR TG 3020-3	582	34418	Topics in Writing: Food and Culture	written communication	\$978
WR TG 3030-3	581	34439	Writing on Science and Society	written communication	\$978
WR TG 3040-3	581	34442	Writing on Business and Society	written communication	\$978

**Session IL 4 – 5 weeks: February 6 – March 9**

WR TG 3090-1	581	34449	Open Topics in Writing: Advanced	none	\$326
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**Session IL 4 – 10 weeks: February 6 – April 20**

ENGL 1500-3	581	34324	Masterpieces of British Literature	literature and the arts	\$978
ENGL 3000-3	582	34342	Shakespeare for Nonmajors	literature and the arts	\$978
ENGL 3563-3	581	34347	Early Shakespeare	none	\$978
WR TG 3020-3	586	34423	Topics in Writing: Gender and Sexuality	written communication	\$978
WR TG 3030-3	583	34441	Writing on Science and Society	written communication	\$978
WR TG 3040-3	582	34443	Writing on Business and Society	written communication	\$978
WR TG 3040-3	583	34444	Writing on Business and Society	written communication	\$978
WR TG 3040-3	585	34445	Writing on Business and Society	written communication	\$978

**Session IL 2 – 5 weeks: March 12 – April 20**

WR TG 3090-1	582	34450	Open Topics in Writing: Advanced	none	\$326
WR TG 3090-2	583	34452	Open Topics in Writing: Advanced	none	\$652

**Session IL 2 – 7 weeks: March 12 – May 3**

ATOC 1060-3	581	34316	Our Changing Environment: El Nino, Ozone, and Climate	natural science	\$978
PHIL 1000-3	582	34372	Introduction to Philosophy	ideals and values	\$978
WR TG 3020-3	587	34424	Topics in Writing: Food and Culture	written communication	\$978
WR TG 3020-3	588	34425	Topics in Writing: Environmental Writing	written communication	\$978
WR TG 3020-3	589	34426	Topics in Writing: Food and Culture	written communication	\$978
WR TG 3030-3	582	34440	Writing on Science and Society	written communication	\$978
WR TG 3040-3	584	34446	Writing on Business and Society	written communication	\$978



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

## INDEPENDENT LEARNING

### SELF-PACED COURSES

Course No.-Hours	Section	Course Title	Core	Tuition
<b>ANTHROPOLOGY</b>				
ANTH 1030-3	650	Principles of Anthropology 1	none	\$978
ANTH 1040-3	650	Principles of Anthropology 2	none	\$978
ANTH 2010-3	650	Introduction to Physical Anthropology 1	natural science	\$978
ANTH 2020-3	650	Introduction to Physical Anthropology 2	natural science	\$978
ANTH 2070-3	641	Bones, Bodies, and Disease	none	\$978
ANTH 2200-3	650	Introduction to Archaeology	none	\$978
<b>ART AND ART HISTORY</b>				
ARTS 1012-3	640	Drawing for Nonmajors	none	\$978
ARTS 1012-3	650	Drawing for Nonmajors	none	\$978
<b>ASTROPHYSICAL AND PLANETARY SCIENCES</b>				
ASTR 1000-3	640	The Solar System	natural science	\$978
<b>COMMUNICATION</b>				
COMM 2400-3	642	Discourse, Culture, and Identities	human diversity	\$978
<b>ECOLOGY AND EVOLUTIONARY BIOLOGY</b>				
EBIO 1030-3	641	Biology: A Human Approach 1	natural science	\$978
EBIO 1040-3	641	Biology: A Human Approach 2	natural science	\$978
EBIO 4100-3	640	Advanced Ecology: Tropical Conservation	none	\$978
<b>ECONOMICS</b>				
ECON 2010-4	640	Principles of Microeconomics	contemporary societies	\$1,304
ECON 2020-4	640	Principles of Macroeconomics	contemporary societies	\$1,304
ECON 3403-3	640	International Economics and Policy	contemporary societies	\$978
ECON 4111-3	640	Money and Banking Systems	none	\$978
<b>EDUCATION</b>				
EDUC 3621-3	641	Art for the Elementary Teacher	none	\$978
EDUC 3621-3	651	Art for the Elementary Teacher	none	\$978
EDUC 4161-3	640	Children's Literature	none	\$978



# 1923

#### HEALTHY EFFORT

Long before establishment of the medical campus, Continuing Education sponsored a series of community health conferences in more than 30 Colorado towns. Experts examined children in each community and gave parents and community leaders information to combat health problems.

**100** YEARS 1912-2012  
ENRICHING LIVES. BUILDING COMMUNITY.

## SELF-PACED COURSES (continued)

Course No.–Hours	Section	Course Title	Core	Tuition
<b>ENGLISH</b>				
ENGL 1191-3	641	Introduction to Creative Writing	none	\$978
ENGL 1260-3	640	Introduction to Women’s Literature	human diversity	\$978
ENGL 1500-3	640	Masterpieces of British Literature	literature and the arts	\$978
ENGL 1600-3	641	Masterpieces of American Literature	literature and the arts	\$978
ENGL 2021-3	640	Introductory Poetry Workshop	none	\$978
ENGL 3000-3	641	Shakespeare for Nonmajors	literature and the arts	\$978
ENGL 3021-3	640	Intermediate Poetry Workshop	none	\$978
ENGL 3051-3	640	Intermediate Fiction Workshop	none	\$978
ENGL 3060-3	641	Modern and Contemporary Literature	literature and the arts	\$978
ENGL 3081-3	640	Intermediate Nonfiction Workshop: Travel Journal Writing	none	\$978
ENGL 3116-3	640	Topics in Advanced Theory: Postmodernism	none	\$978
ENGL 3267-3	640	Women Writers	none	\$978
ENGL 3553-3	640	Chaucer: <i>The Canterbury Tales</i>	none	\$978
ENGL 3655-3	641	American Literature to 1860	none	\$978
ENGL 3665-3	641	American Literature after 1860	none	\$978
<b>ENVIRONMENTAL STUDIES</b>				
ENVS 5001-3	640	Environmental Philosophy	none	\$1,263
<b>GEOGRAPHY</b>				
GEOG 1001-4	640	Environmental Systems 1: Climate and Vegetation	natural science	\$1,304
GEOG 1011-4	640	Environmental Systems 2: Landscapes and Water	natural science	\$1,304
GEOG 1982-3	640	World Regional Geography	none	\$978
GEOG 1992-3	641	Human Geographies	none	\$978
GEOG 2412-3	640	Environment and Culture	none	\$978
GEOG 3251-3	640	Mountain Geography	none	\$978
<b>GEOLOGICAL SCIENCES</b>				
GEOL 1010-3	641	Introduction to Geology	natural science	\$978
GEOL 1020-3	640	Introduction to Earth History	natural science	\$978



