

# CONTINUING EDUCATION & PROFESSIONAL STUDIES

**What's the good word?**  
The Practical Pen—p. 5

**Lights, camera, guitar?**  
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**To conserve and protect.**  
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## FALL '10

Who says  
**dreams**  
have to change?



*Joey*

**Age 8:** Astronaut

**Age 28:** Student, *General Astronomy: The Solar System*

**What have you always wanted to explore...the planets, the stars, your own imagination?**

Inside you'll find course options to help you pursue your passion or discover a new one. With the flexibility of lecture and online courses, there's no reason to wait any longer.

Achieve your dream today.

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A lively, relevant approach to the arts, languages, theatre, and writing—all designed to expand your horizons.



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



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## PERSONAL ENRICHMENT

Creative Nonfiction Writing  
**ROBERT GATEWOOD**

“It takes courage to be creative in a class full of strangers. I work hard to help students

**UNDERSTAND**

just how significant this first step is.”

“Whether someone from New York City in the 1940’s is writing about their immigrant experience, or someone from the 1960’s is writing about jumping trains as a hobo, everyone is terrific about respecting one another and critiquing honestly,” says Robert. “Students progress not just by writing and critiquing their own stories, but also by analyzing other people’s work.”



**DO SOMETHING JUST FOR YOU.**

**Want to learn a foreign language, explore your artistic side, or express yourself on paper? The Personal Enrichment program lets you pursue your dreams and still meet all the demands of your non-stop life.**

**In a relaxed, friendly atmosphere, you can develop career skills or explore your passion while meeting others who share your interests. So whether it’s building a competitive edge at work, capturing the perfect photo, or writing that novel rolling around in your head, don’t miss the chance to do something for yourself.**

**Stretch your mind by signing up today.**

**Foreign Language Classes**

Students enrolled in Continuing Education Foreign Language classes may use the University of Colorado Anderson Language Technology Center (ALTEC). Located in Helles Hall, the lab provides state-of-the-art audio, video, and print materials for language students. A receipt for your Continuing Education language class is all that you need to use the facility.

**Textbooks**

Many of our classes have required textbooks. Information is available at [conted.colorado.edu/textbooks](http://conted.colorado.edu/textbooks) or by calling 303-492-5148.

**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 25% tuition discount. Please provide proof of status with the University of Colorado when you enroll. Call 303-492-5148 for more information.

**Refunds**

Full refunds are given on request prior to the second class meeting. Please keep in mind that non-attendance or non-payment does not constitute withdrawal. If you would like to withdraw from a course, contact Continuing Education. Only preregistered students may attend class.

**Student Resources**

Visit [conted.colorado.edu/student-resources](http://conted.colorado.edu/student-resources) for information on how to enroll, applying for a nontraditional student scholarship, career advising, etc.

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PERSONAL ENRICHMENT

**CU ON THE WEEKEND**

in one of our one-day courses along with other community members eager to learn from instructors who are eager to share their passion of art, literature, geography, and more.

**Reading *Don Quixote*: A Dialogue with Islam**

**NCWR 1204**

Why should we read (or reread) *Don Quixote*? Why did Flaubert read it every Sunday, and Faulkner reread it every year? Why did Dostoevsky regard it as his “conclusion on life”? Why did Mark Twain recommend it as an antidote to American literalism, to Huck Finn’s inability to see “A-rabs”? Why did a recent Norwegian worldwide poll hail it as “the most meaningful book of all time”? This seminar will introduce and reorient a book that interlaces the West’s three great monotheisms. Written by a descendant of converso Jews and narrated by an Arabic historian, *Don Quixote* tells the story of a would-be Christian knight, an enchanting madman. The core of the novel is autobiographical, hatched in a prison during Cervantes’s five-year captivity (1575-1580) in Muslim Algiers. Participants will gain a sense of why the rise of the novel in Europe was connected to Christianity’s centuries-long crusade against Islam. And we shall ponder why the term “quixotic” is a constant in today’s political discourse.

.....  
*Diana Wilson is professor emerita in Renaissance Studies at the University of Denver. She has published five books and over 50 essays in journals and book collections on assorted Renaissance topics. She is currently working on a three-year collaborative NEH grant to edit and translate a 1570s captivity chronicle by Dr. Antonio de Sosa, a Christian captive in Muslim Algiers.*

Section 300: Saturday, September 25, 1-4 pm, Hellems 237, 1 session. \$39.

**Virginia Woolf and *Mrs. Dalloway*: A Writer and Her Madness**

**NCWR 1220**

Virginia Woolf, famous for her novels and her participation in the literary Bloomsbury Group in the early decades of the 20th century, suffered from a form of manic-depressive psychosis, bordering at times on schizophrenia. To Woolf’s credit, she knew this illness well, and explored it in many ways within the contemporary setting of her novels, particularly those written in the early years after WWI. But it is Woolf’s masterpiece, *Mrs. Dalloway*, that best captures this heightened tension between the writer’s need to communicate and the illness she both suffered from and captured through her characters. Reading the short novel is recommended, for it is, in any case, a beautiful work in stream-of-consciousness style, but the class will discuss it within its time, as it relates to problems with post-traumatic stress disorder (PTSD) discovered in WWI, and in the context of the changes Woolf herself was realizing in the modern world.

.....  
*George Moore’s most recent books include *Headhunting and the e-book*, *All Night Card Game in the Back Room of Time*. His poems have been published nationally and internationally. Nominated for two Pushcart Prizes and two Best of the Web awards last year, his work will appear in the anthology for nominees for *The Rhysling Poetry Award* for 2010. George has a PhD in English and is a senior instructor at CU.*

Section 301: Saturday, October 9, 1-4 pm, Hellems 137, 1 session. \$39.

***A River Runs Through It***

**NCWR 1220**

In Norman Maclean’s *A River Runs Through It*, the narrator looks back through the “sentimentality of memory” to a series of events that happened forty years earlier, “haunted” by the one question that “asks a lifetime of questions”: could he have helped his brother Paul? As a “lifetime of questions,” the novella explores such themes as origins, salvation, art, helping others, and the existence of God. On the surface, the story reads like a classic tragedy. But beneath the surface, it operates like the Blackfoot River: “deep and engaged in profundities, circling back on itself now and then to say things over to be sure it had understood itself.” And that’s where we’ll go as readers—beneath the surface. Together we’ll look at a number of key passages, as we consider the technical and thematic features that make this novella an American classic.

.....  
*James McVey earned a PhD in English and a MA in creative writing at CU. His dissertation focused on literature of the American West. His short stories and creative essays have appeared in literary journals around the world. His first book, *The Wild Upriver and Other Stories* (Arbutus Press), was published in 2005. A third book, *The Way Home: Essays on the Outside West* (University of Utah Press), is scheduled for publication this year.*

Section 302: Saturday, November 6, 1-4 pm, Hellems 237, 1 session. \$39.

**The Practical Pen: Effective Writing for Everyday Use**

**NCWR 1201**

What do we really mean when we say to someone who is bumbling through a task, “You don’t know what you’re doing, do you?” At the heart of our dismissive (and rhetorical) question is the idea of competence in a skill—that is, a working understanding of how parts relate to the process of a whole. Writing is a learnable skill in this same sense, and this seminar will provide an orientation to the tools one needs to write effectively for any occasion, anywhere. Our approach will involve three stages: (1) an overview of how the English language works to create meaning, (2) a consideration of the encompassing (and powerful) idea of genre, and (3) a computer-aided session during which we will put what we have learned into practice. If all goes well, we shall arrive at the delicate truth well noted by the late great wordsmith George Carlin: “We think in language, so the quality of our thoughts and ideas can only be as good as the quality of our language.”

.....  
*Peter Kratzke worked as a bicycle mechanic on his way to his BA and MA from the University of Washington. He then moved to teaching in earning his doctorate from the University of Kentucky. Since then, Kratzke has lived the academic life, including teaching in Wisconsin, Texas, and Michigan. As an instructor with CU’s Program for Writing and Rhetoric since 2002, Kratzke teaches a variety of courses. When not involved with his academic pursuits, Kratzke logs a few days on the slopes, botches his share of golf shots, and whacks a tennis ball with willing partners.*

Section 300: Saturday, September 11, 9 am-3 pm (1 hour lunch), Hellems 237, 1 session. \$55.

**On the Trail of Key Themes in American Literature**

**NCWR 1202**

What lies at the beating heart of American literature? Can we find, in short, a coherent approach to American literary history as authors pile on the next in the parade from Puritans to Post-Modernists? This seminar approaches the problem by considering three related perspectives. First, we shall outline the central approaches and debates that shape the field of literary criticism. Given this critical “tool bag” for study, we shall sweep through the core “Big Names” as they tower over the eras constituting American literary history: Bradford for Puritanism, Franklin for the Enlightenment, Hawthorne and Poe for Romanticism, Melville and Dickinson for the American Renaissance, Twain for Realism, Hughes for the Harlem Renaissance, and so forth. Finally, we shall trace emerging themes that define our living literary culture. Participants will gain from these three perspectives an orientation that will allow them to appreciate (and perhaps love) almost any author, no matter how famous or obscure, new or old.

.....  
*Peter Kratzke worked as a bicycle mechanic on his way to his BA and MA from the University of Washington. He then moved to teaching in earning his doctorate from the University of Kentucky. Since then, Kratzke has lived the academic life, including teaching in Wisconsin, Texas, and Michigan. As an instructor with CU’s Program for Writing and Rhetoric since 2002, Kratzke teaches a variety of courses. When not involved with his academic pursuits, Kratzke logs a few days on the slopes, botches his share of golf shots, and whacks a tennis ball with willing partners.*

Section 300: Saturday, October 9, 9 am-3 pm (1 hour lunch), Hellems 237, 1 session. \$55.

**The End of the World: Apocalyptic from Revelation to 2012**

**NCSS 1302**

This course surveys the human fascination with the End of the World. We will explore apocalyptic themes in music, art, film, and literature in both the ancient and modern world in religious and secular contexts.

.....  
*David Valeta has taught at CU-Boulder since 2002 in the area of Western Religious Traditions. His academic preparation includes: BA in Biblical Studies and Biblical Languages from Geneva College (PA); MDiv from Bethany Theological Seminary (IL/IN); PhD in Religion from the University of Denver/Iliff School of Theology (CO). He is particularly interested in issues concerning Apocalyptic and Millennialism, Civil Religion, and the interface of Religion, Politics, and Culture in the modern world. He has been part of study seminars to Israel, the West Bank, and Jordan and has participated in service projects in Guatemala with Habitat for Humanity and Disaster Relief in New Orleans.*

Section 300: Saturday, October 9, 9 am-4 pm (1 hour lunch), Humanities 135, 1 session. \$55.



