

# CONTINUING EDUCATION

**Elvis has left the building.** Music of the Rock Era. — p. 6

**From books to bytes.** Digital Media in the Humanities. — p. 10

**Live your dream.** Post-Bac. Pre-Med. Program. — p. 19

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

## SPRING '13



Who says  
**dreams**  
have to change?

*Maria*

Age 6: Artist  
Age 32: Student,  
*Introduction to Studio Art*

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

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

**Achieve your dream today. Visit [achieve.colorado.edu](http://achieve.colorado.edu)**



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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.

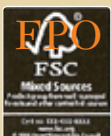
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Projects highlighting faculty research, creative work, and teaching aimed at audiences outside the university community.



### 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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Second-Year Spanish

COURTNEY FELL

“My goal is to make Spanish something my students can feel

**COMFORTABLE**

with from the beginning; I don't want them to see it as another far off goal.”

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

## TAKE CREDIT FOR LEARNING

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

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

### Eligibility

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

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

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

### Resident Tuition Requirement

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

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

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

### Tuition

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

Tuition is determined by your residency.

### In-state tuition

\$278 per credit hour

### Out-of-state tuition

Three credits or less is \$1,085 per credit hour  
Four or more credits is \$14,976

The Division will charge the in-state tuition rate for Boulder Evening when a nonresident degree student pays full out-of-state tuition through the Boulder campus and then enrolls for additional Boulder Evening courses. A full tuition schedule is available at [conted.colorado.edu/student-resources/accounting/ceps-tuition](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 5:** Boulder Evening online registration through MyCUInfo begins 7 am–midnight. Registration is also available by mail, fax, or in person at the Division of Continuing Education, 1505 University, 8 am–5 pm Monday through Friday.

**January 21:** University closed.

**January 22:** Full Session classes begin.

**January 25:** Deadline to apply for Nontraditional Student Scholarship.

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

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

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

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

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

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

Tuition for Full Session classes due.

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

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

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

**March 25–29:** Spring break. No classes.

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

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

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

### SESSION 1

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

**January 21:** University closed.

**January 22:** Session 1 classes begin.

**January 25:** Deadline to apply for Nontraditional Student Scholarship.

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

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

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

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

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

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

**February 6:** Tuition for Session 1 due.

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

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

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

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

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

### SESSION 2

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

**January 21:** University closed.

**January 25:** Deadline to apply for Nontraditional Student Scholarship.

**March 12:** Session 2 classes begin.

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

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

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

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

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

**March 25–29:** Spring break. No classes.

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

**April 3:** Tuition for Session 2 due.

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

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

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

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

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

## BOULDER EVENING

### COURSES BY START DATE

Course No.—Hours	Sec.	Class No.	Times	Course Title	Core	In-state Tuition
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#### FULL SESSION

Tuesday and Thursday course begins January 15 and ends May 9

ARTS 1010-3	300	32362	5-8 pm	Introduction to Studio Art	none	\$1,059
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Monday courses begin January 28 and end May 6

*BCOR 2300-3	300	32367	6-8 pm	Adding Value with Management	business core	\$834
*CLAS 1051-3	300	32370	6:30-8:30 pm	The World of the Ancient Greeks	historical context	\$834
COMM 3410-3	300	32373	6-9 pm	Intercultural Communication	human diversity	\$849
EBIO 1220-3	301	32438	6-9 pm	General Biology 2	natural science	\$834
ENGL 3000-3	300	32380	6-9 pm	Shakespeare for Nonmajors	literature and the arts	\$834
*GEOG 4110-3	300	32393	6:30-8:30 pm	Special Topics in Geography: World Water Today and Tomorrow	none	\$834
*HIST 1025-3	300	32396	6-8 pm	History of the United States since 1865	United States context	\$834
MATH 1012-3	300	32361	6-9 pm	Quantitative Reasoning and Mathematical Skills	quantitative reasoning and mathematical skills	\$834
*MUEL 1832-3	300	32368	6-8 pm	Appreciation of Music	literature and the arts	\$869
*PHIL 1000-3	300	32377	6-8 pm	Introduction to Philosophy	ideals and values	\$834
*PSCI 3054-3	300	32437	6-8 pm	American Political Thought	United States context	\$834
*PSYC 2012-3	300	32395	6-8 pm	Biological Psychology 1	natural science	\$834
*PSYC 4456-3	300	36012	6-8 pm	Psychology of Personality	none	\$834
*SOCY 2061-3	300	32407	6-8:30 pm	Introduction to Social Statistics	none	\$834
*SPAN 2110-3	300	32413	6-8 pm	Second-Year Spanish 1	foreign language	\$854
THTR 1009-3	300	32414	6-9 pm	Introduction to Theatre	literature and the arts	\$879
*WRITG 3020-3	301	32417	6-7:30 pm	Topics in Writing: Best American Essays	written communication	\$844

Monday and Wednesday courses begin January 23 and end May 6

*SPAN 1010-5	300	32411	5:30-7:30 pm	Beginning Spanish 1	foreign language	\$1,410
*SPAN 1020-5	300	32412	6-8 pm	Beginning Spanish 2	foreign language	\$1,410

Tuesday courses begin January 22 and end April 30

*ANTH 2020-3	300	32431	6:30-8:30 pm	Introduction to Physical Anthropology 2	natural science	\$834
ARTH 1300-3	300	32360	6-9 pm	History of World Art 1	literature and the arts	\$909
BCOR 1010-3	300	32365	6-9 pm	Introduction to Business	business core	\$834
COMM 1300-3	300	32372	6-9 pm	Public Speaking	none	\$849
*ECON 2010-4	300	32374	6-8 pm	Principles of Microeconomics	contemporary societies	\$1,112
FILM 3002-3	300	32435	6-9 pm	Major Film Movements: Rock & Roll in Film	none	\$919
*GEOG 1992-3	300	32390	6-8 pm	Human Geographies	none	\$834
*IPHY 2420-3	301	32398	6-8 pm	Nutrition for Health and Performance	natural science	\$834
*MATH 2510-3	300	32366	6-8 pm	Introduction to Statistics	none	\$834



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

**COURSES BY START DATE** (continued)

Course No.–Hours	Sec.	Class No.	Times	Course Title	Core	In-state Tuition
<b>Tuesday courses begin January 22 and end April 30 (continued)</b>						
MUEL 2852-3	300	32375	6-9 pm	Music of the Rock Era	literature and the arts	\$869
*PSYC 4684-3	300	32400	6-8 pm	Developmental Psychology	none	\$834
SOCY 4024-3	300	32409	6:15-9:15 pm	Juvenile Delinquency	contemporary societies	\$834
SOCY 4131-3	300	32410	6-9 pm	Advanced Topics in Sociology: Visual Sociology	none	\$834
*WRTG 1150-3	301	34699	6-8 pm	First-Year Writing and Rhetoric	written communication	\$844
*WRTG 3020-3	302	32418	6-7:30 pm	Topics in Writing: Language, Power, Perception	written communication	\$844