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



## INDEPENDENT LEARNING

Course No.–Hours	Section	Course Title	Core	Tuition
<b>HISTORY</b>				
HIST 1010-3	641	Western Civilization 1: From Antiquity to the 16th Century	historical context	\$978
HIST 1015-3	640	History of the United States to 1865	United States context	\$978
HIST 1020-3	641	Western Civilization 2: 16th Century to the Present	historical context	\$978
HIST 1025-3	640	History of the United States since 1865	United States context	\$978
<b>JOURNALISM</b>				
JOUR 1001-3	640	Contemporary Media Analysis	none	\$978
JOUR 3771-3	641	Media and Communication History	none	\$978
JOUR 4321-3	640	Media Institutions and Economics	none	\$978
<b>MATHEMATICS</b>				
MATH 1021-2	650	Numerical and Analytical College Trigonometry	none	\$652
MATH 1071-3	651	Finite Mathematics for Social Science and Business	quantitative reasoning and mathematical skills	\$978
MATH 1081-3	651	Calculus for Social Science and Business	quantitative reasoning and mathematical skills	\$978
<b>MUSIC</b>				
MUEL 2752-3	640	Music in American Culture	United States context	\$978
<b>PEACE AND CONFLICT STUDIES</b>				
PACS 3800-3	640	Topics in Peace and Conflict Studies	none	\$1,003



### Aaron Soldner

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

## SELF-PACED COURSES (continued)

Course No.–Hours	Section	Course Title	Core	Tuition
<b>PHILOSOPHY</b>				
PHIL 1000-3	650	Introduction to Philosophy	ideals and values	\$978
PHIL 1100-3	640	Ethics	ideals and values	\$978
PHIL 1100-3	650	Ethics	ideals and values	\$978
PHIL 1600-3	650	Philosophy and Religion	ideals and values	\$978
PHIL 3140-3	640	Environmental Ethics	ideals and values	\$978
PHIL 4040-3	650	Studies in 20th Century Philosophy	none	\$978
PHIL 5240-3	640	Seminar in Environmental Philosophy	none	\$1,263
<b>PSYCHOLOGY AND NEUROSCIENCE</b>				
PSYC 1001-3	641	General Psychology	none	\$978
PSYC 1001-3	642	General Psychology	none	\$978
PSYC 1001-3	650	General Psychology	none	\$978
PSYC 2012-3	641	Biological Psychology 1	natural science	\$978
PSYC 2022-3	650	Biological Psychology 2	natural science	\$978
PSYC 2145-3	641	Introductory Cognitive Psychology	none	\$978
PSYC 2606-3	640	Social Psychology	contemporary societies	\$978
PSYC 3101-4	641	Statistics and Research Methods in Psychology	none	\$1,304
PSYC 4303-3	641	Abnormal Psychology	none	\$978
PSYC 4456-3	640	Psychology of Personality	none	\$978
PSYC 4511-3	641	History of Psychology	none	\$978
PSYC 4684-3	641	Developmental Psychology	none	\$978
<b>SOCIOLOGY</b>				
SOCY 1001-3	641	Introduction to Sociology	contemporary societies	\$978
SOCY 1016-3	640	Sex, Gender, and Society 1	human diversity	\$978
SOCY 2077-3	640	Environment and Society	ideals and values	\$978
SOCY 4014-3	640	Criminology	none	\$978
SOCY 4021-3	641	Conflict Management in Social Systems	none	\$1,003
SOCY 4086-3	641	Family and Society	none	\$978



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

**INDEPENDENT LEARNING**



**Guitar Class**  
**MITCH HELBLE**

“My goal is to get students making music that they enjoy as soon as possible.”

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

**APPLIED MUSIC PROGRAM**

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

**Group classes include:**

- Guitar
- Piano
- Hand Drum Circle

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

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

**Tuition**

\$578 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](http://conted.colorado.edu/appliedmusic), e-mail the applied music advisor at [appmusic@colorado.edu](mailto:appmusic@colorado.edu), or call 303-492-5950.

## INDEPENDENT LEARNING



### SPEECH LANGUAGE PATHOLOGY ASSISTANT CERTIFICATE PROGRAM

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

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

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

#### Introduction to Clinical Practice SLHS 4918 2 SEMESTER HOURS

Introduces students to the clinical processes and key components of assessment and interventions. Explores the applications of the theoretical and scientific information to clinical settings. Students complete supervised observation of individuals with communication challenges. Restricted to juniors/seniors.

#### Competencies and Strategies for the SLPA

SLHS 5032 3 SEMESTER HOURS

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

#### Speech Language Pathology Assistant Internship

SLHS 5930 4 SEMESTER HOURS

Placement for a minimum of 12 hours per week for a total of 180 hours including 100 direct contact hours under the supervision of a fully credentialed SLP, to fully develop requisite skills as an SLPA, and become employed in a public school setting. Prereq., SLHS 4918. Must be accepted in the SLPA certification program.

## CU COMPLETE SERVICE

### Sally Van Meter

“Starting school later in life is like starting from scratch. At 19 I gave up my education to become a professional musician. When I recently felt the need to explore other parts of me that could be successful, Continuing Education allowed me to achieve that goal. In the program I can work and go to school at the same time, and the counselors have been amazing. Being a nontraditional student certainly has its challenges, but at 55 years old I’m planning to graduate in May.”



## NOW IS THE TIME TO COMPLETE YOUR DEGREE.

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

### Guiding Former Students Toward Completing Their Degrees

CU Complete is a service designed to help former CU-Boulder students complete their degrees at CU.

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

If you are ready to work toward completing your degree, please fill out the intake form available at [cucomplete.colorado.edu](https://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](https://cucomplete.colorado.edu).

Save Our Snow

MARK WILLIAMS

“Snow patterns will change a lot as a result of even slight climate

**C H A N G E S .**

What will happen to water availability and quality in Colorado?”