**Barbara Evans**  
 Italian Conversational Skills  
 “I understand that learning a foreign language strengthens your brain and makes you mentally sharper. As I get older, it is important to me to take care of my brain, so I wanted to learn a new language. I’ve never been to Italy, but I am planning to go.”



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**CU ON THE WEEKEND**

(continued)

**Our Changing Planet:  
The View from Space  
NCSS 1051**

A bird's-eye view of the Earth from afar and up close reveals the power and magnificence of the Earth and juxtaposes the simultaneous impacts and powerlessness of humankind. For over 40 years now, satellites have been orbiting the Earth, quietly monitoring the state of our planet. Unseen by most of us, they are providing information on the many changes taking place, from natural processes such as land movements, volcanic eruptions, and the ebb and flow of the seasons, to human-caused changes such as the growth of cities, deforestation, the spread of pollutants in the atmosphere and oceans, and the depletion of the ozone layer over the poles. We will head behind the scenes and explain how satellites observe our planet's environment, from the atmosphere, oceans, land, and cryosphere, and what these observations tell us about our changing planet. Learn where and when lightning occurs around the world, how the religions of the world can be observed from space, what are the regions that experience the largest number of fires, and when do they occur, how sea ice has decreased over the Arctic region, how sea level has and is likely to continue to change, how hurricanes modify the ocean environment, and how glaciers have retreated worldwide.

.....  
*Michael King is a Senior Research Associate in the Laboratory for Atmospheric and Space Physics at CU. Prior to joining CU in 2008, he was Senior Project Scientist at NASA's Earth Observing System that consists of 10 Earth orbiting satellites, modeling, and airborne field campaigns for validation. He was a research scientist at NASA Goddard Space Flight Center for 30 years. His research experience includes conceiving, developing, and operating multi-spectral scanning radiometers from a number of aircraft platforms in field experiments ranging from Arctic stratus clouds to smoke from the Kuwait oil fires and biomass burning in Brazil and southern Africa. He is the team leader of the MODIS instrument on two of NASA's Earth-observing satellites and the lead editor of Our Changing Planet: The View from Space.*

Section 300: Saturday, November 6,  
9 am-4 pm (1 hour lunch), Hellems 241,  
1 session. \$55.

**New Zealand: Land of the  
Long White Cloud****NCSS 1009**

New Zealand is one of the world's most diverse and rewarding travel destinations. The country's two islands lie on separate tectonic plates and boast vastly different landscapes. The North Island hosts volcanoes, geothermal pools, and a more "sub-tropical" climate, while the South Island is known for its extremes from glaciers to temperate rainforest and is a jumping off place for Antarctica. Whales, dolphins, and penguins navigate the waters of both islands, while wallabies give their kangaroo character to the landscapes. New Zealand's avian community is noteworthy, with the flightless Kiwi bird, symbol of the country, and the Kia parrot that will rip the rubber stripping off from around a car windshield in its affinity for rubber. Each turn in the road offers breathtaking landscapes, dotted by more than 32 million sheep that dominate the human population of only 4 million. The indigenous Polynesian Maori struggle to maintain traditional ways amidst not only a changing country but a changing world. In New Zealand one can swim with the dolphins, graze with the sheep, and climb the nearest mountain to view the Southern Cross constellation – all within a mile of one another. There is no limit to New Zealand's beauty, intrigue, and hospitality. A brown-bag lunch is suggested for those interested in viewing additional material over the lunch hour.

.....  
*Cristine Milton teaches Human Geography at CU. As a writer and photographer, who also leads specially designed eco/cultural tours, her teaching and endeavors strive to expand our relationship to our larger world.*

Section 300: Saturday, September 11,  
9 am-3 pm (1 hour lunch), Hale 230,  
1 session. \$55.

**Ethiopia: Crossroads of Africa****NCSS 1000**

Surrounded by geopolitical "hot spots" Sudan, Eritrea, and Somalia, Ethiopia is comprised of plateaus and gorges created from the separating of the Great Rift Valley. Ethiopia is Africa at its most diverse, lying on ancient cultural crossroads of Judaism, Christianity, and Islam that culminated in magnificent Christian churches literally carved out of solid stone. These rock-hewn churches are often considered the 8th Wonder of the World. Ethiopia avoided the colonization that drove the rest of Africa to its knees, but did fall into Mussolini's Italian hands for a short while in the late 1930's and later to a socialist military tribunal called the DERG that crippled the country starting in 1974 during the civil war that gave Eritrea its independence. As one of the world's largest suppliers of coffee, Ethiopia is also the birthplace of the Blue Nile River, one of two major stems of the Nile. The beauty of this country is punctuated by majestic acacia trees and thatched-roof huts amidst terraced hillsides of red soil and verdant crops, all of which give rise to exquisite surreal landscapes as late afternoon sunlight slips into dusk. While the north has its history with ancient kingdoms, such as the Axumite, the south remains the gateway for tribal cultures of sub-Saharan Africa, where ochre-dyed hair and lip plates of the South Omo Valley perpetuate tribal traditions. This class is based on the presenter's 2010 travels through Ethiopia. A brown-bag lunch is suggested for those interested in viewing additional material over the lunch hour.

.....  
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Section 300: Saturday, September 25,  
9 am-3 pm (1 hour lunch), Hale 230,  
1 session. \$55.

**Access to Education:  
Changing the World****NCSS 1010**

75 million children worldwide still have no access to education. 50 to 70% are minority or indigenous. When offered an education, some children are further marginalized, such as the gypsy Roma of Europe who are put in "special education" schools rather than allowed in public schools or the Dalit Untouchables of India where 50% drop out due to discrimination. Education, however, has been shown to be one of the greatest tools for development and one of the most effective ways to minimize destabilizing influences. Yet providing access to education has been an enormous stumbling block for most of the developing world, leaving millions of children un- or under-educated. For decades, many children who had access were still denied entrance because they lacked the funds for requisite uniforms, shoes, or notebooks. Girls faced discrimination, not only because of the extensive chore list that kept them tethered to their tasks but because of cultural attitudes. Because girls in developing countries generally move in with their in-laws, it has been said that sending a daughter to school is like watering a neighbor's garden. For those children lucky enough to enter school, challenges still make the process more difficult, from seasonal work that pulls them out of the classroom to long travel distances that consume half of a child's day. Yet, amidst these challenges, innovative governmental and NGO programs are opening the doors of education to children who never imagined being inside a classroom. Amidst the rubble of Afghanistan and in Rio's favela slums, children are learning! This class will explore the touching stories of children worldwide who find themselves on both sides of the classroom door. A brown-bag lunch is suggested for those interested in viewing additional material over the lunch hour.

.....  
*Cristine Milton teaches Human Geography at CU. As a writer and photographer, who also leads specially designed eco/cultural tours, her teaching and endeavors strive to expand our relationship to our larger world.*

Section 300: Saturday, November 6,  
9 am-3 pm (1 hour lunch), Hale 230,  
1 session. \$55.

**PERSONAL ENRICHMENT****FOREIGN LANGUAGES****Chinese Conversational and  
Written Skills Level 1****NCCH 1000**

Learn Mandarin Chinese while emphasizing practical and colloquial Chinese for business and travel. You will practice proper pronunciation and useful conversational phrases for a number of situations. To reinforce language-learning skills, you will be introduced to Chinese characters. Chinese culture will also be explored. Required textbook is available at the CU Book Store.

.....  
*Peggy Liu is a native Chinese speaker from Beijing, China and has been teaching Chinese to a variety of students in the Boulder and Denver area since 2002. She holds a bachelor's degree in Management from Hangzhou University of China and an MS in Finance from City University of New York. She is the founder and director of the Xiao Tong Chinese School in Louisville.*

Section 300: Mondays,  
September 13-November 1, 6-8 pm,  
Humanities 270, 8 sessions. \$235.

**French Conversational  
Skills Level 1****NCFR 1000**

Immerse yourself in a new romantic language! You will learn the present tense of "er" verbs and a few common irregular verbs, recent past and near future tense, while emphasizing practical conversational skills for travelers. We will also cover cultural aspects of French life. Required textbook is available at the CU Book Store.

.....  
*Danica Trifunovic earned her MA in French from CU and teaches for the French and Italian department on campus.*

Section 300: Mondays,  
September 13-November 1, 6-8 pm,  
Hellems 185, 8 sessions. \$235.



**Karen Bernardi**  
Italian Conversational Skills

**"I speak Spanish and I wanted to learn another language. I chose Italian because there is a lot of similarity to Spanish. Also, I have been asked to speak at a conference in Rome, so I want to know Italian for my trip to Italy."**

**FOREIGN LANGUAGES** (continued)

**French Conversational Skills Level 2**  
**NCFR 2000**

Learn how to speak French for your next vacation. In this class you will learn how to order food, name different ailments, name body parts, how to buy clothes, address salespeople, etc. You will learn a lot of new regular and irregular verbs, to speak in the past tense, different articles, adjectives, and adverbs. You will travel through France with ease after this course! Required textbook is available at the CU Book Store.

*Danica Trifunovic earned her MA in French from CU and teaches for the French and Italian Department on campus.*

Section 300: Thursdays,  
September 16–November 4, 6–8 pm,  
Education 132, 8 sessions. \$235.

**Italian Conversational Skills Level 1**  
**NCIT 1000**

Learn speaking skills for a variety of situations! We will begin with the essentials of pronunciation, develop vocabulary, and learn crucial phrases and idioms needed for everyday communication. We will also cover present tense of verbs, differentiating formal from familiar address and gender, examine cultural topics, and view videos. The textbook is available at the CU Book Store. Please bring the textbook to the first class session.

*Anna Pelà is a native of Torino, Italy and has lived in Boulder for 25 years. Anna has taught Italian in private schools and universities in England and Colorado. She also teaches cross-cultural classes to employees sent to Italy on work assignments.*

Section 300: Wednesdays,  
September 15–November 3, 6–8 pm,  
Hellems 145, 8 sessions. \$235.