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

ARTS 1875-3	300	32364	6-9 pm	Ceramics for Non-Majors	none	\$1,059
MATH 1300-5	300	32363	6-8:30 pm	Calculus 1	quantitative reasoning and mathematical skills	\$1,390

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

*CLAS 1061-3	300	32371	6-8 pm	The Rise and Fall of Ancient Rome	historical context	\$834
*EBIO 1220-3	302	32439	6-8 pm	General Biology 2	natural science	\$834
*ECON 2020-4	300	32376	6-9 pm	Principles of Macroeconomics	contemporary societies	\$1,112
ENGL 1191-3	300	32378	6:30-9:30 pm	Introduction to Creative Writing	none	\$834
*ENGL 3000-3	301	34842	6-8 pm	Shakespeare for Nonmajors	literature and the arts	\$834
ENGL 3060-3	300	32383	6-9 pm	Modern and Contemporary Literature for Nonmajors	literature and the arts	\$834
*ENGL 3164-3	300	32384	6-8 pm	History and Literature of Georgian England	historical context	\$834
GEOG 1982-3	300	32389	6-9 pm	World Regional Geography	none	\$834
GEOG 3251-3	300	32392	6-9 pm	Mountain Geography	none	\$834
*IPHY 2420-3	302	32399	6-8 pm	Nutrition for Health and Performance	natural science	\$834
*PHIL 1600-3	300	32381	6-8 pm	Philosophy and Religion	ideals and values	\$834
*PSCI 2223-3	300	32387	5:30-8:30 pm	Introduction to International Relations	contemporary societies	\$834
PSYC 1001-3	300	32391	6:30-9:30 pm	General Psychology	none	\$834
*RLST 2500-3	300	32402	6-8 pm	Religions in the United States	United States context or ideals and values	\$834

**Zoe Hudson**

Intro to Studio Art

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



## BOULDER EVENING

### COURSES BY START DATE

Course No.–Hours	Sec.	Class No.	Times	Course Title	Core	In-state Tuition
<b>Wednesday courses begin January 23 and end May 1 (continued)</b>						
*SOCY 1001-3	300	32404	7-9 pm	Introduction to Sociology	contemporary societies	\$834
*SOCY 2034-3	300	32406	6-8 pm	Drugs in United States Society	none	\$834
THTR 3011-3	300	32415	6-9 pm	Development of the American Musical Theatre	literature and the arts	\$879
*WMST 2000-3	300	32416	6:30-8:30 pm	Introduction to Feminist Studies	human diversity	\$834
*WRTG 3020-3	303	33855	6-7:30 pm	Topics in Writing: Food and Culture	written communication	\$844

### Thursday courses begin January 24 and end May 2

*ANTH 3000-3	300	32432	6:30-8:30 pm	Primate Behavior	natural science	\$834
ENGL 1600-3	300	34848	6-9 pm	Masterpieces of American Literature	literature and the arts	\$834
HIST 1020-3	300	32394	6-9 pm	Western Civilization 2: 16th Century to the Present	historical context	\$834
*JOUR 4272-3	300	32419	6-8 pm	Principles of Public Relations	none	\$834
*MATH 1011-3	300	32358	6-8 pm	Fundamentals and Techniques of College Algebra	quantitative reasoning and mathematical skills	\$834
*MUEL 2772-3	300	32369	6-8 pm	World Musics	human diversity	\$869
*PHIL 1100-3	300	32379	6-8 pm	Ethics	ideals and values	\$834
*PSYC 2145-3	300	32397	6-8 pm	Introductory Cognitive Psychology	none	\$834
*SOCY 2031-3	300	32405	7-9 pm	Social Problems	ideals and values	\$834
*SOCY 3151-3	300	32408	7-9 pm	Self in Modern Society	United States context or ideals and values	\$834

### SESSION 1

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

*PSCI 1101-3	100	32436	6-8 pm	The American Political System	contemporary societies or United States context	\$834
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#### Tuesday and Thursday courses begin January 22 and end March 7

*GEOG 1001-4	100	32386	6-8 pm	Environmental Systems 1: Climate and Vegetation	natural science	\$1,112
*RLST 3000-3	100	32403	6-8 pm	Christian Traditions	historical context	\$834

### SESSION 2

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

*CLAS 1140-3	200	35456	6-9 pm	Bread and Circuses: Society and Culture in the Roman World	historical context	\$834
*PSCI 2004-3	200	32385	6-8 pm	Survey of Western Political Thought	ideals and values	\$834

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

ENGL 3060-3	200	32382	6:30-9:30 pm	Modern and Contemporary Literature for Nonmajors	literature and the arts	\$834
*GEOG 1011-4	200	32388	6-8 pm	Environmental Systems 2: Landscapes and Water	natural science	\$1,112



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

Persuasion in Society

KATHLEEN CAMPBELL

“I want to inspire students to be critical receivers of the persuasive appeals and arguments they encounter daily, and show them how to

**CREATE**

persuasive appeals and arguments that are ethical, effective, and sound.”

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

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

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

**Independent Learning lets you start your study any time of the year.**

**You can complete courses over the Internet; choose from self-paced classes that you complete according to your calendar; or term-based classes that follow the semester calendar. Online classes allow rich interaction with your instructor and other students.**

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

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

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

### Faculty and Staff Discounts

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

### Course Information

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

#### Term-based Online Courses

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

#### Self-paced Online Courses

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

### Independent Learning also offers:

#### Applied Music

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

#### Individualized Instruction

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

#### Youth Piano Program

Group classes or private lessons for youth ages 6 to 17 years (see page 16).