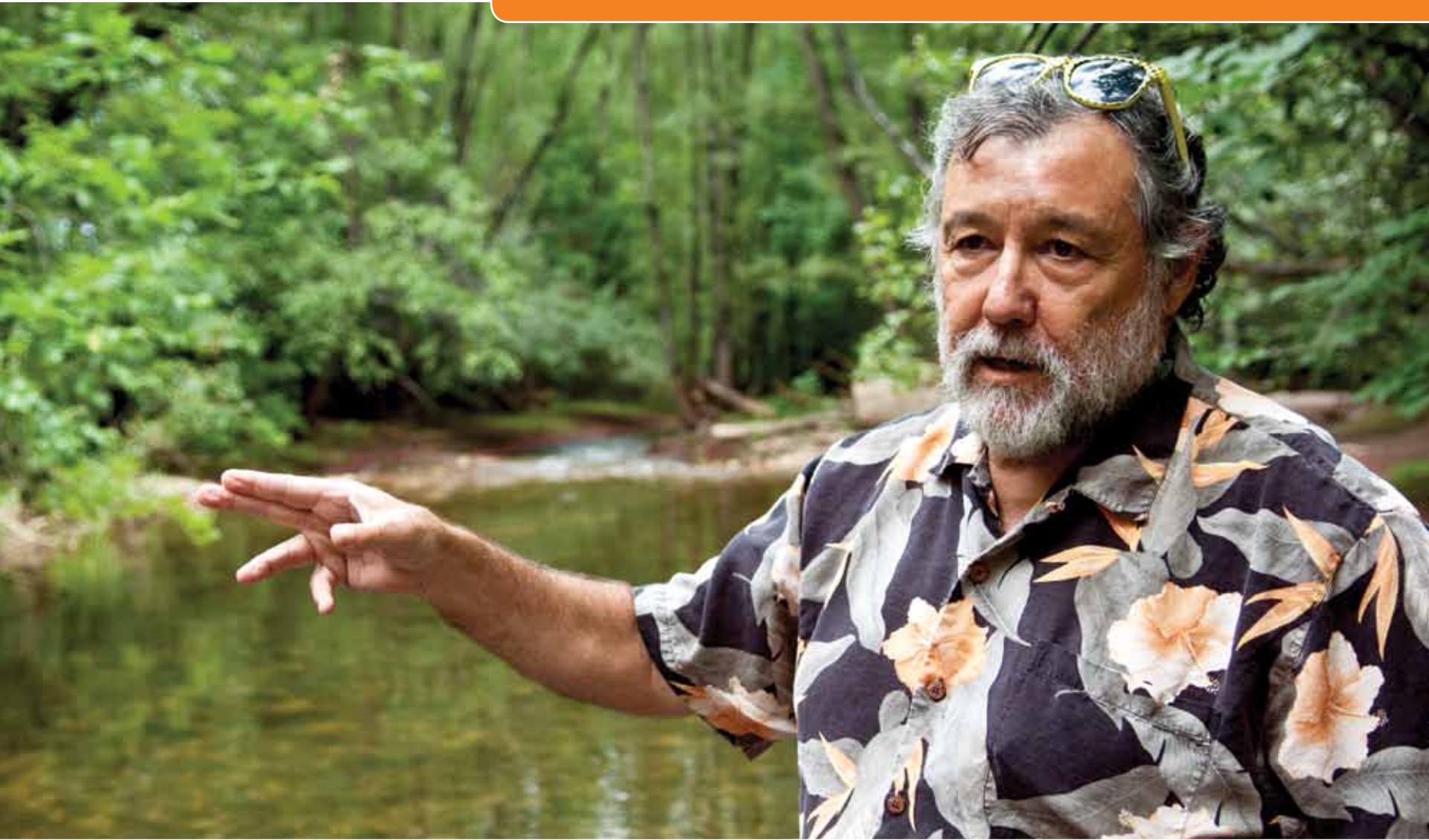
“Where and how much it snows, how fast the snow melts, and where that runoff goes is critical to understand because snowmelt is Colorado’s primary water resource for everything from agriculture to energy production to recreation,” says Professor Mark Williams, a veteran snow hydrologist who teaches at CU-Boulder, works as a researcher, and acts as a consultant to the ski industry. “The Colorado Rockies are unique because our high peaks act as water towers.”

**DO SOMETHING JUST FOR YOU.**

**CU on the Weekend is a series of one-day classes offered by CU-Boulder faculty on Saturdays or Sundays that are open to the public. Take advantage of the unique opportunity to interact with some of CU-Boulder’s best faculty and learn more about their academic passions. These one-day classes allow for in-depth conversations on a range of engaging subjects.**

**We hope to see you at one of these exciting events this semester!**

**CU ON THE WEEKEND**



**Three Ways to Enroll:**

- 1) Visit [conted.colorado.edu/weekend](http://conted.colorado.edu/weekend), choose the course you would like to take, click on the Enroll button, then pay using your credit card (VISA, MasterCard, or Discover).
- 2) Call our registration office at 303-492-5148.
- 3) Visit us at 1505 University Avenue, Boulder.

*Advance registration is required and enrollment is limited. After enrolling, participants will receive a registration confirmation with course details and location.*

**Refunds**

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

**Can't Find Something?**

Continuing Education is no longer offering noncredit foreign language, writing, acting, or studio art workshops. Consistent with our role and mission, we will now be featuring more of our CU-Boulder faculty in the CU on the Weekend program. We will continue to offer the Career Exploration Workshop. See page 36 for information.

Here are some other local providers of noncredit workshops:

CU-Boulder Anderson Language Technology Center (ALTEC) for foreign language classes [altec.colorado.edu/languageclasses](http://altec.colorado.edu/languageclasses)

Boulder Valley School District Lifelong Learning [www.bvsd.org/LLL](http://www.bvsd.org/LLL)

City of Boulder Parks and Recreation [www.BoulderParks-Rec.org](http://www.BoulderParks-Rec.org)

Front Range Community College Continuing Education [www.frontrange.edu/Academics/Continuing-Education](http://www.frontrange.edu/Academics/Continuing-Education)

Naropa University School of Extended Studies [www.naropa.edu/extend](http://www.naropa.edu/extend)



1912

**ENDURING MISSION**

Extending university resources was central to Continuing Education's mission in 1912 and remains important today. Loran D. Osborn delivered approximately 100 public lectures during his first year as founding director.



## CU ON THE WEEKEND 2012: A WATER THEME RUNS THROUGH IT

This year Colorado marks the anniversaries of several significant legislative and organizational water policies. A year-long series of celebrations are planned across the state, and CU on the Weekend is joining in the festivities. A portion of our spring 2012 CU on the Weekend program focuses on this precious natural resource. From tree rings to snow fields, four lectures will allow participants to explore water topics with some of the world's leading researchers on the subject.

### A New History for the Ancient Southwest

*Stephen Lekson, professor of anthropology*

#### CUWSP12-01

New discoveries in southwestern archaeology reveal an ancient American Southwest that was much more interesting than what has been presented at National Parks or in coffee table books. The Southwest had a lively history, with rises and falls, successes and failures, nobles and commoners, and war and peace. This history played out on a continent bustling with states and empires from the Mississippi River to the Isthmus of Panama. The Southwest was very much a part of the larger world.