**Spanish Conversational Skills Level 1**

**NCSN 1000**

Beginners will find this course the perfect place to start. You will learn greetings, numbers, telling time; the present tense of regular verbs and of some irregular verbs, the simple future tense, as well as vocabulary for restaurants, hotels, and social situations. Required textbook is available at the CU Book Store.

*Elizabeth Medina, PhD, is a native of Cuba and has taught at CU–Boulder since 1977.*

Section 300: Tuesdays,  
September 7–October 26, 6–8 pm,  
Hellems 145, 8 sessions. \$235.

**Spanish Conversational Skills Level 2**

**NCSN 2000**

It's time to take your Spanish to the next level! In this course, you will learn past tense and practice present tense while developing accuracy and proficiency in the use of conversational Spanish. We will cover practical vocabulary about travel, airports, hobbies, sports, personal care, and housework, and also examine culture aspects of Spanish-speaking countries, view videos, and listen to Spanish music. Prerequisite: Beginning Spanish or equivalent.

*Ann Morrill has edited, written for, and translated for various textbooks used in K–12 and college-level Spanish language programs. She has taught Spanish at CU–Boulder and holds a master's degree in Latin American Studies from the University of New Mexico. Ann is currently a freelance writer and editor living in Boulder.*

Section 300: Wednesdays,  
September 8–October 27, 6–8 pm,  
Education 143, 8 sessions. \$235.

**Swedish: Conversational Skills Level 1**

**NCSW 1000**

Start learning the melodic Swedish language by undertaking a virtual trip through magnificent Sweden. Gain basic communication skills while visiting eight different areas of Sweden, from pristine Swedish Lapland, through the bustling city life of Stockholm, to the historical island of Gotland in southern Sweden. You will acquire language skills essential for everyday dialogue, perhaps for your upcoming visit to Sweden, to indulge in armchair traveling or to add linguistic depth to your interest in Nordic Studies. Classroom time will focus on conversation based on useful everyday phrases and dialogue. In addition, students will build proficiency at home using interactive online material. Home computer with Internet connection and Adobe Flash Player v. 10 or higher is required for online curriculum.

*Merete Leonhardt-Lupa was born and raised in Sweden, and moved to the U.S. in 1986. She is a professional translator and a language teacher, previously teaching beginning and intermediate Swedish for the CU Department of Germanic and Slavic Languages and Literatures.*

Section 300: Tuesdays,  
September 14–November 2, 6:30–8 pm,  
Location: TBA, 8 sessions. \$235.

**Swedish: Conversational Skills Level 2**

**NCSW 2000**

Continue building your basic Swedish language skills through the use of fictional and nonfictional original texts and video clips on interesting and diverse topics that will inspire conversation in the classroom. Contemporary Swedish culture is viewed through the lens of children's literature, Viking sagas, environmental discussions, internationally acclaimed crime fiction, corporate success stories, and more. The topic selection should not intimidate you – this course is designed to immerse students in the Swedish language at a comfortable beginner/intermediate level in a supportive atmosphere, as students gradually increase their ability to comprehend and express themselves in Swedish. Texts and proficiency building exercises are accessed through a newly developed class website. Home computer with Internet connection and Adobe Flash Player v. 10 or higher is required in order to use online material.

*Merete Leonhardt-Lupa was born and raised in Sweden, and moved to the U.S. in 1986. She is a professional translator and a language teacher, previously teaching beginning and intermediate Swedish for the CU Department of Germanic and Slavic Languages and Literatures.*

Section 300: Thursdays,  
September 16–November 4, 6:30–8 pm,  
Location: TBA, 8 sessions. \$235.

**PERSONAL ENRICHMENT**

**PROFESSIONAL DEVELOPMENT**

**Grant Writing**  
**NCWR 1126**

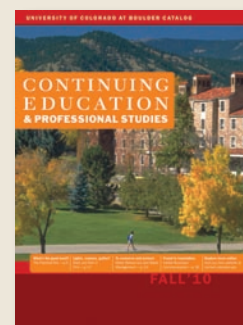
We will address the theory and practice of grant writing within the context of nonprofit fundraising. Class sessions focus on the rhetorical strategies needed to write successful grant proposals and encourage students to practice these strategies. Course topics include audience-centered writing and how to match your program's goals with those of individual grant makers. One class session will be devoted to the research methods used for finding funding sources and for finding demographic data in government databases, which will help put your nonprofit programs in context and make them more compelling. In later class sessions students are encouraged to bring drafts of a grant proposal to class for group workshop and discussion. Required textbook is available at the CU Book Store. Class will meet every other Tuesday on September 14, 28, October 12, and 26.

*Christine Macdonald, PhD, has been teaching analytical writing at the CU for ten years. She has worked as a Development Officer for Children's Hospital, Boston, teaches grant writing on the Boulder campus, and has written numerous grants.*  
Section 300: Tuesdays, September 14, 28, October 12, and 26, 6:30–8:30 pm,  
Humanities 190, 4 sessions. \$290.

**Career Exploration Workshop**  
**NCLS 1010**

Want to discover a career passion? Begin to identify who you are through your interests, values, skills, strengths, and personality type, in addition to exploring how this information relates to a career. We will integrate various methods for self-assessment and tracking career passions. This hands-on class will assist you in finding a career direction that will bring job satisfaction, whether you are making a career change or just beginning to enter the job market.

*Dablia Smith, LCSW, is a Career Counselor at CU–Boulder Career Services and Continuing Education and Professional Studies. She has been counseling job seekers and changers for over 14 years.*  
Section 300: Tuesdays, September 7–28, 5:30–7:30 pm, Continuing Education 140,  
4 sessions. \$175.



**Let's get connected.**

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



**Steven Mitchell**

Career Exploration Workshop

**“I’m at a crossroads in my career and I want to take an inventory of what I want to do and what I would be good at. It’s helpful for me to be part of a group of people who are in a similar situation. Although everyone in the class has different backgrounds, we all arrived in the same place and are moving forward together.”**

**PROFESSIONAL DEVELOPMENT** (continued)

**GRE Prep: Verbal/ Analytical Writing**  
**NCLS 2010**

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

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

Section 301: Mondays and Wednesdays, October 4-25, 6-8 pm, Hellems 141, 7 sessions. \$190.

**GRE Prep: Quantitative**  
**NCLS 2010**

Gain the courage and skill to tackle these questions – you can get a lot of points. The first two sessions help you master a number of miscellaneous topics, like integers, odds and evens, primes, divisors, comparisons, exponents (positive, negative, fractional), roots, decimals, percents, ratio-and-proportion, averages, graphs and tables, Celsius vs. Fahrenheit, and probability, continually alert for shortcuts. In the following two sessions, you concentrate on algebra, including linear equations (the Handy Six-Step Method), algebraic word problems, quadratic equations (with solution by factoring), and complex fractions. In the next two sessions, you learn GRE geometry, especially circles, parallel lines, automatic right angles, coordinate geometry (graphing linear equations using the slope and y-intercept method), and the five most common GRE triangles. Even if you're already good at math, you'll earn a higher score after this!

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

Section 302: Mondays and Wednesdays, October 27-November 17, 6-8 pm, Hellems 141, 7 sessions. \$190.

**WRITING**

**Western Writers**  
**NCWR 1205**

Conducted as a workshop, this course will focus on the individual writing projects of students. All genres are welcome. Through instructor guidance and peer review, students will have the opportunity to explore and develop their own writing in an intensive, eight-week class. To augment the workshop, we will read a number of short works by such contemporary western authors as William Kittredge, Terry Tempest Williams, Edward Abbey, Wallace Stegner, Gretel Ehrlich, and others. While the course will have a western flavor, students will enjoy the freedom to pursue their own styles and themes.

.....  
*James McVey earned a PhD in English and a MA in creative writing at CU. His dissertation focused on literature of the American West. His short stories and creative essays have appeared in literary journals around the world. His first book, The Wild Upriver and Other Stories (Arbutus Press), was published in 2005. A third book, The Way Home: Essays on the Outside West (University of Utah Press), is scheduled for publication this year.*

Section 300: Thursdays, October 7-November 18, 6-8 pm, Hellems 255, 7 sessions. \$176.

**Introduction to Screenwriting**  
**NCWR 1230**

This is an introductory course designed to arm the beginner screenwriter with the necessary tools to write his/her own original screenplay. We will first focus on learning the fundamental elements of screenwriting (structure, character and scene development, pace and sequencing, plot points, to name a few), as well as the basic language and application of the screenplay format. We will also read and analyze a number of scenes/screenplays, both good and bad, to help fortify our understanding of how these elements are implemented. Finally we will shift to a workshop format in which you will be able to put your new skills to paper, be critiqued by your fellow writers, and gain new confidence to help you reach that elusive goal of typing "The End"! All levels are welcome and encouraged to join in this exciting, creative pursuit.

.....  
*Robert Gatewood is the author of the novel, The Sound of the Trees, which was a BookSense76 selection and was listed among the best books of the Southwest. He held positions of literary editor and feature writer at Traffic East magazine for several years, and his short fiction has been published in numerous journals.*

Section 300: Wednesdays, September 1-October 6, 6-8 pm, Education 132, 6 sessions. \$168.

**PERSONAL ENRICHMENT**

**Advanced Screenwriting Workshop**  
**NCWR 2230**

Need a little help with the screenplay you started but can't seem finish? Having trouble figuring out how your story should end? How Act I should end? What your story "beats" are and where they should be? This course is "advanced" in the sense that it has been designed for aspiring writers with some level of prior experience and/or exposure to the form, format, and process of writing screenplays. In this eight-week course we will explore and discuss such topics as the three-act structure, character development, story beats, style, and genre, though the bulk of our time will be spent critiquing one another's work in a workshop setting. Contingent on class size, writers will generally be asked to distribute 5-10 pages of an original screenplay each or every other week, as well as prepare notes for their fellow writers' submissions. So if you're looking to immerse yourself in a fun, intensive eight weeks of collaborative writing and feedback, as well as lively discussions of the screenwriting process in general, this is the course for you!

.....  
*Robert Gatewood is the author of the novel, The Sound of the Trees, which was a BookSense76 selection and was listed among the best books of the Southwest. He held positions of literary editor and feature writer at Traffic East magazine for several years, and his short fiction has been published in numerous journals.*

Section 300: Thursdays, October 14-November 18, 6-8 pm, Humanities 245, 6 sessions. \$168.