### 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 22 – May 3</b>					
ANTH 2010-3	581	32261	Introduction to Physical Anthropology 1	natural science	\$1,029
ATLS 3519-3	581	32265	Special Topics in Technology, Arts, and Media: Universal Media Design	none	\$1,029
NCTM 3519	581	32420	Universal Media Design (noncredit)	none	\$625
COMM 2400-3	581	32274	Discourse, Culture, and Identities	human diversity	\$1,029
COMM 2500-3	581	32275	Interpersonal Communication	none	\$1,029
COMM 3310-3	581	32277	Principles and Practices of Argumentation	none	\$1,029
COMM 3320-3	581	32281	Persuasion in Society	none	\$1,029
COMM 3610-3	581	32283	Communication, Technology, and Society	none	\$1,029
EBIO 1210-3	581	32288	General Biology 1	natural science	\$1,029
ENGL 1600-3	581	32292	Masterpieces of American Literature	literature and the arts	\$1,029
ENGL 1800-3	581	32295	American Ethnic Literatures	human diversity	\$1,029
ENGL 2036-3	581	32298	Introduction to Digital Media in the Humanities	none	\$1,029
ENGL 3000-3	581	32303	Shakespeare for Nonmajors	literature and the arts	\$1,029
ENGL 3000-3	582	32304	Shakespeare for Nonmajors	literature and the arts	\$1,029
ENGL 3060-3	581	32309	Modern and Contemporary Literature for Nonmajors	literature and the arts	\$1,029
ENGL 3060-3	582	32310	Modern and Contemporary Literature for Nonmajors	literature and the arts	\$1,029
ENGL 3246-3	581	32334	Topics in Popular Culture: Literature of the American West	none	\$1,029
ENGL 3267-3	581	32335	Women Writers	none	\$1,029

### IMPORTANT DATES FOR TERM-BASED ONLINE COURSES

#### Spring 2013

	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 5	November 5	November 5	November 5
Course Begins	January 22	February 4	January 22	March 11
11:59 pm deadline to enroll online using MyCUInfo (5 pm deadline in person) or add your name to a wait list	January 29	February 11	January 29	March 19
11:59 deadline to request pass/fail or drop online using MyCUInfo (5 pm deadline in person) with a 100% refund *†	February 5	February 11	January 29	March 19
5 pm deadline to withdraw with a 60% refund	February 19	February 18	February 5	April 2
Tuition Due	February 6	February 6	February 6	April 3
5 pm deadline to withdraw with a 40% refund	March 5	February 25	February 12	April 9
5 pm deadline for Arts and Sciences degree students and nondegree students to withdraw from classes without any signatures	April 7	5 week: March 1 10 week: April 5	February 18	5 week: April 12 7 week: April 17
Course Ends	May 3	5 week: March 8 10 week: April 19	March 8	5 week: April 19 7 week: May 3

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

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

## INDEPENDENT LEARNING

Course No.–Hours	Section	Class No.	Course Title	Core	Tuition
ENGL 3563-3	581	32336	Early Shakespeare	none	\$1,029
ENGL 3665-3	581	32337	American Literature after 1860	none	\$1,029
ENGL 4245-3	581	32338	American Novel 2	none	\$1,029
FILM 1002-3	581	32339	Film Analysis for Non-Majors	none	\$1,114
GEOG 1001-4	581	32340	Environmental Systems 1: Climate and Vegetation	natural science	\$1,372
GEOG 1011-4	581	32341	Environmental Systems 2: Landscapes and Water	natural science	\$1,372
GEOG 1992-3	581	33757	Human Geographies	none	\$1,029
GEOG 4501-3	581	32342	Water Resources and Water Management of Western United States	none	\$1,029
GEOG 5501-3	581	32343	Water Resources and Water Management of Western United States	none	\$1,329
GEOL 1010-3	581	32344	Introduction to Geology	natural science	\$1,029
HIST 1010-3	581	32345	Western Civilization 1: From Antiquity to the 16th Century	historical context	\$1,029
HIST 1015-3	581	32346	History of the United States to 1865	United States context	\$1,029
HIST 1020-3	581	32347	Western Civilization 2: 16th Century to the Present	historical context	\$1,029
HIST 1025-3	581	32348	History of the United States since 1865	United States context	\$1,029
HIST 1123-3	581	32349	Introduction to British History since 1660	historical context	\$1,029
HIST 2100-3	581	32350	Revolution in History: Haitian Revolution of 1791-1804	historical context	\$1,029
IPHY 2420-3	581	32351	Nutrition for Health and Performance	natural science	\$1,029
IPHY 2420-3	582	32352	Nutrition for Health and Performance	natural science	\$1,029
JOUR 1001-3	581	35518	Contemporary Media Analysis	none	\$1,029
JOUR 4301-3	581	32354	Media Ethics	none	\$1,029
JOUR 4651-3	581	32356	Media Law	none	\$1,029
JOUR 5301-3	581	32355	Media Ethics	none	\$1,329
MATH 1011-3	581	32259	Fundamentals and Techniques of College Algebra	quantitative reasoning and mathematical skills	\$1,029
MATH 1012-3	581	32262	Quantitative Reasoning and Mathematical Skills	quantitative reasoning and mathematical skills	\$1,029
MATH 1071-3	581	32264	Finite Mathematics for Social Science and Business	quantitative reasoning and mathematical skills	\$1,029
MATH 1081-3	581	32266	Calculus for Social Science and Business	quantitative reasoning and mathematical skills	\$1,029
MATH 1150-4	581	32267	Precalculus Mathematics	quantitative reasoning and mathematical skills	\$1,372
MATH 2510-3	581	32269	Introduction to Statistics	none	\$1,029
MUEL 1081-3	581	32273	Basic Music Theory	none	\$1,029
MUEL 2752-3	581	32276	Music in American Culture	United States context	\$1,029
NRSC 4032-3	581	32270	Neurobiology of Learning and Memory	none	\$1,029
NRSC 5032-3	581	32272	Neurobiology of Learning and Memory	none	\$1,329
PHIL 1000-3	581	32280	Introduction to Philosophy	ideals and values	\$1,029
PHIL 1200-3	581	35104	Philosophy and Society	ideals and values or United States context	\$1,029
PHIL 1400-3	581	32284	Philosophy and the Sciences	natural science	\$1,029
PHIL 2390-3	581	32285	Philosophy and Psychology	none	\$1,029
PHIL 3140-3	581	32286	Environmental Ethics	ideals and values	\$1,029
PHIL 3180-3	581	32287	Critical Thinking: Contemporary Topics	none	\$1,029
PSCI 1101-3	581	32289	The American Political System	contemporary societies or United States context	\$1,029
PSCI 2012-3	581	32291	Introduction to Comparative Politics	contemporary societies	\$1,029
PSCI 2106-3	581	32393	Introduction to Public Policy Analysis	none	\$1,029
PSCI 2223-3	581	32294	Introduction to International Relations	contemporary societies	\$1,029
PSCI 3163-3	581	32296	American Foreign Policy	United States context	\$1,029