This course presents a new southwestern archaeology, developed in large part from CU-Boulder's excavations and research, and illustrated with artifacts from the CU Museum of Natural History's famous archaeological collections. The course mixes lectures, Q&A, and artifacts to present an up-to-date take on southwestern archaeology that features new discoveries and new interpretations — a new history of the ancient Southwest!

*Stephen H. Lekson is a professor of anthropology and a curator at the CU Museum of Natural History. He received his PhD from the University of New Mexico in 1988 and held research positions with the University of Tennessee, Eastern New Mexico University, the National Park Service, the Arizona State Museum, the Museum of New Mexico, and Crow Canyon Archaeological Center. Lekson directed more than 20 archaeological projects throughout the Southwest. Recent projects include excavations at Pinnacle Ruin in central New Mexico (2000-2008), analysis of the Yellow Jacket site near Mesa Verde, excavations at Chimney Rock in southern Colorado (2009), and Excavations at Black Mountain and Woodrow ruins in southwestern New Mexico (2010-11). He was editor of the archaeological journal *Kiva* (2006-2011), and he is currently contributing editor for *Archaeology* magazine. Lekson's publications include a dozen books, many chapters in edited volumes, and articles in journals and magazines. Most recently, he authored: *A History of the Ancient Southwest* (2009), *Architecture of Chaco Canyon* (2007), *Archaeology of Chaco Canyon* (2006), and *Archaeology of the Mimbres Region* (2006).*

Sunday, January 22, 9 am-3 pm  
(1 hour lunch), \$25. Enrollment limit: 40

### Water, Water, Everywhere Nor Any Drop to Drink...Safely

*David Norris, professor of integrative physiology*

#### CUWSP12-02

The Clean Air Act, the Clean Water Act, and the Environmental Protection Agency were designed to protect our environment and our health from polluting chemicals. Recent discoveries have revealed subtle but significant detrimental effects worldwide on the health of wildlife and humans by chemicals in our food, air, soil, and water. Many of these chemicals mimic or inhibit natural chemicals in our bodies that control our physiology and behavior, producing problems in development, reproduction, obesity, and general health problems, such as diabetes and cancer. On top of that, the chemicals react this way at concentrations previously believed by toxicologists to be ineffective and totally safe (measured in parts per billion and parts per trillion). Because the first of these chemicals identified were observed to mimic a variety of natural reproductive hormones, they were named "endocrine-disrupting chemicals," or EDCs.

In this course, we will explore four areas:

- How our brain and endocrine systems are organized and how hormones naturally work to influence everything we do
- The discovery of EDCs, their sources, and how they disrupt the physiology and behavior of wildlife and laboratory animals
- The implications for EDCs on the health of wildlife, humans, and future generations
- What we need to do about EDCs

*David O. Norris has studied the effects of environmental influences acting through the brain and the endocrine system on development, survival, reproduction, and aging of vertebrates for 46 years while at CU-Boulder, where he is a professor in the Department of Integrative Physiology. In recent years, his discovery of feminized fishes downstream of discharging effluents from wastewater treatment plants in Boulder, Colorado Springs, and Denver as well as in other locations has resulted in his current focus on effects of a wide range of chemicals (anti-thyroid compounds, anti-depressants, estrogens, anti-androgens, etc.) appearing in wastewater that are affecting wildlife as well as their implications for the human sources of these same chemicals: chemicals that first pass through our bodies before entering a wastewater treatment plant.*

Saturday, January 28, 9 am-12 pm, \$15.  
Enrollment limit: 40



**CU ON THE WEEKEND**

**A Ditch in Time: The Denver Water Department and Western Water Issues**

*Patty Limerick, professor of history*

**CUWSP12-03**

In the Fall of 2012, Fulcrum Press will publish Patty Limerick’s new book, *A Ditch in Time: The City, the West, and Water*, that will bring the Denver water case study into the big picture of regional and national history. This course will provide a “sneak preview” of the book, examine the central role of water in the growth of Denver, and question the conventional wisdom that casts Denver as an imperial power exploiting and bullying the rest of the state. We will explore questions of consequence about the complex relationship among cities, suburbs, and rural areas; the crucial role of engineering in shaping the West; the unexpectedly entrancing workings of governmental agencies and bureaucracies; and the varying roles of contention and cooperation, litigation, and negotiation in the control of the West’s water. In the last part of the session, we will unleash the participants’ creativity in figuring out ways to reconnect the people who benefit from natural resources to the processes and projects that deliver the resources for their use. In a world that can no longer take a supply of clean and life-supporting water for granted, the case study of Denver water offers an opportunity to enhance the human capacity to think about the past, present, and future with a combination of optimism and realism.

*Patty Limerick is faculty director and chair of the board of the Center of the American West and a professor in the Department of History. She received her PhD in American Studies at Yale University in 1980, and taught at Harvard University before coming to CU-Boulder in 1984. She is the author of The Legacy of Conquest (1987) and Something in the Soil (2000), in addition to many articles, essays, and reports. She is currently the vice president of teaching for the American Historical Association, and in 2014, she will be the president of the American Historical Association.*

Saturday, February 11, 9 am-3 pm (1 hour lunch), \$25. Enrollment limit: 40

**The Criminal Hero**

*Paul Gordon, professor of humanities*

**CUWSP12-04**

In this course, participants will examine the frequent appearance of “criminal heroes” in literature and film, beginning with *The Bible* (Eve, Cain) and Greek literature (Prometheus, Oedipus, Antigone) and continuing with more modern literary works (*Macbeth*, *The Stranger*, *The Executioner’s Song*) and films (*A History of Violence*, *Taxi Driver*, *Aguirre*, *The Usual Suspects*) in order to understand the surprising popularity and our particular fascination with these repugnant figures. Theoretical explanations of this strange anomaly by Freud, Nietzsche, and others will be considered as we ponder and discuss this curious phenomenon and the possible reasons behind it. Participants are encouraged (but not required) to familiarize themselves beforehand with as many of the aforementioned works as possible.

*Paul Gordon received his PhD from Yale University in Comparative Literature. He has authored a number of articles and books, including his most recent book, Dial ‘M’ for Mother: A Freudian Hitchcock. Gordon is the winner of numerous teaching awards including the Boulder Faculty Assembly Teaching Excellence Award in 2008 and the 2010 Teacher Recognition Award from the CU-Boulder Alumni Association.*

Saturday, February 25, 9 am-12 pm, \$15. Enrollment limit: 40

**Save Our Snow: Climate Change, Fracing, Ski Areas, and Water Security in Colorado and the West**

*Mark Williams, professor of geography*

**CUWSP12-05**

Water security is critical to the economy of Colorado and other western states. Snowmelt runoff from high-elevation mountains provides most of the usable water in Colorado. This course will explain why mountains are “water towers” while focusing on how our water security is threatened by a variety of factors, including climate change, the mountain pine beetle epidemic, and hydraulic fracturing for natural gas, as a single fracing well uses 1-5 million gallons of water. Participants will learn about strategies to predict future climates in Colorado’s Rocky Mountains, how changes in climate may alter our snow resource, evaluate whether we’ll have snow to ski on in the future, and learn how these changes may affect water availability, water quality, and ecosystem processes.