**Poetry Workshop and Contemporary Poetry**  
**NCWR 1007**

Poetry is the power of language to capture the moment, transform it, and express the individual's desires and passions beyond even the limits of intentional thought. Like painting or dance, poetry is born in the act itself, writing not simply as a result of the practiced art. Contemporary poetry goes in all directions, explores lyrics and language play, or interacts with visual forms. In this ten-week course, you will be able to investigate, write, and discuss your own poetry and the works of others in the content of contemporary poetics. The anthology for the class, *Postmodern American Poetry*, by Paul Hoover, is more a contemporary sampling of poets than a single focus, and will give us access to a wide range of traditional and experimental forms. We will talk forms, free verse, visual poetry, and the poetics of cyberspace, and relate them to the roots of lyric and narrative poetry. No prior writing experience necessary.

.....  
*George Moore's most recent books include Headhunting and the e-book, All Night Card Game in the Back Room of Time. His poems have been published nationally and internationally. Nominated for two Pushcart Prizes and two Best of the Web awards last year, his work will appear in the anthology for nominees for The Rhysling Poetry Award for 2010. George has a PhD in English and is a senior instructor at CU.*

Section 300: Tuesdays, September 14-November 16, 6-8 pm, Hellems 255, 10 sessions. \$195.



**Grace Moore**  
Creative Writing

"For years I have been complimented on my writing. It is something I do based on my sheer love of words. After years of receiving the Continuing Education catalogs and folding the pages over to mark classes I wanted to take, I finally asked myself 'What are you waiting for?' Now I am taking two writing classes and it is wonderful!"



**Take your next step.**  
conted.colorado.edu/enrichment



**WRITING** (continued)**Creative Writing**  
**NCWR 1006**

Consider, understand, and enhance your creativity, produce literature, and explore what it means to be a writer. You will learn, practice, and demonstrate your skills through reading and writing various forms of fiction, poetry, drama, etc. We will consider the age-old argument of form vs. content, or what is written vs. how it is written. For example, in fiction you will learn how to develop a character through characterization, how to enhance a setting through imagery, how to develop plot through methods of suspense, foreshadowing, and flashback. And in poetry, you will discover your poetic voice through a multitude of exercises that develop word choice and imagery, setting and situation, and allusion and connotation. Weekly writing and reading assignments will help guide you through the beginning stages of the craft. Sharing your work with fellow writers will help hone that craft. Reading and writing assignments will be provided by instructor.

.....  
*Brian Kenney, MA in Creative Writing from CU-Boulder, is a poet, novelist, playwright, nonfiction writer, and freelance journalist for various national magazines with over 150 publications. He currently resides in Boulder where he teaches Literature and Writing.*

Section 300: Tuesdays,  
September 7–October 26, 6:30–8:30 pm,  
Guggenheim 206, 8 sessions. \$210.

**Creative Nonfiction**  
**NCWR 1079**

Do you have an idea for a nonfiction story? Perhaps you're looking for other writers to work with who can provide useful criticism. Maybe you just want to learn more about this genre we call creative nonfiction. Whatever the case, this class is designed to help nonfiction writers in the pursuit of their individual projects. Whether you are interested in personal essays, memoir, nature writing, literary journalism, or biography and history, this class will provide a supportive environment for your work. We will conduct the class in a workshop format. Required textbook is available at the CU Book Store.

.....  
*Robert Gatewood is the author of the novel, The Sound of the Trees, which was a BookSense76 selection and was listed among the best books of the Southwest. He held positions of literary editor and feature writer at Traffic East magazine for several years, and his short fiction has been published in numerous journals.*

Section 300: Wednesdays,  
October 13–November 17, 6–8 pm,  
Humanities 190, 6 sessions. \$168.

**Life Writing**  
**NCWR 1096**

Life Writing is designed with the idea in mind that each life has a vibrant range of creative and highly treasured stories waiting to be shared. This interactive six-week writer's workshop will focus on writing techniques and structure, inspirational in-class writing prompts, and thought-provoking personal essay assignments. Student writing will be shared with helpful feedback and proactive peer review. The class will look at the work of bestselling authors such as Anne Lamott, Natalie Goldberg, and Garrison Keillor who use a sense of humor to shed light on everyday life events. The workshop is ideal for anyone looking to find positive expression through the art and craft of writing.

.....  
*Ellen Maboney, BS in Journalism and MEd, is a journalist, local writer, and has taught freshman academic writing at CU. For many years she worked as a writer in Los Angeles for Disney, MCA/Universal, Columbia Pictures, and LucasArts.*

Section 300: Mondays,  
September 13–October 18, 6–8 pm,  
Humanities 180, 6 sessions. \$168.

**Advanced Fiction Workshop**  
**NCWR 1106**

Throughout this course for experienced writers, we will emphasize ways to improve your work, determine personal best practices, and recognize writing as both a social and solitary process. You will commit to writing regularly for our course duration and participate in all aspects of our workshops. We will spend the first several weeks discussing writing strategies, different approaches to expression, and challenges, exercises, resources, and related readings. Additionally, you will write both in and out of class, often using certain prompts and guidelines, as well as read John Gardner's *The Art of Fiction: Notes on Craft for a Young Writer*. For the second half of our course, you will submit at least one personal, longer work (poetry, creative nonfiction, or fiction), and we will workshop your text while still continuing lessons in craft and exercise.

.....  
*Robert Gatewood is the author of the novel, The Sound of the Trees, which was a BookSense76 selection and was listed among the best books of the Southwest. He held positions of literary editor and feature writer at Traffic East magazine for several years, and his short fiction has been published in numerous journals.*

Section 300: Thursdays,  
September 2–October 7, 6–8 pm,  
Humanities 245, 6 sessions. \$168.

**How to Write Magazine Articles... and Get Them Published****NCWR 1005**

Got an idea for a magazine article you've been itching to write? Always wanted to write but don't know how to approach magazines with your ideas? Learn all the steps to successful freelance magazine writing. Focus is on nonfiction writing for magazines, newspapers, and websites. You'll learn how to generate ideas; make smart, compelling pitches to editors; and craft powerful stories that connect with readers. Workshop aspects help students develop individual ideas in class.

.....  
*Joe Lindsey has been a professional freelance journalist since 1998. His work has appeared in publications ranging from Bicycling to The Wall Street Journal. He is a graduate of the CU School of Journalism and Mass Communications.*

Section 300: Wednesdays,  
October 6–27, 6:30–8:30 pm,  
Humanities 186, 4 sessions. \$110.

**ART AND ART HISTORY****Making Comics Art Level 1**  
**NCFA 1082**

Creating comics is not as simple as drawing a funny-looking rabbit in a box and making it talk. You need to consider perspective, facial expression, body language, degrees of realism, point of view, line quality, pacing, and narrative structure, just to get started. Then it has to look simple so it can be read easily. On the other hand, you do not need to know how to draw very well or write very well to see how powerful this form of storytelling is. We will build your ideas slowly from single-panel cartoons to a short story by doing exercises from the groundbreaking new text, *Drawing Words and Writing Pictures*, viewing outside work, and critiquing each other. Trade your final mini-comic with classmates and begin to learn how to navigate the culture of comics publishing. All you need to bring are a pen, paper, a strong work ethic, and your lifelong love of the funny pages.

.....  
*After a decade immersed in the fog of the Seattle arts underground, Timothy Foss came to Boulder to finish his MFA in cartooning and performance art at CU, help establish the Boulder Comics Club, and begin a Graphic Storytelling program at the Community College of Aurora. He's collaborating with the literature department at CU-Boulder and working on his graphic novel, Sydney Arthur.*

Section 300: Wednesdays,  
September 8–October 27, 6–8 pm,  
Guggenheim 205, 8 sessions. \$176.

**PERSONAL ENRICHMENT****Making Comics Art Level 2**  
**NCFA 2082**

Take your general knowledge of making comics (learned in Level 1 or somewhere else as memorable) and focus on the specific problems of the longer story—writing good narrative structure and drawing the most appropriate visuals. Understand how to work with the principles of a three-act story, the plot points within it, as well as the protagonists and antagonists we love and love to hate. Then apply and enhance your written story with the visual storytelling techniques of camera position, shape within the frame, foreshadowing, props, and setting. At the end, we'll trade our 5–10 page mini-comic with the rest of the class with the hope that we've gotten even better at telling stories!

.....  
*After a decade immersed in the fog of the Seattle arts underground, Timothy Foss came to Boulder to finish his MFA in cartooning and performance art at CU, help establish the Boulder Comics Club, and begin a Graphic Storytelling program at the Community College of Aurora. He's collaborating with the literature department at CU-Boulder and working on his graphic novel, Sydney Arthur.*

Section 300: Thursdays,  
September 9–October 28, 6–8 pm,  
Guggenheim 206, 8 sessions. \$176.

**SCIENCE AND SOCIETY****Aging Brain, Aging Mind**  
**NCSS 1201**

This course, designed to educate about advances in cognitive neuroscience as it relates to aging, will provide a deeper understanding of what you read and hear outside the classroom. Some questions we will try to answer include: What does or does not change with age? Is aging synonymous with decline? Are all age-related changes negative? What can we do to bring about optimal aging? We will study emerging discoveries on how environmental factors such as mental stimulation, lifestyle, diet, exercise, sleep, social activities, social support, stress, and attitude, affect the way our brains age. You will also learn different strategies that can improve brain function and lead to optimal aging.

.....  
*Helen Yankovich has a PhD in Neuroscience from Georgetown University. Her research background is in cognitive aging. She has taught various psychology classes at CU since 2005.*

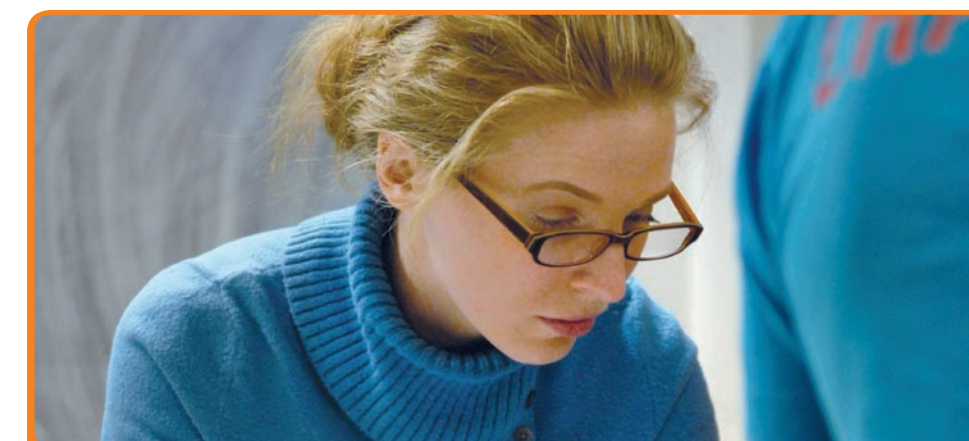
Section 300: Tuesdays,  
September 7–October 26, 6–8 pm,  
Ketchum 234, 8 sessions. \$210.