**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
<b>Session IL 3 – 14 weeks: January 22 – May 3 (continued)</b>					
PSYC 3101-4	581	32297	Statistics and Research Methods in Psychology	none	\$1,372
SLHS 5032-3	581	32299	Competencies and Strategies for the SLPA	none	\$1,329
SLHS 5930-4	581	32300	Speech Language Pathology Assistant Internship	none	\$1,772
SOCY 1021-3	581	32301	United States Race and Ethnic Relations	United States context	\$1,029
SOCY 2031-3	581	32302	Social Problems	ideals and values	\$1,029
SOCY 2044-3	581	32306	Crime and Society	none	\$1,029
SOCY 2077-3	581	32307	Environment and Society	ideals and values	\$1,029
SOCY 3042-3	581	32308	Topics in Population and Health: Death and Dying	none	\$1,029
SOCY 3161-3	581	32311	Sociological Perspectives on Race and Ethnicity	none	\$1,029
WRWG 3020-3	581	32317	Topics in Writing: Multicultural Rhetorics	written communication	\$1,029
WRWG 3020-3	582	32318	Topics in Writing: Food and Culture	written communication	\$1,029
WRWG 3020-3	583	32319	Topics in Writing: Food and Culture	written communication	\$1,029
WRWG 3020-3	584	32320	Topics in Writing: Sports in American Culture	written communication	\$1,029
WRWG 3020-3	585	32321	Topics in Writing: Writing on Music	written communication	\$1,029
WRWG 3020-3	586	32322	Topics in Writing: Writing on <i>The New York Times</i>	written communication	\$1,029
WRWG 3020-3	587	32323	Topics in Writing: Writing on <i>The New York Times</i>	written communication	\$1,029
WRWG 3020-3	588	33785	Topics in Writing: Travel Writing	written communication	\$1,029
WRWG 3020-3	589	33786	Topics in Writing: The Politics of Drugs	written communication	\$1,029
WRWG 3020-3	590	33788	Topics in Writing: Multicultural Rhetorics	written communication	\$1,029
WRWG 3030-3	581	32324	Writing on Science and Society	written communication	\$1,029
WRWG 3030-3	582	32325	Writing on Science and Society	written communication	\$1,029
WRWG 3030-3	583	32326	Writing on Science and Society	written communication	\$1,029
WRWG 3040-3	581	32327	Writing on Business and Society	written communication	\$1,029
WRWG 3040-3	582	32328	Writing on Business and Society	written communication	\$1,029
WRWG 3040-3	583	32329	Writing on Business and Society	written communication	\$1,029
<b>Session IL 1 – 7 weeks: January 22 – March 8</b>					
ATOC 1050-3	581	32268	Weather and the Atmosphere	natural science	\$1,029
<b>Session IL 4 – 5 weeks: February 4 – March 8</b>					
WRWG 3090-1	581	32331	Open Topics in Writing: Advanced	none	\$343
<b>Session IL 4 – 10 weeks: February 4 – April 19</b>					
ENGL 1500-3	581	32290	Masterpieces of British Literature	literature and the arts	\$1,029
ENGL 3000-3	583	32305	Shakespeare for Nonmajors	literature and the arts	\$1,029
<b>Session IL 2 – 5 weeks: March 11 – April 19</b>					
WRWG 3090-2	582	32332	Open Topics in Writing: Advanced	none	\$686
<b>Session IL 2 – 7 weeks: March 11 – May 3</b>					
ATOC 1060-3	581	32271	Our Changing Environment: El Niño, Ozone, and Climate	natural science	\$1,029
IPHY 3430-3	581	32353	Introduction to Human Physiology	none	\$1,029
PHIL 1000-3	582	32282	Introduction to Philosophy	ideals and values	\$1,029