*Note: This course is aimed at adults, but it will be of interest to K-12 students who like to ski and are interested in water.*

*Mark Williams loves snow and all things associated with snow. He is a professor of geography and a fellow at the Institute of Arctic and Alpine Research (INSTAAR). He received his PhD in Biological Sciences from the University of California at Santa Barbara in 1991. Williams is the lead scientist for the Niwot Ridge Long-Term Ecological Research program, the director of the new Colorado Water and Energy Research Center at CU-Boulder, and he is active in a research program on glacial melt and water security in the Himalayas. The course reflects his research interests and also his experiences as a former owner and operator of a back-country ski lodge in the Sierra Nevada. Williams also teaches certified avalanche safety courses.*

Saturday, March 10, 1-4 pm, \$15. Enrollment limit: 40

**That's Amoré: An Introduction to Italian Culture**

*Valerio Ferme, associate professor of French and Italian*

**CUWSP12-06**

This course will introduce attendees to a broad appreciation of Italian culture through the ages. Participants will initially focus on the best-known representations of Italy, such as those pertaining to its artistic, architectural, and cultural contributions to western civilizations (i.e., Rome and its empire, the Italian Middle Ages and Renaissance). In the second phase of the program, we will discuss not only how contemporary Italy is still influenced by some of these representations, but also how it has evolved and continues to contribute to the idea that the “made in Italy” moniker is something quite special and worthy of the interest of people worldwide.

*Valerio Ferme is chair of the Department of French and Italian and associate professor of Italian and Comparative Literature at CU-Boulder. He teaches courses in 20th century Italian culture and literature, as well as in cinema and Italian-American studies. He is an expert in translation theory and representations of the Italian ‘Mediterranean’ in film and music. Currently, he is also chair of the College of Arts and Sciences Curriculum Committee.*

Saturday, March 17, 9 am-3 pm  
(1 hour lunch), \$25. Enrollment limit: 40



**The Long View: What Tree Rings Tell Us About Climate and Water in Colorado**

*Jeff Lukas, senior research associate for CIRES*

**CUWSP12-07**

An old, gnarled ponderosa pine, clinging to a rocky Colorado hillside, inspires us with its beauty and tenacity. It also records in its growth rings the ups and downs of climate over the years and centuries, providing us with valuable information that can help us prepare for the future. In this course, participants will explore how through the methods of *dendrochronology*, or tree-ring science, we can extract and interpret the “long view” of climate and water resources from trees like this old pine. The course will touch on tree biology, climate, and hydrology, and also some ancient wood and a living tree or two in a field-sampling demonstration. The course will end with a discussion about how the stories from these old trees can help us understand and meet the challenges of a changing climate and increasing demands on water resources.

*Jeff Lukas is a confirmed oligodendrophile—one who loves old trees. His research over the last decade has focused on the use of multi-century tree-ring records to examine past climatic and hydrologic variability in the interior West. Previously the manager of the Dendrochronology Lab at CU-Boulder’s Institute of Arctic and Alpine Research (INSTAAR), Lukas is currently a senior research associate with the Western Water Assessment, a program of CU-Boulder’s Cooperative Institute for Research in Environmental Science (CIRES). He works with natural resource managers in Colorado, Wyoming, and Utah to help them incorporate climate information—including the long view from tree rings—into their planning and operations.*

Saturday, April 21, 1-4 pm, \$15.  
Enrollment limit: 30

**African Songs of Life**

*Nii Armah Sowah, senior instructor of theatre and dance*

**CUWSP12-08**

In this course, participants will be learning soulful African songs and chants from across the continent. These songs will serve as springboards to deepening our understanding of some of the varied cultures of Africa. All songs will be taught through the “oral tradition” format and will be intertwined with dance, stories, conversations, rhythms, proverbs, and anecdotes that reflect the nature of community life in Africa. Students will have an opportunity to experience the “African musical sensibility” as well as to develop an appreciation for the philosophical foundations of the arts in community life.

*Note: Students should wear comfortable clothing to allow freedom of movement.*

*Nii Armah Sowah is a Ghanaian born arts educator. He has worked professionally as a dancer, choreographer, singer, actor (television, film, and stage), public speaker, massage therapist, and expressive arts therapist. Sowah passionately believes that music and dance are a human right and therefore facilitates experiences that makes these accessible for everyone — emotionally, physically, and spiritually. He has conducted residencies and taught master classes for colleges, dance companies, K-12 schools, civic groups, and organizations across the U.S., Canada, Africa, Europe, and the Caribbean. Sowah’s research interests include African centered dance pedagogy, cross-cultural education, intra-African arts exchanges, and dance for personal and community development. He was the recipient of the Boulder Faculty Assembly Teaching Excellence Award in 2008 at CU-Boulder, where he teaches courses in African dance and music. Since 1997, Sowah has been directing the 1000 Voices Project, teaching singing for adults and children alike.*

Saturday, April 28, 1-4 pm, \$15.  
Enrollment limit: 70

1938

**DENVER EXTENSION**

Complete with classrooms, offices, and a library, Continuing Education opened an extension center in Denver, which would later become the independent University of Colorado Denver campus.



## PRE-MEDICAL POST-BACCALAUREATE PROGRAM



### WHERE TO BEGIN YOUR NEXT CAREER

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

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

**This program is designed for students who have:**

- a strong academic undergraduate record with a bachelor’s degree in a non-science field. Most applicants will have a grade point average of 3.3 or above.
- completed college algebra and trigonometry, or the equivalent.

- an informed understanding of the health profession they seek to enter, based on meaningful experiences in a healthcare setting (such as shadowing, volunteering with patients, or employment in a healthcare field).
- an interest in graduate study in an area of medicine or other healthcare-related field.

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

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

**Summer**

- General Chemistry 1 with Lab
- General Chemistry 2 with Lab

**Fall**

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

**Spring**

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

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

For more information visit [premed.colorado.edu](http://premed.colorado.edu) or e-mail [postbacmd@colorado.edu](mailto:postbacmd@colorado.edu).

## The Business of Renewable Energy STEVE LAWRENCE

“Renewable energy deployment is evolving rapidly, but money for project financing has become very tight, so there must be a  
**COMPELLING**  
business argument to fund a project.”