**Ski Techniques and Biomechanics—From the Snow Up****NCLS 1100**

Skiing is a sport that rewards good technique, and good ski technique is a broad subject whose mastery is enhanced by understanding. This course seeks to help students develop that understanding by presenting the physical and physiological principles of the sport, as well as the design principles of skis and boots. In class material will draw heavily from videos and photographs of experts skiing and World Cup racing. The course is directed at experienced skiers, but presumes no prior knowledge of physical mechanics kinesiology. It will be of particular interest to ski instructors, coaches, competitors, and avid skiers.

.....  
*Ron LeMaster is a technical advisor to the U.S. Ski Team and Vail Ski School, and lectures frequently about technique and biomechanics. A regular contributor to skiing magazines, Ron is the author of four books on the sport, including a technical manual for the Professional Ski Instructors of America, and contributes to educational materials for the U.S. Ski Coaches Association.*

Section 300: Tuesdays,  
October 5–26, 6–8 pm,  
Helms 141, 4 sessions. \$98.



**Angela Schiller**  
Making Comics Art

"The instructor encourages you in whatever stage you are in, so the class is not intimidating. I studied art in college, so the drawing part comes to me, but the stories and being witty is harder. I fall back to experiences I've had and that seems to make the best material."

**ROAMING BUFFS – 20% OFF**

Receive 20% off your tuition for any Personal Enrichment course if you have reserved a Roaming Buffs trip. For details visit [www.cualum.org/travel](http://www.cualum.org/travel).

## BOULDER EVENING

Public Speaking and Group Interaction  
MAISHA VOGEL

“My goal is to spark interest and  
**INSPIRE**  
intellect through a sense of community”

“By encouraging participation, I have the capacity to excite students who are not necessarily interested in the topic but are interested in being part of a community,” says Maisha. “The way I teach is a direct reflection of the people who inspired me. I am open and forthcoming about my own journey and try to make the theories we study relevant to real life. That is the beauty of communication – the mundane things we experience every day.”

**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 at 303-492-8252.**

**Eligibility**

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

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

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

**Resident Tuition Requirement**

Colorado law (House Bill 1023) 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.

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

**Adding and/or Dropping Courses**

Complete information on enrolling and dropping, along with deadlines, can be found on page 16. 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 16), you *may* be administratively dropped. Check with your instructor or contact the Division of Continuing Education and Professional Studies for additional information.

**Tuition**

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

Tuition is determined by your residency.

**Resident tuition**

\$250 per credit hour.

**Nonresident tuition**

Three credits or less is \$1,012 per credit hour. Four or more credits is \$14,000.

The Division will charge the resident tuition rate for Boulder Evening when a nonresident degree student pays full out-of-state tuition through the Boulder campus and then enrolls for additional Boulder Evening courses. A full tuition schedule is available at [conted.colorado.edu/student-resources/accounting/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 17-20. 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**

**BOULDER EVENING REGISTRATION AND REFUND DEADLINES**

**Full Session**

**July 12:** Registration through [mycuinfo.colorado.edu](http://mycuinfo.colorado.edu) begins 7 am-midnight. Registration is also available by mail, fax, or in person at the Continuing Education Center, 1505 University, 7:30 am-4:30 pm Monday through Friday.

**August 30:** Full Session classes begin.

**September 6:** Labor Day holiday. University closed.

**September 10:** Deadline to petition for in-state tuition classification for Full Session classes.

Deadline to apply for Nontraditional Student Scholarship.

**September 14:** 5 pm deadline to enroll in Full Session classes, add your name to a wait list, request *pass/fail* status, or drop with a 100% refund.

5 pm deadline for Architecture, Business, Education, Engineering, Journalism, and Music degree students to drop 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.

**September 15:** Instructor's signature required to add Full Session classes.

**September 22:** Tuition for Full Session due.

**September 28:** 5 pm deadline to withdraw from Full Session classes with a 60% refund.\*

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

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

**November 5:** 5 pm deadline for Arts and Sciences degree students and nondegree students to withdraw from Full Session classes without any signature.

**November 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.

**November 22-24:** Fall Break. No Classes.

**November 25-26:** Thanksgiving Holiday. University closed.

**December 7-13:** Last day of classes and final exams for Full Session.

**Session I**

**July 12:** Registration through [mycuinfo.colorado.edu](http://mycuinfo.colorado.edu) begins 7 am-midnight. Registration is also available by mail, fax, or in person at the Continuing Education Center, 1505 University, 7:30 am-4:30 pm Monday through Friday.

**August 30:** Session I classes begin.

**September 3:** Deadline to petition for in-state tuition classification for Session I classes.

**September 6:** Labor Day holiday. University closed.

**September 7:** 5 pm deadline to enroll in Session I classes, add your name to a wait list, request *pass/fail* status, or drop with a 100% refund.

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

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

**September 8:** Instructor's signature required to add Session I classes.

**September 10:** Deadline to apply for Nontraditional Student Scholarship.

**September 14:** 5 pm deadline to withdraw from Session I classes with a 60% refund.\*

**September 21:** 5 pm deadline to withdraw from Session I classes with a 40% refund.\*

**September 22:** Petition required to add Session I classes. Petition Forms documenting extenuating circumstances are available at Continuing Education.

Tuition for Session I due.

**October 8:** 5 pm deadline for Arts and Sciences degree students and nondegree students to withdraw from Session I classes without any signature.

**October 11:** Instructor's signature and petition documenting extenuating circumstances required for Arts and Sciences degree students and nondegree students to withdraw from Session I classes.

**October 14-18:** Last day of classes and final exams for Session I.

**Session II**

**July 12:** Registration through [mycuinfo.colorado.edu](http://mycuinfo.colorado.edu) begins 7 am-midnight. Registration is also available by mail, fax, or in person at the Continuing Education Center, 1505 University, 7:30 am-4:30 pm Monday through Friday.

**September 6:** Labor Day holiday. University closed.

**September 10:** Deadline to apply for Nontraditional Student Scholarship.

**October 19:** Session II classes begin.

**October 22:** Deadline to petition for in-state tuition classification for Session II classes.

**October 26:** 5 pm deadline to enroll in Session II classes, add your name to a wait list, request *pass/fail* status, or drop with a 100% refund.

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

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

**October 27:** Instructor's signature required to add Session II classes.

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

Tuition for Session II due.

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

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

**November 22-24:** Fall Break. No Classes.

**November 25-26:** Thanksgiving Holiday. University closed.

**December 3:** 5 pm deadline for Arts and Sciences degree students and nondegree students to withdraw from Session II classes without any signature.

**December 6:** Instructor's signature and petition documenting extenuating circumstances required for Arts and Sciences degree students and nondegree students to withdraw from Session II classes.

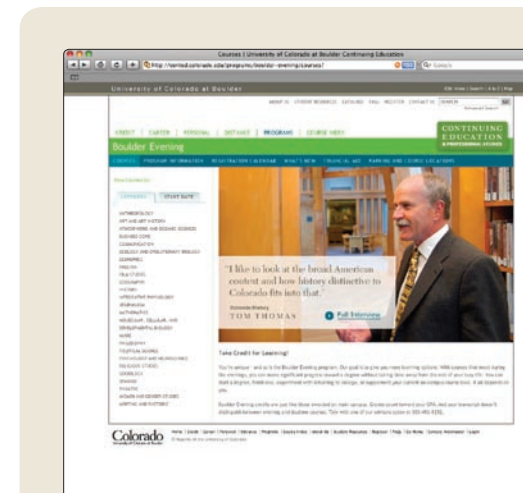
**December 9-13:** Last day of classes and final exams for Session II.

\*All refund requests must be received in writing.

**COURSES BY START DATE**

Course No.-Hours	Sec.	Times	Course Title	Core	Resident Tuition
<b>FULL SESSION</b>					
<b>Monday courses begin August 30 and end December 13</b>					
BCOR 2300-3	300	6-9 pm	Adding Value with Management	business	\$750
EBIO 1210-3	302	6-9 pm	General Biology 1	natural science	\$750
*ECON 2010-4	300	6-9 pm	Principles of Microeconomics	contemporary societies	\$1,000
FILM 3002-3	301	6-9 pm	Major Film Movements: Rock & Roll in Film Part 1	none	\$750
GEOG 1982-3	300	6-9 pm	World Regional Geography	none	\$750
HIST 2117-3	300	6:30-9:30 pm	History of Colorado	United States context	\$750
MATH 1012-3	300	6-9 pm	Quantitative Reasoning and Mathematical Skills	quantitative reasoning and mathematical skills	\$750
PHIL 1000-3	300	6-9 pm	Introduction to Philosophy	ideals and values	\$750
PHIL 3180-3	300	6-9 pm	Critical Thinking: Contemporary Topics	none	\$750
PSYC 2012-3	300	6-9 pm	Biological Psychology 1	natural science	\$750
RLST 4050-3	300	6-9 pm	Topics in Christian Studies: The End of the World: Apocalyptic from Revelation to 2012	none	\$750
SPAN 2110-3	300	6-9 pm	Second-Year Spanish 1	foreign language	\$770
THTR 1009-3	300	6-9 pm	Introduction to Theatre	literature and the arts	\$750
*WMST 2000-3	300	6:30-8:30 pm	Introduction to Feminist Studies	human diversity	\$750
<b>Monday and Wednesday courses begin August 30 and end December 13</b>					
SPAN 1010-5	300	5-7:30 pm	Beginning Spanish 1	foreign language	\$1,270
SPAN 1020-5	300	6-8:30 pm	Beginning Spanish 2	foreign language	\$1,270