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

# INDEPENDENT LEARNING

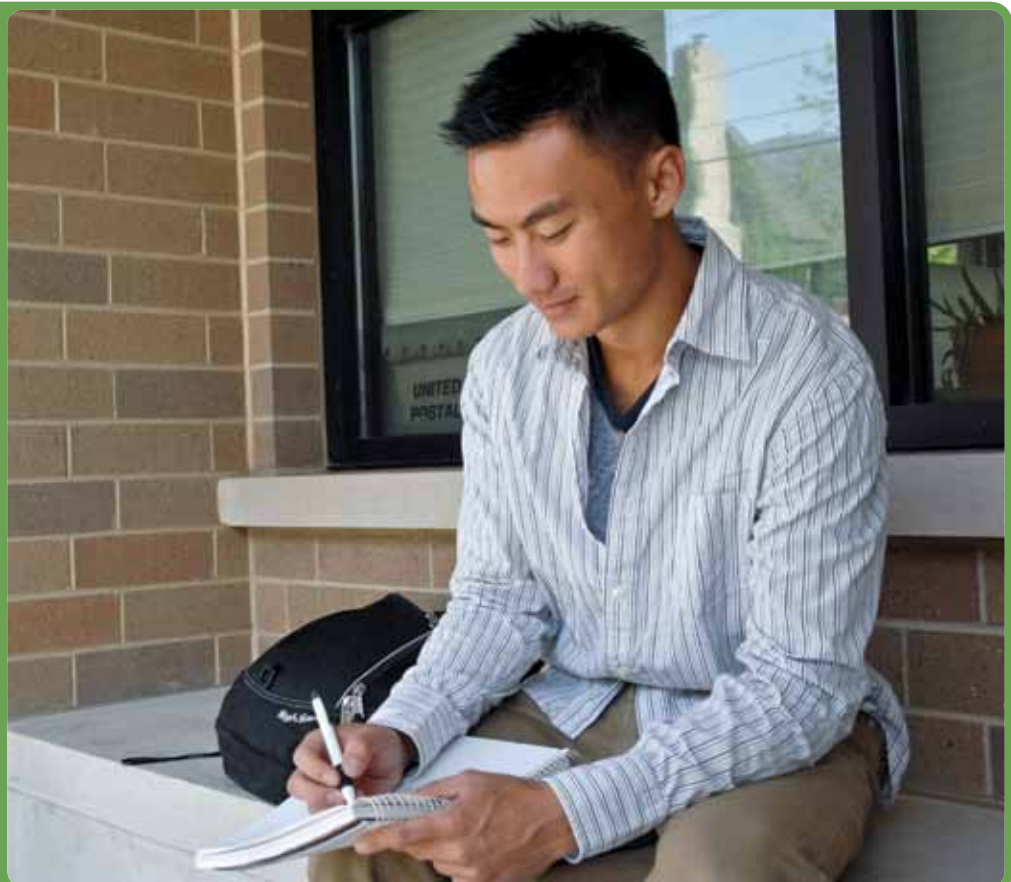
## SELF-PACED ONLINE COURSES

Course No.–Hours	Section	Course Title	Core	Tuition
<b>ANTHROPOLOGY</b>				
ANTH 2070-3	641	Bones, Bodies, and Disease	none	\$1,029
<b>ART AND ART HISTORY</b>				
ARTS 1012-3	640	Drawing for Non-Majors	none	\$1,029
<b>ASTROPHYSICAL AND PLANETARY SCIENCES</b>				
ASTR 1000-3	640	The Solar System	natural science	\$1,029
<b>COMMUNICATION</b>				
COMM 2400-3	642	Discourse, Culture, and Identities	human diversity	\$1,029
<b>ECOLOGY AND EVOLUTIONARY BIOLOGY</b>				
EBIO 1040-3	641	Biology: A Human Approach 2	natural science	\$1,029
EBIO 4100-3	640	Advanced Ecology: Tropical Conservation	none	\$1,029
<b>ECONOMICS</b>				
ECON 2010-4	640	Principles of Microeconomics	contemporary societies	\$1,372
ECON 2020-4	640	Principles of Macroeconomics	contemporary societies	\$1,372
ECON 3403-3	640	International Economics and Policy	contemporary societies	\$1,029
ECON 4111-3	640	Money and Banking Systems	none	\$1,029
<b>EDUCATION</b>				
EDUC 3621-3	641	Art for the Elementary Teacher	none	\$1,029
EDUC 4161-3	640	Children's Literature	none	\$1,029

**Sithone Xiong**

Western Civilization

**“I’m a full-time student and I also work for Continuing Education. This experience helped me understand the options available to me to pursue my degree on campus. Over the summer, I took a self-paced online class that allowed me to knock off one of my prerequisites. I liked it a lot. I wish I had known about this option earlier in my college career.”**



## SELF-PACED ONLINE COURSES (CONTINUED)

Course No.-Hours	Section	Course Title	Core	Tuition
<b>ENGLISH</b>				
ENGL 1260-3	640	Introduction to Women's Literature	human diversity	\$1,029
ENGL 1500-3	640	Masterpieces of British Literature	literature and the arts	\$1,029
ENGL 1600-3	641	Masterpieces of American Literature	literature and the arts	\$1,029
ENGL 3000-3	641	Shakespeare for Nonmajors	literature and the arts	\$1,029
ENGL 3060-3	641	Modern and Contemporary Literature for Nonmajors	literature and the arts	\$1,029
ENGL 3116-3	640	Topics in Advanced Theory: Postmodernism	none	\$1,029
ENGL 3553-3	640	Geoffrey Chaucer	none	\$1,029
ENGL 3655-3	641	American Literature to 1860	none	\$1,029
ENGL 3665-3	641	American Literature after 1860	none	\$1,029
<b>GEOGRAPHY</b>				
GEOG 1982-3	640	World Regional Geography	none	\$1,029
GEOG 1992-3	641	Human Geographies	none	\$1,029
GEOG 2412-3	640	Environment and Culture	none	\$1,029
GEOG 3251-3	640	Mountain Geography	none	\$1,029
<b>GEOLOGICAL SCIENCES</b>				
GEOL 1010-3	641	Introduction to Geology	natural science	\$1,029
GEOL 1020-3	640	Introduction to Earth History	natural science	\$1,029
<b>HISTORY</b>				
HIST 1010-3	641	Western Civilization 1: From Antiquity to the 16th Century	historical context	\$1,029
HIST 1015-3	640	History of the United States to 1865	United States context	\$1,029
HIST 1020-3	641	Western Civilization 2: 16th Century to the Present	historical context	\$1,029
HIST 1025-3	640	History of the United States since 1865	United States context	\$1,029



**Lilia Rabia**

Learning Assistant for  
Calculus for non-majors

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



# INDEPENDENT LEARNING

Course No.–Hours	Section	Course Title	Core	Tuition
<b>JOURNALISM</b>				
JOUR 3771-3	641	Media and Communication History	none	\$1,029
JOUR 4321-3	640	Media Institutions and Economics	none	\$1,029
<b>MUSIC</b>				
MUEL 2752-3	640	Music in American Culture	United States context	\$1,029
<b>PEACE AND CONFLICT STUDIES</b>				
PACS 3800-3	640	Topics in Peace and Conflict Studies	none	\$1,054
<b>PHILOSOPHY</b>				
PHIL 1100-3	640	Ethics	ideals and values	\$1,029
PHIL 3140-3	640	Environmental Ethics	ideals and values	\$1,029
<b>PSYCHOLOGY</b>				
PSYC 1001-3	641	General Psychology	none	\$1,029
PSYC 1001-3	642	General Psychology	none	\$1,029
PSYC 2012-3	641	Biological Psychology 1	natural science	\$1,029
PSYC 2145-3	641	Introductory Cognitive Psychology	none	\$1,029
PSYC 2606-3	640	Social Psychology	contemporary societies	\$1,029
PSYC 3101-4	640	Statistics and Research Methods in Psychology	none	\$1,372
PSYC 4303-3	640	Abnormal Psychology	none	\$1,029
PSYC 4456-3	640	Psychology of Personality	none	\$1,029
PSYC 4511-3	641	History of Psychology	none	\$1,029
PSYC 4684-3	641	Developmental Psychology	none	\$1,029
<b>SOCIOLOGY</b>				
SOCY 1001-3	641	Introduction to Sociology	contemporary societies	\$1,029
SOCY 1016-3	640	Sex, Gender, and Society 1	human diversity	\$1,029
SOCY 4014-3	641	Criminology	none	\$1,029
SOCY 4021-3	641	Conflict Management in Social Systems	none	\$1,054
SOCY 4086-3	641	Family and Society	none	\$1,029



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



### Nick King

Piano

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

## APPLIED MUSIC PROGRAM

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

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

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

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



### Youth Piano Program

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

# INDEPENDENT LEARNING

## APPLIED MUSIC COURSES

Dept	Course #	Section #	Instrument	Meeting Times
<b>GROUP CLASSES</b>				
MUEL	1145	801	Guitar	MW 10-10:50 am
MUEL	1145	802	Guitar	MW 12-12:50 pm
MUEL	1145	803	Guitar	MW 2-2:50 pm
MUEL	1145	804	Guitar	TR 12-12:50 pm
MUEL	1145	805	Guitar	TR 2-2:50 pm
MUEL	1155	801	Intermediate Guitar	TR 10-10:50 am
MUEL	1416	801	Introduction to Hand Percussion	MW 3-3:50 pm
PMUS	1526	820	Digital Music Composition	TR 3:30-4:20 pm
PMUS	1636	820	Piano for Beginners	MW 5-5:50 pm

Dept	Course #	Section #	Instrument
<b>INDIVIDUAL LESSONS</b>			
PMUS	1506	801	Bassoon
PMUS	1516	801	Clarinet
PMUS	1526	801	Composition
PMUS	1556	801	Flute
PMUS	1566	801-804	Guitar
PMUS	1576	801	Harp
PMUS	1596	801	French Horn
PMUS	1606	801	Oboe
PMUS	1626	801	Percussion
PMUS	1636	801	Jazz Piano
PMUS	1636	802-805	Piano
PMUS	1646	801	Saxophone
PMUS	1656	801	Double Bass
PMUS	1666	801	Trombone
PMUS	1676	801	Trumpet
PMUS	1686	801	Tuba
PMUS	1696	801	Viola
PMUS	1706	801	Violin
PMUS	1716	801	Violoncello
PMUS	1726	801-802	Voice
PMUS	1736	801	Mandolin
PMUS	1736	802	Banjo
PMUS	1736	803	Ukulele
PMUS	1776	801	Electric Bass



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

## 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/slpa-certificate-program](https://slhs.colorado.edu/slpa-certificate-program) for complete information on applying.