“In this course, we look at what it takes to launch renewable energy projects: how to finance them, build them, permit them, operate them, and make them viable,” says Steve, who teaches this third required course in the renewable energy certificate program. “Our ambition with the course is to give students the needed skills to plan and run renewable energy projects on their own.”

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

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

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

Why wait? Check out CAETE and get started today!

### Advanced Degrees

Earn a master's degree in:

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

### Certificates

- Aerospace Engineering:
  - Astrodynamics and Satellite Navigation Systems
- Electrical/Computer Engineering:
  - Embedded Systems
  - Power Electronics
  - Software Engineering
- Engineering Management:
  - Engineering Management
  - Entrepreneurship
  - Leadership and Ethical Decision Making
  - Managing Applied Research in Technology
  - Managing R&D
  - Performance Excellence in Technology Management
  - Project Management

## ENGINEERING ONLINE



- Quality Systems for Product/ Process Engineering
- Six Sigma
- Technology Ventures & Product Management
- Telecommunications
  - Computer and Network Security
  - Energy Communication Networks
  - Network Architecture
  - Telecommunications Policy
  - Wireless Networks and Technologies

### Short Courses

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

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

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

### Course Schedule Information

[CUEngineeringOnline.colorado.edu](http://CUEngineeringOnline.colorado.edu)

303-492-6331

[caete@colorado.edu](mailto:caete@colorado.edu)

### Professional Development Courses

Students may enroll any time within the indicated semester/session (except for CACI 8001). Any of these courses may be completed before the end date, but requirements must be completed by the end date.

Course No-Section	Title	Start	End	Time/Sessions	Instructor	Tuition
CACI 8001-541	Introduction to Cisco® Networking: CCNA	1/17/12	5/5/12	Online	Santos	\$1,955
CASP 5201-541	Project Management Basics	1/17/12	5/5/12	Online	Kois	\$895
CASP 5211-541	PMP® Exam Prep	1/17/12	5/5/12	Online	Kois	\$1,295

Accounting Technician  
**AGENA SHEIK**

“I love what I do and I take pride in making sure that each

# STUDENT

is one hundred percent taken care of, no matter what.”

“On registration day, I talk to each student individually about their invoicing and billing, so throughout the year they know I am a friendly face they can come to with questions of all kinds,” says Agena, who leads the finances for the IEC. “I want to make sure that each student has an extraordinary customer experience, because that is what the IEC is all about.”

### 1030 13TH STREET ON “THE HILL.”

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

#### Intensive English Program

The Intensive English Program consists of five eight-week sessions of full-time communicative English language study (23 hours per week) with instruction in grammar, reading, writing, listening, and speaking. Students are tested upon arrival and are placed into classes appropriate to their proficiency. Most students in this program are citizens and residents of other countries and have come to

the United States on student visas. However, we are happy to welcome new residents to our community in this intensive program. Spring 1 session is January 4-February 29 and Spring 2 session is March 1-May 3.

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

#### The Intensive English Program (IEP):

- Prepares international students to enter a college or university in the U.S.
- Offers classes appropriate for professionals wanting to improve their English for work and for students wanting to study English intensively
- Focuses on improving communication by integrating language skills (listening, speaking, reading, writing)
- Offers 20 hours of core language instruction each week at eight proficiency levels: Introductory, Basic 1 and 2, Intermediate 1, 2, and 3, Advanced, and Advanced 2
- Offers 3 hours each week of optional elective classes at no additional cost
- Has an average class size of 12–15 students and uses the latest ESL teaching practices and materials
- Has instructors with master’s degrees and teaching experience in intensive programs and abroad

## INTERNATIONAL ENGLISH CENTER



- Offers opportunities for students to join in local community events to use their skills in real-life settings
- Extensive university library facilities with a rich source of educational and research materials
- University of Colorado courses available for advanced-level students with approval from the Director
- Two computer labs for student use equipped with Internet access
- Certificates issued upon conclusion of studies
- Fully accredited by the Commission on English Language Program Accreditation (CEA)
- Member of UCIEP, consortium of University and College Intensive English Programs and AAIEP, the American Association of Intensive English Programs

### College Ready Curriculum (CRC)

The College Ready Curriculum (CRC) enhances the IEC's Intensive English Program (IEP) by providing international students with detailed instruction in the academic skills and American academic cultural norms students need to succeed in American higher education. The CRC is offered concurrently with the IEP and provides an additional six hours a week of instruction. When you participate in the CRC, you:

- Go beyond the academic language acquisition programs offered by traditional IEPs and develop a deeper understanding of American academic cultural norms
- Master a variety of study skills and time management aids to manage a university workload
- Participate in activities designed to increase your academic vocabulary and prepare you for both the TOEFL and IELTS
- Role play and discuss expected classroom behavior and effective communication strategies
- Focus on tactics to avoid plagiarism and improve critical and creative thinking skills

The CRC program requires a basic level of English as well as demonstration of good attendance and good grades in the IEP.

### English As a Second Language for Degree Students (ESLG)

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

For more information on any of these programs, please visit [www.colorado.edu/iec](http://www.colorado.edu/iec) or call **303 492-5547**.

## Field Programs

CALEB ULLIMAN

“When kids challenge themselves and push themselves past what they are comfortable with, they break down personal barriers and gain a great sense of  
**ACHIEVEMENT.**”

“I value how formative these years are for kids and I know we can make a big difference in their lives,” says Caleb, an instructor for Science Discovery’s field programs, which give kids ages 10-18 outdoor experience combined with science education in the field. “Our students can gain knowledge and appreciation for the outdoors that they will keep with them for the rest of their lives.”

### ABOUT SCIENCE DISCOVERY

**CU Science Discovery, established in 1983, collaborates with CU-Boulder science faculty to develop and deliver science education programs for K-12 students and teachers. Science Discovery’s mission is to heighten interest and increase literacy in science, technology, engineering, and math (STEM) by providing hands-on experiences that connect students and teachers to current CU science. Science Discovery capitalizes on CU-Boulder’s scientific resources, facilities, and expertise to excite students about STEM, expose them to a variety of STEM careers and professionals, and inspire a future generation of scientists and engineers. Through its various programs, CU Science Discovery impacts approximately 1,000 teachers and 30,000 students across Colorado each year.**

### Summer and After-School Classes

For students ages 4 and up, Science Discovery offers a wide variety of classes that span CU’s science, technology, engineering, and math (STEM) disciplines. Classes offer enthusiastic and knowledgeable teachers (often STEM graduate students with teaching experience), access to university and community resources, small class sizes (10-15 students), and a variety of laboratory and field experiences. Classes such as Power the Future, Virtual Composer, and Animal Behavior are designed to enrich student understanding and instill a desire to further explore science topics. This year, Science Discovery will introduce several new classes, including Bike-a-Tronics, Digital Media Arts, and – by popular demand – Lego MindStorms NXT! We also have several new opportunities for high school students, so be sure to check out our complete class catalog. From fossils to forensics to physics, Science Discovery’s Class Program offers something for everyone!