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



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

**BOULDER EVENING**

**COURSES BY START DATE** (continued)

Course No.-Hours	Sec.	Times	Course Title	Core	Resident Tuition
<b>FULL SESSION</b> (continued)					
<b>Tuesday courses begin August 31 and end December 7</b>					
ANTH 3010-3	300	6:30-9:30 pm	The Human Animal	natural science	\$750
COMM 1600-3	300	6-9 pm	Group Interaction	none	\$750
ENGL 1500-3	300	6-9 pm	Masterpieces of British Literature	literature and the arts	\$750
ENGL 3000-3	300	6:30-9:30 pm	Shakespeare for Nonmajors	literature and the arts	\$750
FILM 3002-3	302	6-9 pm	Major Film Movements: Contemporary Documentaries Part 1	none	\$750
IPHY 3420-3	300	6-9 pm	Nutrition, Health, and Performance	natural science	\$750
MATH 2510-3	300	6-9 pm	Introduction to Statistics	none	\$750
MUEL 1832-3	300	6-9 pm	Appreciation of Music	literature and the arts	\$785
PSYC 4684-3	300	6-9 pm	Developmental Psychology	none	\$750
SOCY 1016-3	300	6:30-9:30 pm	Sex, Gender, and Society 1	human diversity	\$750
SOCY 4024-3	300	6:15-9:15 pm	Juvenile Delinquency	contemporary societies	\$750

**Tuesday and Thursday course begins August 24 and ends December 9**

ARTS 1010-3	300	5-8 pm	Introduction to Studio Art	none	\$850
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**Tuesday and Thursday course begins August 31 and ends December 9**

MATH 1300-5	300	6-8:30 pm	Analytic Geometry and Calculus 1	quantitative reasoning and mathematical skills	\$1,500
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**Wednesday courses begin September 1 and end December 8**

ARTH 1400-3	300	6-9 pm	History of World Art 2	literature and the arts	\$800
COMM 1300-3	300	6-9 pm	Public Speaking	none	\$750
EBIO 1210-3	301	6-9 pm	General Biology 1	natural science	\$750
GEOG 1992-3	300	6-9 pm	Human Geographies	none	\$750
GEOG 3251-3	300	6-9 pm	Mountain Geography	none	\$750
HIST 1025-3	300	6-9 pm	History of the United States since 1865	United States context	\$750

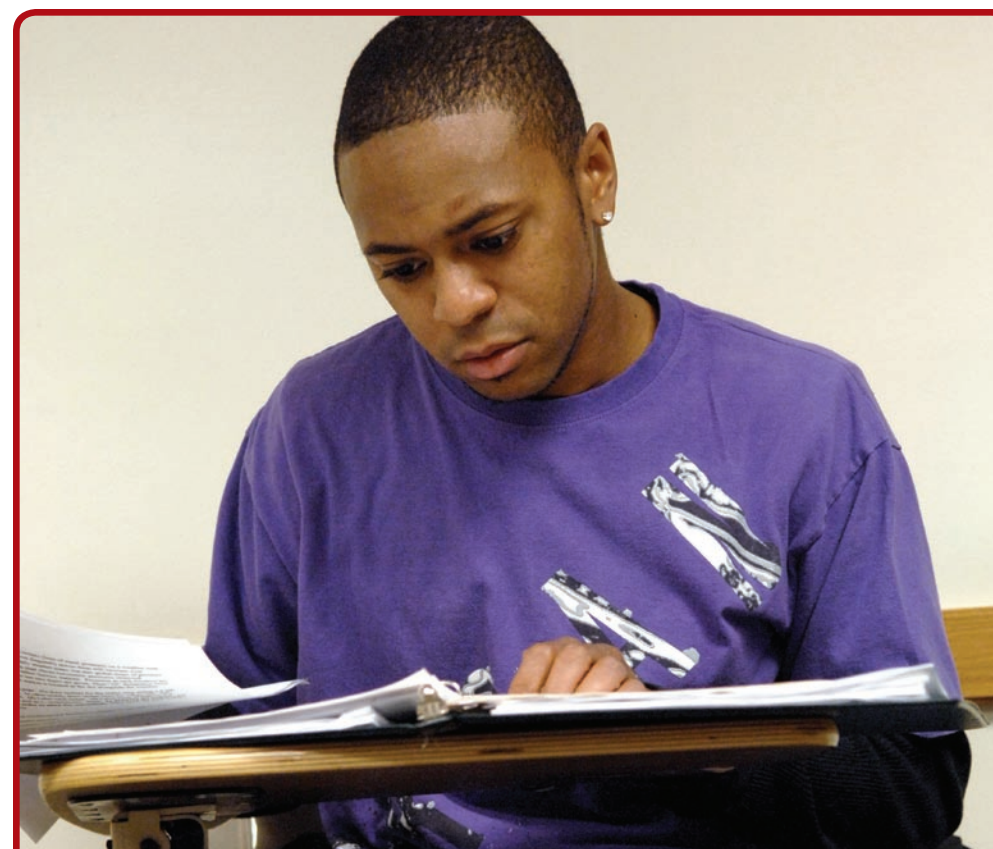
**COURSES BY START DATE**

Course No.-Hours	Sec.	Times	Course Title	Core	Resident Tuition
<b>FULL SESSION</b> (continued)					
<b>Wednesday courses begin September 1 and end December 8</b> (continued)					
JOUR 4331-3	300	6-9 pm	Women and Popular Culture	none	\$750
PHIL 1600-3	300	6-9 pm	Philosophy and Religion	ideals and values	\$750
PSCI 4701-3	300	5:30-8:30 pm	Symbolic Politics	none	\$750
PSYC 1001-3	300	6:30-9:30 pm	General Psychology	none	\$750
SOCY 2031-3	300	6-9 pm	Social Problems	ideals and values	\$750
SOCY 3042-3	300	6-9 pm	Topics in Population and Health: Death and Dying	none	\$750
WMST 3700-3	300	6-9 pm	Contemporary Topics in Women, Gender, and Sexuality Studies: Disney's Women and Girls	none	\$750
WMST 4331-3	300	6-9 pm	Women and Popular Culture	none	\$750
WRTG 3020-3	300	5:45-8:35 pm	Topics in Writing: From Essay to Blog: Exploring Nonfiction	written communication	\$750

**Thursday courses begin September 2 and end December 9**

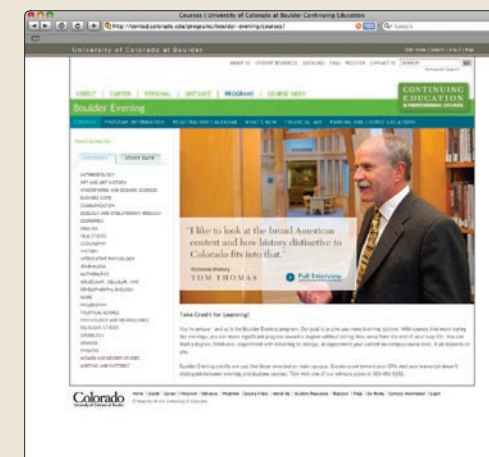
ANTH 2010-3	300	6:30-9:30 pm	Introduction to Physical Anthropology 1	natural science	\$750
*ECON 2020-4	300	6-9 pm	Principles of Macroeconomics	contemporary societies	\$1,000
ENGL 1191-3	300	6:30-9:30 pm	Introduction to Creative Writing	none	\$750
ENGL 3060-3	300	6-9 pm	Modern and Contemporary Literature	literature and the arts	\$750
FILM 2105-3	300	6-9 pm	Introduction to the Screenplay	none	\$750
HIST 1020-3	300	6-9 pm	Western Civilization 2: 16th Century to the Present	historical context	\$750
MATH 1011-3	300	6-9 pm	Fundamentals and Techniques of College Algebra	quantitative reasoning and mathematical skills	\$750
PSCI 3011-3	300	6-9 pm	The American Presidency	United States context	\$750
PSYC 2145-3	300	6-9 pm	Introductory Cognitive Psychology	none	\$750
SOCY 3151-3	300	6:30-9:30 pm	Self in Modern Society	United States context or ideals and values	\$750

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



**Cori Smith**  
Environmental Systems 1:  
Climate and Vegetation

“I like science and I wanted to learn more about weather and the environment. I’ve had the same instructor in another class and knew that his class structure worked well for me. I’m learning how to study better, and the pace of his homework and quizzes keeps me on track.”



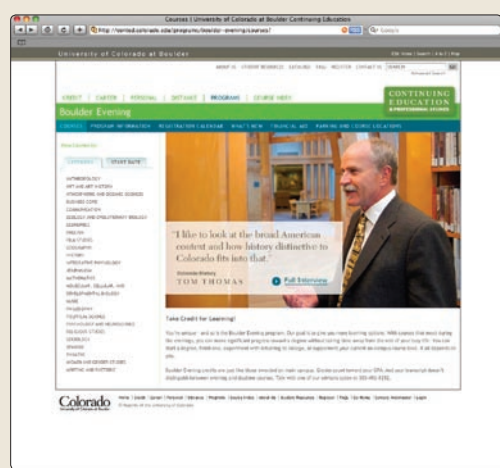
Course descriptions are available at [conted.colorado.edu/evening](http://conted.colorado.edu/evening)

**ADDITIONAL CREDIT PROGRAMS**

**COURSES BY START DATE** (continued)

Course No.–Hours	Sec.	Times	Course Title	Core	Resident Tuition
<b>SESSION I</b>					
<b>Monday course starts August 30 and ends October 18</b>					
*ATOC 1050-3	100	6-9 pm	Weather and the Atmosphere	natural science	\$750
<b>Tuesday and Thursday course starts August 31 and ends October 14</b>					
GEOG 1001-4	100	6-9 pm	Environmental Systems 1: Climate and Vegetation	natural science	\$1,000
<b>SESSION II</b>					
<b>Monday course begins October 25 and ends December 13</b>					
*ATOC 1060-3	200	6-9 pm	Our Changing Environment: El Niño, Ozone, and Climate	natural science	\$750
<b>Monday and Wednesday course begins October 20 and ends December 13</b>					
ENGL 3060-3	200	6-9 pm	Modern and Contemporary Literature	literature and the arts	\$750
<b>Tuesday and Thursday courses begin October 19 and end December 9</b>					
GEOG 1011-4	200	6-9 pm	Environmental Systems 2: Landscapes and Water	natural science	\$1,000
SOCY 1001-3	200	6-9 pm	Introduction to Sociology	contemporary societies	\$750

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



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

**ACCESS Program**  
(Available Credit Courses for Eligible Special Students)

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

We are currently accepting applications for the fall 2010 semester. Registration begins Friday, August 20, and classes begin Monday, August 23. Call 303-492-5148 for more information or visit [conted.colorado.edu/access](http://conted.colorado.edu/access). If you need academic or financial aid advising or career counseling, visit [conted.colorado.edu/student-resources](http://conted.colorado.edu/student-resources) to set up a telephone or in-person appointment.