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

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

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

#### **Competencies and Strategies for the SLPA**

**SLHS 5032** 3 SEMESTER HOURS

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

#### **Speech Language Pathology Assistant Internship**

**SLHS 5930** 4 SEMESTER HOURS

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

## POST-BACCALAUREATE PRE-MEDICAL PROGRAM

### Jim Ahern

Post-Baccalaureate  
Pre-Medical student

**“After researching most of the pre-med programs available, I chose CU. It is based on the cohort model, which means that all of the students go through the same classes together. Together we’ve become a cohesive group, where I feel I get the support I need while also giving back at the same time. I am continually impressed with how invested CU is in our program and I really appreciate it.”**



### WHERE TO BEGIN YOUR NEXT CAREER

The post-baccalaureate pre-medical program is designed for “career changers” who were academically successful as undergraduates and have completed a bachelor’s degree, but have not completed the prerequisite courses necessary to apply to medical and other healthcare-related professional schools. This intensive yearlong post-baccalaureate program (one summer, followed by a fall semester and a spring semester) is appropriate for students who are either recent college graduates or experienced professionals seeking a career change. The program begins in early June, 2013 and provides the course work and support necessary to take the MCAT in Summer 2014.

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

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

- a strong academic undergraduate record with a bachelor’s degree in a non-science field. Most applicants will have a grade point average of 3.3 or above.
- completed college algebra and trigonometry, or the equivalent.
- an informed understanding of the health profession they seek to enter based on extensive and meaningful clinical experience in a healthcare setting such as shadowing medical professionals, volunteering with patients, or employment in a healthcare field.
- an interest in becoming a Medical Doctor, Dentist, Physical Therapist, or Pharmacist. Those seeking to become a Physician Assistant or Veterinarian may be considered.

We offer you the opportunity to gain a sound foundation in the science classes necessary to apply for graduate medical studies. Students receive individual advising, study skills for science classes, and application assistance. Here are the courses provided in the program:

#### Summer

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

#### Fall

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

#### Spring

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

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

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

**CU on the Weekend: Jazz in the American Century**

**KEITH WATERS**

“According to some, jazz is a reflection of  
**DEMOCRACY,**  
since there is an equality, improvisation, and  
conversation that takes place in the music.

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

**DO SOMETHING JUST FOR YOU.**

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

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

## CU ON THE WEEKEND



### Advance Registration Required

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

### Three Ways to Register

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

### Cancellation Policy

All programs are subject to change. We will do our best to contact you in advance via e-mail to notify you of any last minute changes or cancellations.

If you are unable to attend a class, please send an e-mail to [weekend@colorado.edu](mailto:weekend@colorado.edu) or call 303-492-4561.

### Can't Find Something?

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

Here are some other local providers of noncredit workshops:

CU-Boulder Anderson Language Technology Center (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/academics/extended-studies](http://www.naropa.edu/academics/extended-studies)

## CU ON THE WEEKEND SPRING 2013

### The Mind & Brain: Insights from Neuroscience

Professor Marie Banich, Psychology and Neuroscience

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

.....  
*Marie Banich is a professor of Psychology & Neuroscience at the University of Colorado Boulder, where she also serves as director of the Institute of Cognitive Science, a multi-disciplinary institute dedicated to exploring the science of the mind. Her research specializes in using brain imaging techniques to understand the neural systems that allow us to direct our attention and our actions so that we can prioritize, organize, and guide our behavior in a goal-oriented manner, abilities*

*often referred to as “executive function.” She investigates these issues both in normal individuals as well as clinical populations, such as individuals with attention-deficit/hyperactivity disorder and adolescents with severe substance and conduct problems. She also takes a developmental perspective, examining how executive functions mature during adolescence. Her research findings have been published in leading journals, including the journal Science. In addition, she is author of a textbook, Cognitive Neuroscience, which is in its third edition. Among her other professional experiences, Professor Banich has been a member of the MacArthur Foundation network on Adolescent Development and Juvenile Justice as well as a Fulbright Senior Scholar in Verona, Italy.*

Saturday, January 26, 9 am–12 pm  
 Location: Center for Innovation and Creativity, 1700 Exposition Drive, Room 184G, Boulder  
 Seating limit: 50 participants.

Advance registration required. Free and open to the public.

### Mission to Mars: CU’s 2013 MAVEN Mission

*Bruce Jakosky, Professor, Department of Geological Sciences, and Associate Director for Science, Laboratory for Atmospheric and Space Physics (LASP)*

*Bill Possel, Director, Mission Operations and Data Systems, Laboratory for Atmospheric and Space Physics (LASP)*

Those curious about Mars exploration need look no farther than CU-Boulder, whose Laboratory for Atmospheric and Space Physics (LASP) is heading up the next

spacecraft mission to Mars — the Mars Atmosphere and Volatile Evolution Mission (MAVEN). The mission will orbit the red planet and study the upper atmosphere of Mars as a way of finding out what the history of the atmosphere has been. This will feed directly into our understanding of the nature of the habitability of Mars by microbes and of the potential for life on Mars.

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

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

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

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



**Find more information about CU’s 2013 MAVEN Mission here: [lasp.colorado.edu/home/maven](http://lasp.colorado.edu/home/maven)**



**CU ON THE WEEKEND**

*LASP six years ago, Bill served in the Air Force for 27 years. He has directed space operations and space system development for NASA, Air Force, and National Reconnaissance Office missions.*

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

**Jazz in the American Century**

*Keith Waters, Professor, College of Music*

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

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

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

*His album Carolina Tracks, released in 2012, assembles some of North Carolina's finest jazz musicians in a series of original compositions and compositions by North Carolina-born artists John Coltrane, Thelonious Monk, and Loonis McGlohan.*

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

Saturday, February 23, 9 am-12 pm  
 Location: Imig Music Building, Chamber Hall  
 Seating limit: 110 participants

Advance registration required. Free and open to the public.