## SCIENCE DISCOVERY



### Classroom Workshops and Presentations

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

### Science Explorers: Teacher Professional Development

Science Explorers is a unique professional development program that offers activity-based science workshops for middle school teachers and their students. Small teams of teachers and students rotate through three different hands-on workshops, giving teachers the opportunity to observe how students respond to activities and allowing students to develop their own knowledge and leadership skills. In 2011-12, Science Explorers teams up with CU-Boulder's NSF-funded Critical Zone Observatory project to investigate the Earth's "Critical Zone," with a focus on the Boulder Creek Watershed. Through a series of interconnected workshops that examine "earth, water, fire, and ice," teachers and students examine the dynamic processes that shape our ecosystems and impact life on earth. Science Explorers workshops, conducted at 6 to 12 urban and rural sites throughout Colorado, support the Colorado Academic Standards and provide attendees with materials and curriculum to use in their own classrooms.

### Field Programs

Science Discovery provides a variety of opportunities for students and teachers to participate in science while exploring the great outdoors. Throughout the school year, Science Discovery offers field study programs that explore Colorado's ecosystems, focused on topics such as stream ecology and winter ecology on snowshoes. Our overnight wilderness camps connect students to the natural world and expose them to current CU field research. Science Discovery's Mountain Research Adventure, offered in collaboration with CU's Department of Ecology and Evolutionary Biology, provides high school students with the opportunity to conduct ecological field research while living and working at CU's Mountain Research Station. Science Discovery's field programs provide teachers and their students with opportunities to dig in and experience field science research firsthand.

For more information about our programs and current offerings, visit [www.colorado.edu/sciencediscovery](http://www.colorado.edu/sciencediscovery) or call 303-492-7188.

## Connecting with Communities

BETH OSNES

“More than 18,000 families in the Navajo Nation are without

**A C C E S S**

to electricity, due to poverty and lack of infrastructure.”

“We can partner with the Navajo communities to leapfrog the coal-dependent grid by making solar energy technology accessible,” says Beth Osnes, assistant professor in the Department of Theatre and Dance. “This interdisciplinary project brings together allies from CU-Boulder’s business school, law school, and theater department to create an effective social and entrepreneurial model.”

### EMPOWERING NAVAJO COMMUNITIES

**Professors Beth Osnes and Sarah Krakoff have a bright idea. Their interdisciplinary project in the Navajo Nation aims to develop entrepreneurial models of sustainable electricity and business in the tribal nation. Osnes, Krakoff, and CU-Boulder students are working with community members to light households using solar-powered energy through the Navajo Access to Clean Energy Project.**

Under the sweeping Southwestern skies, only a few dim lights illuminate the land at nightfall in the Navajo Nation. Here, more than 18,000 rural Navajo families are without access to electricity. Residents rely on dirty-burning, dangerous, and expensive kerosene lanterns for light.

Worldwide, approximately 1.5 billion people have no access to electricity and an additional 1 billion have unreliable access to electricity networks. In 2011, United Nations Secretary-General Ban Ki-moon and global leaders called for the world to meet a goal of “universal access to clean, affordable energy by 2030.”

The United Nations’ concentration on clean energy was important for Beth Osnes, CU-Boulder assistant professor of theatre and dance, whose concern centers on the not-so-distant Navajo Nation, a large Native American territory located throughout New Mexico, Arizona, and Utah.

With help from a CU-Boulder Outreach Award, Osnes is collaborating with Sarah Krakoff, CU-Boulder associate professor of law; CU-Boulder students; nonprofit Eagle Energy; and Navajo leaders to focus their energies on developing entrepreneurial models of sustainable electricity and business to the tribal nation.

The Navajo Access to Clean Energy project continues the preliminary research of Eagle Energy, a subsidiary of the nonprofit Elephant Energy, which has examined appropriate sustainable energy technologies in Namibia and the Navajo Nation.

The project has three goals in working towards providing clean energy access for rural Navajo families. First, Krakoff and CU law students will identify and address legal issues surrounding the distribution of solar lights with partners in the community and with tribal governances. Next, Osnes and CU Performers Without Borders students will collaborate with the local schools to

## OUTREACH



Navajo Nation organizer Melton Martinez demonstrates one of the solar-powered lights that are being introduced to the tribal community as part of the CU-Boulder Navajo Access to Clean Energy project.

Photo: Tiroir A Films Productions, LLC

engage Navajo youth using theatre as a tool to increase education and awareness of appropriate sustainable energy technologies. Among the demonstrations, the Performers Without Borders students will use a solar power-lit puppet show to educate youth, and the Navajo students will contribute stories and content to enhance the cultural appropriateness of the performance.

A third goal involves creation of the Women's Energy Project, an effort to inspire rural Navajo women to be leaders in sustainable development and energy ambassadors in their communities. This part of the project will model Eagle Energy's efforts with women in Namibia, where interactive theatre techniques have been established as an effective tool for achieving these goals.

"I'll use interactive theatre to work with people in the Navajo Nation, especially women, to raise awareness and explore how various distribution models can work on the ground," Osnes says.

### About Outreach at CU-Boulder

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

The office administers the CU-Boulder Outreach Committee, which delegates funding for outreach projects that extend faculty members' research, teaching, and creative work through mutually beneficial partnerships with external constituents. These awards are made possible through contributions made by Continuing Education along with funds from the Office of the Chancellor and the Office of the Provost. For more information about the Office for University Outreach and its programs, visit [outreach.colorado.edu](http://outreach.colorado.edu) or e-mail us at [outreach@colorado.edu](mailto:outreach@colorado.edu).



# 1942

### HELP ON THE HOME FRONT

During World War II, the division provided service people and civilians direct defense-oriented training and indirect programs, such as, Aircraft Design, Toxicology in Defense Industries, and Elementary Machine Design.



## SUMMER SESSION



Babs Battenfield, Professor and Summer Session student

### MAKE THE MOST OF YOUR SUMMER

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

We also welcome international students to be part of summer in Boulder. E-mail [ceadvise@colorado.edu](mailto:ceadvise@colorado.edu) for more information.

#### Special offerings during Summer Session include:

##### FIRST (Faculty-in-Residence Summer Term)

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

##### Maymester 3 weeks. 3 credits.

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

##### Featured Classes

Explore the possibilities with new 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.