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

**High School Concurrent Program**

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

During the fall and spring semesters, high school juniors and seniors enrolled in eligible courses through the ACCESS (Available Credit Courses for Eligible Special Students) program may request tuition

reimbursement from their school district under the Post Secondary Enrollment Options Act. You must notify your counselor of your intent to enroll at least two months prior to the beginning of the term. Call 303-735-5456 for an application and more information or visit the web site at [conted.colorado.edu/highschool](http://conted.colorado.edu/highschool).

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

**Summer Session 2011**

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

For more information visit [www.colorado.edu/summer](http://www.colorado.edu/summer) or call 303-492-5148. The Summer Session 2011 catalog will be available in January, 2011.

**Finishing Your Degree at CU**

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



**Blake Clapp-Lee**  
Roman Art and Architecture

“I’ve been to Europe and seen art, but I wanted to learn more about art and what it symbolizes. I needed another class to fulfill a requirement, so I took this one. I like the smaller class size because it gets you more involved with the instructor and makes it easier to have class discussions.”

## INDEPENDENT LEARNING

Introduction to Human Physiology  
LAURA BONNEY

“I give students interactive learning tools that they can tap into when it works with their  
**SCHEDULE** —  
around kids, work, or whatever attracted them to online classes.”

“We focus on the essential concepts of human physiology and apply them to real-life situations through case studies,” says Laura. “I provide things like animations to help visualize complex processes. Because many of my students are interested in health care careers I want them to be able to translate and apply their knowledge when working with real health issues.”



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

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

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

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

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

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

**Faculty and Staff Discounts**

University of Colorado faculty and staff on at least a half-time appointment are eligible for a 20% discount on most courses with the exception of the Writing and Rhetoric courses. A 10% discount is available for the Sustainable Practices Certificate courses.

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

**Correspondence Courses by Mail**

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

**Self-paced Online Courses**

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

**Term-based Online Courses**

Term-based online courses follow a fixed calendar so that all students will be on the same schedule and can regularly interact with each other online. (See pages 24-26 for a complete list.)

**Independent Learning also offers:**

**Applied Music**

Private and small group for-credit music instruction with the Applied Music program (see page 31).

**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).

**INDEPENDENT LEARNING**

**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	Course Title	Core	Tuition
<b>Session BL3 – 14 weeks: August 30 – December 10</b>				
COMM 2500-3	581	Interpersonal Communication	none	\$918
COMM 3310-3	581	Principles and Practices of Argumentation	none	\$918
COMM 3320-3	581	Persuasion in Society	none	\$918
COMM 3610-3	581	Communication, Technology, and Society	none	\$918
ENGL 1191-3	581	Introduction to Creative Writing	none	\$918
ENGL 1600-3	581	Masterpieces of American Literature	literature and the arts	\$918
ENGL 1800-3	581	American Ethnic Literatures	human diversity	\$918
ENGL 2000-3	581	Literary Analysis	none	\$918
ENGL 2010-3	581	Introduction to Literary Theory	none	\$918
ENGL 2717-3	581	Native American Literature	none	\$918
ENGL 3000-3	581	Shakespeare for Nonmajors	literature and the arts	\$918
ENGL 3060-3	581	Modern and Contemporary Literature	literature and the arts	\$918
ENGL 3060-3	582	Modern and Contemporary Literature	literature and the arts	\$918
ENGL 3246-3	581	Topics in Popular Culture: Literature of the American West	none	\$918
ENGL 3665-3	581	American Literature after 1860	none	\$918
ENGL 4245-3	581	American Novel 2	none	\$918
ENVD 4365-3	582	Special Topics: Technology and Practice — Structures II	none	\$918
ENVS 1000-4	581	Introduction to Environmental Studies	natural science	\$1,224
GEOG 4501-3	581	Water Resources and Water Management of Western United States	none	\$918
GEOG 5501-3	581	Water Resources and Water Management of Western United States	none	\$1,149

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

**Fall 2010**

	Session BL3 (14 weeks)	Session BL4 (5/10 weeks)	Session BL1 (7 weeks)	Session BL2 (5/7 weeks)
Registration Begins	July 12	July 12	July 12	July 12
Course Begins	August 30	September 13	August 30	October 18
5 pm deadline to enroll, add your name to a wait list, request pass/fail status, or drop with a 100% refund. * †	September 14	September 20	September 7	October 26
5 pm deadline to withdraw with a 60% refund.	September 28	September 27	September 14	November 2
Tuition Due	September 22	September 22	September 22	November 2
5 pm deadline to withdraw with a 40% refund.	October 12	October 4	September 21	November 9
5 pm deadline for Arts and Sciences degree students and nondegree students to withdraw from classes without any signatures	November 5	5 week: October 8 10 week: November 5	October 8	5 week: November 12 7 week: December 3
Course Ends	December 10	5 week: October 15 10 week: November 19	October 15	5 week: November 19 7 week: December 10

\* 5 pm deadline for Architecture, Business, Education, Engineering, Journalism, and Music degree students to drop without instructor's signature. Withdrawals from classes after this date will appear as a W on your academic record and must be received in writing.  
† Petition required to add classes after this date. Petition Forms documenting extenuating circumstances are available at Continuing Education.

**TERM-BASED COURSES BY START DATE**

Course No.-Hours	Section	Course Title	Core	Tuition
<b>Session BL3 – 14 weeks: August 30 – December 10 (continued)</b>				
HIST 1010-3	581	Western Civilization 1: From Antiquity to the 16th Century	historical context	\$918
HIST 1020-3	581	Western Civilization 2: 16th Century to the Present	historical context	\$918
HIST 2123-3	581	The History of England, 1660 to Present	historical context	\$918
IPHY 3430-3	581	Introduction to Human Physiology	none	\$918
JOUR 4301-3	581	Media Ethics and Professional Practice	none	\$918
JOUR 5301-3	581	Media Ethics and Professional Practice	none	\$1,149
MATH 1071-3	581	Finite Mathematics for Social Science and Business	quantitative reasoning and mathematical skills	\$918
MUEL 2752-3	581	Music in American Culture	United States context	\$918
NRSC 2100-3	581	Introduction to Neuroscience 1	none	\$918
PHIL 1000-3	581	Introduction to Philosophy	ideals and values	\$918
PHIL 1400-3	581	Philosophy and the Sciences	natural science	\$918
PHIL 2200-3	581	Major Social Theories	ideals and values	\$918
PHIL 2390-3	581	Philosophy and Psychology	none	\$918
PHIL 3180-3	581	Critical Thinking: Contemporary Topics	none	\$918
PSCI 1101-3	581	The American Political System	contemporary societies or United States context	\$918
PSCI 3163-3	581	American Foreign Policy	United States context	\$918
SLHS 4918-2	581	Introduction to Clinical Practice	none	\$612
SLHS 5032-3	581	Competencies and Strategies for the SLPA	none	\$1,149
SLHS 5930-4	581	Speech Language Pathology Assistant Internship	none	\$1,532
SOCY 1021-3	581	United States Race and Ethnic Relations	United States context	\$918
SOCY 2044-3	581	Crime and Society	none	\$918
WRTG 1150-3	581	First-Year Writing and Rhetoric	written communication	\$918
WRTG 3007-3	581	Writing in the Visual Arts	written communication	\$918
WRTG 3020-3	584	Topics in Writing: Sports in American Culture	written communication	\$918
WRTG 3020-3	585	Topics in Writing-Moral Arguments in Fiction: Gender and Power	written communication	\$918
WRTG 3035-3	581	Technical Communication and Design	written communication	\$918


**Session BL4 – 5 weeks: September 13 – October 15**

WRTG 3090-1	581	Open Topics in Writing: Advanced	none	\$306
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**Session BL4 – 10 weeks: September 13 – November 19**

ENGL 1500-3	581	Masterpieces of British Literature	literature and the arts	\$918
ENGL 3000-3	582	Shakespeare for Nonmajors	literature and the arts	\$918
ENGL 3246-3	581	Topics in Popular Culture: Blues, Poetry, and Culture	none	\$918
WRTG 3020-3	586	Topics in Writing: Gender and Sexuality	written communication	\$918
WRTG 3040-3	582	Writing on Business and Society	written communication	\$918
WRTG 3040-3	583	Writing on Business and Society	written communication	\$918

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



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

**INDEPENDENT LEARNING**

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

Course No.–Hours	Section	Course Title	Core	Tuition
<b>Session BL1 – 7 weeks: August 30 – October 15</b>				
WRTG 3020-3	581	Topics in Writing: American Culture	written communication	\$918
WRTG 3020-3	582	Topics in Writing: Food and Culture	written communication	\$918
WRTG 3020-3	583	Topics in Writing: Food and Culture	written communication	\$918
WRTG 3030-3	581	Writing on Science and Society	written communication	\$918
WRTG 3040-3	581	Writing on Business and Society	written communication	\$918
<b>Session BL2 – 5 weeks: October 18 – November 19</b>				
WRTG 3090-1	582	Open Topics in Writing: Advanced	none	\$306
WRTG 3090-2	583	Open Topics in Writing: Advanced	none	\$612
<b>Session BL2 – 7 weeks: October 18 – December 10</b>				
PHIL 1000-3	582	Introduction to Philosophy	ideals and values	\$918
WRTG 3020-3	588	Topics in Writing: Food and Culture	written communication	\$918
WRTG 3020-3	589	Topics in Writing: Environmental Writing	written communication	\$918
WRTG 3020-3	590	Topics in Writing: Biomedical Ethics	written communication	\$918
WRTG 3030-3	582	Writing on Science and Society	written communication	\$918
WRTG 3040-3	584	Writing on Business and Society	written communication	\$918