**From Deficit to Strength: Developing New Perspectives for English Language Learners**

*Kathy Escamilla, Professor, School of Education*

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

*A professor of education in the division of social, bilingual, and multicultural foundations, Kathy Escamilla is one of a number of leading scholars who emphasize the importance of bilingualism and biliteracy as significant and valuable goals of education. Dr. Escamilla's research examines the ways that first language proficiency can be used to support and enhance the concurrent—but not delayed—development of English language and literacy for students that she and others now refer to as "emergent bilinguals." She is specifically interested in issues related to the development of bilingualism*



**Find more information about the Institute of Cognitive Science here: [ics.colorado.edu](http://ics.colorado.edu)**

## CU ON THE WEEKEND

*From Deficit to Strength continued and biliteracy in early elementary grades; her recent research has also examined assessment practices and the impact of high stakes testing on these children.*

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

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

### **The Hillmon Case, the Law of Evidence, and the Role of Narrative in the Law**

*Marianne Wesson, Professor, Law School*  
Professor Mimi Wesson will talk about her research into the Hillmon case, a famous case in the law of evidence that went on for nearly a quarter century (1880-1903), was decided twice by the United States Supreme Court,

and left behind an enduring mystery about the identity of a corpse. In the first hour, she will initiate you into the law of evidence, the set of rules that regulate what a jury may and may not hear in the course of a trial. She'll pay particular attention to the Hearsay Rule, as it was the center of the controversy in the Hillmon case.

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

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

.....  
*Marianne Wesson has been a member of the CU-Boulder law faculty for over three decades, teaching, researching, and writing in the areas of criminal law, evidence, and trial advocacy. She practiced criminal law as an assistant attorney general for the state of Texas and as an assistant U.S. attorney for the district of Colorado. Her articles have*

*appeared in a variety of law reviews and journals, and she has been an editor and adviser for a number of legal and academic journals. Wesson was elected to the American Law Institute in 1989, and designated a CU President's Teaching Scholar in 1992. In 1995 she was named the first Wolf-Nichol Fellow at the Law School, and in 2011 she became the inaugural Schaden Chair in Experiential Learning.*

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

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



John W. Hillmon or Frederick A. Walters?

### **The Hillmon Case**

#### **Who is this man?**

The Hillmon case was a famous and nearly endless lawsuit of the late nineteenth century American frontier—a case that had to be tried six times and decided by the United States Supreme Court twice.

Visit [www.thehillmoncase.com](http://www.thehillmoncase.com) to learn more about the Hillmon Case and Professor Marianne Wesson.



## ADDITIONAL CREDIT PROGRAMS

### ACCESS Program

#### (Available Credit Courses for Eligible Special Students)

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

We are accepting applications for the spring 2013 semester. Registration begins Friday, January 11, and classes begin Monday, January 14. Call 303-492-5148 for more information or visit [conted.colorado.edu/access](http://conted.colorado.edu/access). Our capable staff can provide academic advising, financial aid, and career advising through in-person or telephone appointments. Visit [conted.colorado.edu/student-resources](http://conted.colorado.edu/student-resources) to set up a free appointment.

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

### High School Concurrent Program

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

If you are a high school junior or senior attending a public high school, you may be eligible for tuition assistance from your school district during the fall and spring semesters. You must notify your counselor of your intent to enroll at least two months prior to the beginning of the term. Call 303-735-5456 for an application and more information or visit [conted.colorado.edu/highschool](http://conted.colorado.edu/highschool).

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

### Finishing Your Degree at CU

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

Learn more about the CU Complete Service for former CU-Boulder students on page 27.

### Alexandra Givan

Ceramics for Non-Majors

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



## SUMMER SESSION



### THINK AHEAD TO SUMMER 2013

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

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

#### Special offerings during Summer Session include:

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

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

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

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

##### Featured Classes

Explore the possibilities with new course offerings and classes that move you forward

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

##### Online Classes

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

Visit the Summer Session website at [www.colorado.edu/summer](http://www.colorado.edu/summer) for additional information or to request a copy of the 2013 catalog.

##### Summer 2013 Schedule

Session M (Maymester):	May 13-31
Session A (5 weeks):	June 3-July 5
Session B (5 weeks):	July 9-August 9
Session C (8 weeks):	June 3-July 26
Session D (10 weeks):	June 3-August 9

## CU COMPLETE SERVICE

### Rob Brown

**“I have been diabetic for 22 years, which played a big role in the decisions I made as an undergraduate student at CU. When I was eight credits away from completing my degree at CU, I was offered a police job and I took it. I always meant to go back to school, but thought I had to go back to campus, which would not fit with my schedule. When I found out I could complete my degree online through Continuing Education I jumped on the opportunity. The self-paced nature of the program is a life-saver. I can do a little bit at a time, as my schedule allows.”**



## NOW IS THE TIME TO COMPLETE YOUR DEGREE.

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

### Guiding Former Students Toward Completing Their Degrees

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

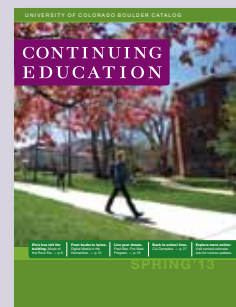
Our advisors understand the challenges facing the adult student population and can help you create a path toward completing your degree.

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



## Let's get connected.

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

## Cable Supported Pedestrian Bridge Design

AVERY BANG

“Engineering structures for 90 percent of the world means working with a different subset of

# RESOURCES

than we have to build something here in the U.S.”

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

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

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

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

Why wait? Get started today!

### Master's Degrees

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

### Master's-Level Certificates

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

## ENGINEERING ONLINE



- Six Sigma Belt Certifications
- Technology Ventures & Product Management
- Telecommunications
  - Computer and Network Security
  - Energy Communication Networks
  - Network Architecture
  - Telecommunications Policy
  - Wireless Networks and Technologies
- RASEI (Renewable and Sustainable Energy Institute)
  - Renewable Energy

### Professional Development Courses

Take short courses to develop new skills, build valuable technical credentials, or to prepare for industry-recognized certificate examinations. These relevant, immediately applicable courses feature online delivery from respected industry leaders who bring real-world experience to the Internet classroom.

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

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

### Course Schedule Information

**CUEngineeringOnline.colorado.edu**  
**303-492-6331**  
**caete@colorado.edu**

### Attention Water Professionals!

#### New Course—Water Profession: Leadership and Communication

Gain the skills needed to meet the increasing growth and future challenges of the water profession including:

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

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

#### Details

What: CVEN 5834, Water Profession: Leadership and Communication

Where: University of Colorado Boulder, Engineering Center, room ECCS 1B12

When: Tuesdays, 3:30–6:15 pm. This flexible class is also offered via distance education.