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

##### Summer 2012 Schedule

Session M (Maymester):	May 14–June 1
Session A (5 weeks):	June 4–July 6
Session B (5 weeks):	July 10–August 10
Session C (8 weeks):	June 4–July 27
Session D (10 weeks):	June 4–August 10

## 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, to meet the faculty, and earn credit.

We will soon be accepting applications for the spring 2012 semester. Registration begins Friday, January 13, and classes begin Tuesday, January 17. Call 303-492-5148 for more information or visit [conted.colorado.edu/access](http://conted.colorado.edu/access). Our capable staff can provide academic advising, financial aid, and career advising through in-person or telephone appointments. Visit [conted.colorado.edu/student-resources](http://conted.colorado.edu/student-resources) to set up a free appointment.

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

### High School Concurrent Program

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

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

Call 303-735-5456 for an application and more information or visit [conted.colorado.edu/highschool](http://conted.colorado.edu/highschool).

High School Concurrent students enrolled in ACCESS courses are eligible to apply for the College Opportunity Fund. Visit [www.CollegeInColorado.org](http://www.CollegeInColorado.org) for more information.

### Finishing Your Degree at CU

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

Learn more about the CU Complete Service for former CU-Boulder students on page 19.

#### Katie Plunkett

General Biology 2

**“I am an integrated physiology major and Continuing Education was recommended to me for core classes, like this one, because of the smaller class sizes. I really like how personal the classes are and how the instructor relies on one-on-one dialogue rather than technology.”**





### Cheath Ban

Accounting/Bursar IT Tech

**“My job is focused on the back end of our student financials IT system. I help test and manage the systems that do things like tuition calculation, service charges, fee waivers, and general billing. While most of my job is behind the scenes, I am sometimes able work with students directly when they have billing questions. What I like most about my job is seeing how intricate everything is and how one thing affects the next. I feel a real sense of accomplishment when I can troubleshoot something and the system works the way that it should.”**

## 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](http://conted.colorado.edu/student-resources) to learn more or to schedule an appointment with an advisor.

## GETTING STARTED

### Academic Advising

Our academic advisors can help you sort through the university options and choose the best course of action – whether it’s for academic credit or noncredit. You will find helpful hints for preparing for your appointment at [conted.colorado.edu/student-resources/academic-advising](http://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](http://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](http://conted.colorado.edu/student-resources/financial-aid).

### Career Services

Our career counselor is available for comprehensive career counseling including career exploration and planning, job search assistance, and other career-related guidance. Students enrolled in Continuing Education programs are eligible to meet with our career advisor each term in which they are enrolled. To schedule an appointment or for more information, visit [conted.colorado.edu/student-resources/career-services](http://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.

Tuesdays, February 7-March 13, 5:45-7:45 pm, Continuing Education Center 140, 6 sessions. \$190. Registration will open November 2. Visit [conted.colorado.edu/student-resources](http://conted.colorado.edu/student-resources) to enroll.

## ENROLLING IN UNIVERSITY CREDIT COURSES

If you would like to enroll in courses for University credit answer these questions to determine your next step.

### Are you new to CU, or has it been more than 12 months since you enrolled in a course?

If yes, then please complete and submit the online Registration Application at [conted.colorado.edu/enroll](http://conted.colorado.edu/enroll). We will process your application and send you an Invitation to Register, complete with all of the information you will need to enroll in courses using MyCUInfo.

### Have you been enrolled in a CU course within the past 12 months?

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

## ENROLLING IN CU ON THE WEEKEND AND THE CAREER EXPLORATION WORKSHOP

Visit [conted.colorado.edu/enroll/noncredit](http://conted.colorado.edu/enroll/noncredit) for information on how to enroll, call our registration office at 303-492-5148, or visit us at 1505 University Avenue, Boulder.

Once you are enrolled in your course(s), you will receive confirmation of enrollment including course meeting times and locations through the mail. If you have any questions about the registration process, call us at 303-492-5148.

## STUDENT RESOURCES AND REGISTRATION INFORMATION

**PAYING**

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

For your convenience, you can use your credit card (VISA, MasterCard, or Discover) to pay for your credit course through MyCUInfo at [mycuinfo.colorado.edu](http://mycuinfo.colorado.edu), by phone at 303-492-2212, or by fax at 303-492-5335. You can also visit our office at 1505 University Avenue.

If you need confirmation of enrollment and payment of tuition for employer reimbursement, please contact us at 303-492-2212 or by e-mail at [cebursar@colorado.edu](mailto: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](http://conted.colorado.edu).

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

**Student Privacy**

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

**Disability Services**

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

**Accessing Campus Services**

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

**Severe Weather**

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

**Books and Supplies**

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

**FAQS****How much will my course cost?**

Costs vary depending on the course. For CU on the Weekend and the Career Exploration Workshop, you will find the cost at the end of each course listing. For Boulder Evening, tuition is different for Colorado residents and nonresidents. Independent Learning tuition is different depending on whether the course is term based or self paced. Information on tuition and residency can be found at [conted.colorado.edu/student-resources/tuition](http://conted.colorado.edu/student-resources/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](http://mycuinfo.colorado.edu). You can also visit the CU Registrar’s website at [registrar.colorado.edu/students/transcripts.html](http://registrar.colorado.edu/students/transcripts.html) for other options.

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

**Where is my class? Is there parking nearby?**

Course locations are listed at the end of each course description. Many campus parking lots offer \$3.00 parking after 5 pm and on Saturdays. Some are free during evenings and weekends. The Campus Map at [www.colorado.edu/campusmap](http://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](http://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 24 and 25; Friday and Monday, December 23 and 26; Monday, January 2; Monday, January 16; and Friday, March 30.

In addition from December 27-30 our walk-in hours will be 8 am-2 pm; phone hours 8 am-5 pm.

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

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

—from the Guidelines for Diversity Planning

The University of Colorado Boulder does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. The university takes affirmative action to increase

ethnic, cultural, and gender diversity, to employ qualified disabled individuals, and to provide equal opportunity to all students and employees.

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**Alumni Discounts Available**

For more information visit [conted.colorado.edu/student-resources/accounting/discounts](http://conted.colorado.edu/student-resources/accounting/discounts)

**Division of Continuing Education  
and Professional Studies**

1505 University Avenue  
University of Colorado Boulder  
178 UCB  
Boulder, CO 80309-0178  
[conted.colorado.edu](http://conted.colorado.edu)



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## CU ON THE WEEKEND

What does everything you love about the Colorado outdoors have in common? Water. Learn how our snow, rivers, landscape and lifestyles depend on every drop. Immerse yourself in the understanding of this precious resource and other engaging subjects in our CU on the Weekend one-day course offerings.

*See pages 22–24 for more details.*