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

#### More Information

Dick Kuchenrither, Program Director  
**richard.d.kuchenrither@colorado.edu**  
 303-725-4987

IEC student

ALAZIM FAYE

“It has always been my

**DREAM**

to come to the U.S. In my country of Senegal I have a master’s degree in law, but I want to study law here also.”

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

### **1030 13TH STREET ON “THE HILL.”**

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

#### **About the International English Center (IEC)**

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

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

All IEC instructors have master’s degrees and teaching experience in international intensive programs.

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

#### **Intensive English Program (IEP)**

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



## INTERNATIONAL ENGLISH CENTER



The program consists of 20 hours of core language instruction each week at eight proficiency levels: Introductory, Basic 1 and 2, Intermediate 1, 2, and 3, Advanced 1 and 2. An additional 3 hours each week of optional elective classes are available at no additional cost. Classes average 12 to 15 students and utilize the latest ESL teaching practices and materials.

With the permission of the director, advanced-level students may be eligible to enroll in University of Colorado Boulder classes.

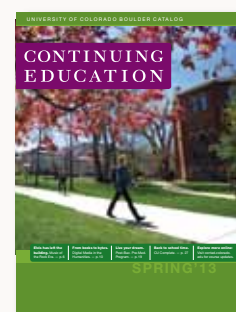
If you are an immigrant or a refugee and cannot afford the program, please ask about scholarship assistance.

Certificates of completion are offered.

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

These non-intensive credit 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.



**Let's get connected.**

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

Summer Classes  
ERICK PEÑA

“Kids are so curious, and when they learn something new in class they are really excited to go home to show their parents their latest  
**DISCOVERY.**”

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

### ABOUT SCIENCE DISCOVERY

**CU Science Discovery, established in 1983, collaborates with CU-Boulder science faculty to develop and deliver science education programs for K-12 students and teachers. Science Discovery’s mission is to heighten interest and increase literacy in science, technology, engineering, and math (STEM) by providing hands-on experiences that connect students and teachers to current CU science. Science Discovery capitalizes on CU-Boulder’s scientific resources, facilities, and expertise to excite students about STEM, expose them to a variety of STEM careers and professionals, and inspire a future generation of scientists and engineers. Through its programs, CU Science Discovery impacts more than 20,000 students and teachers across Colorado each year.**

### Summer and After-School Classes

For students ages 5-18, Science Discovery offers a wide variety of classes that span CU’s science, technology, engineering, and math (STEM) disciplines. Classes offer enthusiastic and knowledgeable instructors (often STEM graduate students with teaching experience), access to university and community resources, small class sizes (10-16 students), and a variety of laboratory and field experiences. Classes such as *Kids’ Chemistry*, *Visual-Matics*, and *Muggle Magic: The Science of Harry Potter* are designed to enrich student understanding and instill a desire to explore science topics. Additional classes, such as *Biotechnology*, *Electromagnetism*, and *Video Podcast Production*, offer opportunities for high school students to pursue topics in more depth. From fossils to forensics to physics, Science Discovery’s Class Program offers something for everyone!

For a complete listing of classes, please visit our website.

## SCIENCE DISCOVERY



### School Programs: 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, and optics. This year, Science Discovery is introducing several new programs, in nanotechnology, earth systems science, and renewable energy! Each program's content and activities support the Colorado Academic Standards and enrich student learning through fun, hands-on experiences.

### Science Explorers: Teacher Professional Development

Science Explorers is a unique professional development program that offers activity-based science workshops for elementary and middle school teachers and 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 2012, Science Explorers is partnering with CU-Boulder physicists and engineers to launch a new workshop: *World of Waves: Technology and Innovation in the Life, Earth, and Physical Sciences*. Through a series of three interconnected workshops, students will learn about the properties of waves as they explore applications of waves in current technology. Science Discovery will also continue to offer workshops in *Earth Systems Science: Exploring Change in the Critical Zone* and *Empowering the Future* (renewable energy). Science Explorers conducts workshops at urban and rural sites throughout Colorado, including Longmont, Steamboat Springs, Sterling, and Salida. Contact Science Discovery to bring Science Explorers to your community!

### Field Science Programs

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

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

Connecting with Colorado

MARGARET BERG

“I enjoy seeing our undergraduate students grow over the course of the semester in

**C O N F I D E N C E**

and effectiveness.”

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

## PLAY IT FORWARD

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

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

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

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

At a time when public schools are faced with limited funds for music programs, *Sustaining a Community of Practice* prepares young musicians and future music teachers through a chain of multifaceted mentoring relationships. The program involves high school students who work as teacher interns. They

are mentored by undergraduate students who serve as the ensemble teachers; graduate students then mentor the undergraduate-teacher mentors. The program concludes with cumulating performances directed by undergraduate ensemble teachers and presented by the Middle School Wind Ensemble (MSWE) and Middle School String Ensemble (MSSE).

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

Since its inception in 2007, more than 45 high school students have participated in the project, and many went on to choose music education, education, or music therapy

## OUTREACH



majors in college. Undergraduate participation has grown from six students in its first year to nearly 30 in spring 2012.

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

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

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

### About Outreach at CU-Boulder

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

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



**Shelly Lange**

Enrollment Services Specialist

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

**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. 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. Nondegree students are eligible for eight individual career advising sessions each term they are enrolled. To schedule an appointment or for more information, visit [conted.colorado.edu/student-resources/career-services](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.

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

**ENROLLING IN UNIVERSITY CREDIT COURSES**

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

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

If yes, then please complete and submit the online Registration Application at [conted.colorado.edu/enroll](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 at [mycuinfo.colorado.edu](http://mycuinfo.colorado.edu).

**ENROLLING IN THE CAREER EXPLORATION WORKSHOP OR CU ON THE WEEKEND**

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, you will receive confirmation of enrollment including course meeting times and locations. If you have any questions about the registration process, call us at 303-492-5148.

## 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 the Career Exploration Workshop, you will find the cost at the end of the course listing. For Boulder Evening, tuition is different for Colorado residents and nonresidents. Independent Learning tuition is different depending on whether the course is undergraduate or graduate level. Information on tuition and residency can be found at [conted.colorado.edu/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 22 and 23; Monday and Tuesday, December 24 and 25; Tuesday, January 1; Monday, January 21; and Friday, March 29.



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

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

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

—from the Guidelines for Diversity Planning

The University of Colorado Boulder does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and

employment in, its educational programs and activities. The university takes affirmative action to increase ethnic, cultural, and gender diversity, to employ qualified disabled individuals, and to provide equal opportunity to all students and employees.

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## CU ON THE WEEKEND

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

*See pages 22–24 for more details.*