**SELF-PACED COURSES**

Course No.–Hours	Section	Course Title	Core	Tuition
<b>ANTHROPOLOGY</b>				
ANTH 1030-3	650	Principles of Anthropology 1	none	\$777
ANTH 1040-3	650	Principles of Anthropology 2	none	\$777
ANTH 2010-3	650	Introduction to Physical Anthropology 1	natural science	\$777
ANTH 2020-3	650	Introduction to Physical Anthropology 2	natural science	\$777
ANTH 2070-3	641	Bones, Bodies, and Disease	none	\$777
ANTH 2200-3	650	Introduction to Archaeology	none	\$777
<b>ART AND ART HISTORY</b>				
ARTS 1012-3	640	Drawing for Non-Majors	none	\$777
ARTS 1012-3	650	Drawing for Non-Majors	none	\$777
<b>ASTROPHYSICAL AND PLANETARY SCIENCES</b>				
ASTR 1110-3	640	General Astronomy: The Solar System	natural science	\$777
<b>COMMUNICATION</b>				
COMM 2400-3	642	Discourse, Culture, and Identities	human diversity	\$777
<b>ECOLOGY AND EVOLUTIONARY BIOLOGY</b>				
EBIO 1030-3	641	Biology: A Human Approach 1	natural science	\$777
EBIO 1040-3	641	Biology: A Human Approach 2	natural science	\$777
EBIO 4100-3	640	Advanced Ecology: Tropical Conservation	none	\$777
EBIO 4100-3	641	Advanced Ecology: Wildlife Nutrition	none	\$777

**SELF-PACED COURSES**

Course No.–Hours	Section	Course Title	Core	Tuition
<b>ECONOMICS</b>				
ECON 1000-4	640	Introduction to Economics	contemporary societies	\$1,036
ECON 2010-4	640	Principles of Microeconomics	contemporary societies	\$1,036
ECON 2020-4	640	Principles of Macroeconomics	contemporary societies	\$1,036
ECON 3403-3	640	International Economics and Policy	contemporary societies	\$777
ECON 4111-3	640	Money and Banking Systems	none	\$777
<b>EDUCATION</b>				
EDUC 3621-3	640	Art for the Elementary Teacher	none	\$777
EDUC 3621-3	651	Art for the Elementary Teacher	none	\$777
EDUC 4161-3	640	Children’s Literature	none	\$777
EDUC 4161-3	651	Children’s Literature	none	\$777
<b>ENGLISH</b>				
ENGL 1191-3	641	Introduction to Creative Writing	none	\$777
ENGL 1260-3	640	Introduction to Women’s Literature	human diversity	\$777
ENGL 1500-3	640	Masterpieces of British Literature	literature and the arts	\$777
ENGL 1600-3	641	Masterpieces of American Literature	literature and the arts	\$777
ENGL 1600-3	651	Masterpieces of American Literature	literature and the arts	\$777
ENGL 2021-3	640	Introductory Poetry Workshop	none	\$777
ENGL 2021-3	650	Introductory Poetry Workshop	none	\$777
ENGL 3000-3	641	Shakespeare for Nonmajors	literature and the arts	\$777
ENGL 3000-3	650	Shakespeare for Nonmajors	literature and the arts	\$777
ENGL 3021-3	640	Intermediate Poetry Workshop	none	\$777
ENGL 3051-3	640	Intermediate Fiction Workshop	none	\$777
ENGL 3051-3	650	Intermediate Fiction Workshop	none	\$777
ENGL 3060-3	641	Modern and Contemporary Literature	literature and the arts	\$777
ENGL 3060-3	651	Modern and Contemporary Literature	literature and the arts	\$777
ENGL 3081-3	640	Intermediate Nonfiction Workshop: Travel Journal Writing	none	\$777
ENGL 3081-3	650	Intermediate Nonfiction Workshop: Travel Journal Writing	none	\$777
ENGL 3116-3	640	Topics in Advanced Theory: Postmodernism	none	\$777
ENGL 3267-3	640	Women Writers	none	\$777
ENGL 3553-3	640	Chaucer: <i>The Canterbury Tales</i>	none	\$777
ENGL 3563-3	650	Early Shakespeare	none	\$777
ENGL 3573-3	650	Late Shakespeare	none	\$777
ENGL 3655-3	641	American Literature to 1860	none	\$777
ENGL 3655-3	651	American Literature to 1860	none	\$777
ENGL 3665-3	640	American Literature after 1860	none	\$777
ENGL 3665-3	650	American Literature after 1860	none	\$777

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



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



**INDEPENDENT LEARNING**


**SELF-PACED COURSES** (continued)

Course No.–Hours	Section	Course Title	Core	Tuition
<b>ENVIRONMENTAL STUDIES</b>				
ENVS 5001-3	640	Environmental Philosophy	none	\$1,149
<b>GEOGRAPHY</b>				
GEOG 1001-4	640	Environmental Systems 1: Climate and Vegetation	natural science	\$1,036
GEOG 1001-4	650	Environmental Systems 1: Climate and Vegetation	natural science	\$1,036
GEOG 1011-4	640	Environmental Systems 2: Landscapes and Water	natural science	\$1,036
GEOG 1982-3	640	World Regional Geography	none	\$777
GEOG 1992-3	641	Human Geographies	none	\$777
GEOG 2412-3	640	Environment and Culture	none	\$777
GEOG 3251-3	640	Mountain Geography	none	\$777
<b>GEOLOGICAL SCIENCES</b>				
GEOL 1010-3	641	Introduction to Geology	natural science	\$777
GEOL 1020-3	640	Introduction to Earth History	natural science	\$777
<b>HISTORY</b>				
HIST 1010-3	641	Western Civilization 1: From Antiquity to the 16th Century	historical context	\$777
HIST 1010-3	651	Western Civilization 1: From Antiquity to the 16th Century	historical context	\$777
HIST 1015-3	640	History of the United States to 1865	United States context	\$777
HIST 1015-3	650	History of the United States to 1865	United States context	\$777
HIST 1020-3	640	Western Civilization 2: 16th Century to the Present	historical context	\$777
HIST 1020-3	650	Western Civilization 2: 16th Century to the Present	historical context	\$777
HIST 1025-3	640	History of the United States since 1865	United States context	\$777
HIST 1025-3	650	History of the United States since 1865	United States context	\$777
HIST 2117-3	641	History of Colorado	United States context	\$777
HIST 2117-3	650	History of Colorado	United States context	\$777
<b>INTEGRATIVE PHYSIOLOGY</b>				
IPHY 3420-3	641	Nutrition, Health, and Performance	natural science	\$777
IPHY 3420-3	642	Nutrition, Health, and Performance	natural science	\$777
IPHY 3420-3	651	Nutrition, Health, and Performance	natural science	\$777
<b>JOURNALISM</b>				
JOUR 1001-3	641	Contemporary Mass Media	none	\$777
JOUR 3771-3	641	Mass Communication History	none	\$777

**SELF-PACED COURSES**

Course No.–Hours	Section	Course Title	Core	Tuition
<b>MATHEMATICS</b>				
MATH 1021-2	650	Numerical and Analytical College Trigonometry	none	\$518
MATH 1071-3	651	Finite Mathematics for Social Science and Business	quantitative reasoning and mathematical skills	\$777
MATH 1081-3	651	Calculus for Social Science and Business	quantitative reasoning and mathematical skills	\$777
MATH 2300-5	650	Analytic Geometry and Calculus 2	none	\$1,295
<b>MUSIC</b>				
MUEL 1081-3	650	Basic Music Theory	none	\$777
MUEL 2752-3	640	Music in American Culture	United States context	\$777
<b>PEACE AND CONFLICT STUDIES</b>				
PACS 3800-3	640	Topics in Peace and Conflict Studies	none	\$802
<b>PHILOSOPHY</b>				
PHIL 1000-3	650	Introduction to Philosophy	ideals and values	\$777
PHIL 1100-3	640	Ethics	ideals and values	\$777
PHIL 1100-3	650	Ethics	ideals and values	\$777
PHIL 1600-3	650	Philosophy and Religion	ideals and values	\$777
PHIL 2390-3	640	Philosophy and Psychology	none	\$777
PHIL 3140-3	640	Environmental Ethics	ideals and values	\$777
PHIL 4040-3	650	Studies in 20th Century Philosophy	none	\$777
PHIL 5240-3	640	Seminar in Environmental Philosophy	none	\$1,149

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



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



**Caitlin Doane**

Topics in Writing with a Focus on Food and Culture

“I don’t know much about cooking and different foods or cooking methods, but I want to learn. I took this class to spark my interest. Having an online instructor who is so easily available really helps me learn and be inspired.”

**SELF-PACED COURSES** (continued)

Course No.-Hours	Section	Course Title	Core	Tuition
<b>POLITICAL SCIENCE</b>				
PSCI 1101-3	650	The American Political System	contemporary societies or United States context	\$777
PSCI 2223-3	651	Introduction to International Relations	contemporary societies	\$777
<b>PSYCHOLOGY AND NEUROSCIENCE</b>				
PSYC 1001-3	641	General Psychology	none	\$777
PSYC 1001-3	642	General Psychology	none	\$777
PSYC 1001-3	650	General Psychology	none	\$777
PSYC 2012-3	641	Biological Psychology 1	natural science	\$777
PSYC 2012-3	650	Biological Psychology 1	natural science	\$777
PSYC 2022-3	650	Biological Psychology 2	none	\$777
PSYC 2145-3	641	Introductory Cognitive Psychology	none	\$777
PSYC 2606-3	640	Social Psychology	contemporary societies	\$777
PSYC 2606-3	650	Social Psychology	contemporary societies	\$777
PSYC 3101-4	641	Statistics and Research Methods in Psychology	none	\$1,036
PSYC 4303-3	641	Abnormal Psychology	none	\$777
PSYC 4303-3	651	Abnormal Psychology	none	\$777
PSYC 4456-3	640	Psychology of Personality	none	\$777
PSYC 4456-3	650	Psychology of Personality	none	\$777
PSYC 4511-3	641	History of Psychology	none	\$777
PSYC 4684-3	641	Developmental Psychology	none	\$777
<b>SOCIOLOGY</b>				
SOCY 1001-3	641	Introduction to Sociology	contemporary societies	\$777
SOCY 1016-3	640	Sex, Gender, and Society 1	human diversity	\$777
SOCY 1016-3	650	Sex, Gender, and Society 1	human diversity	\$777
SOCY 2077-3	640	Environment and Society	ideals and values	\$777
SOCY 4014-3	640	Criminology	none	\$777
SOCY 4014-3	650	Criminology	none	\$777
SOCY 4021-3	641	Conflict Management in Social Systems	none	\$802
SOCY 4086-3	641	Family and Society	none	\$777

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



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

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

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

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

**Competencies and Strategies for the SLPA**

**SLHS 5032 3 SEMESTER HOURS**

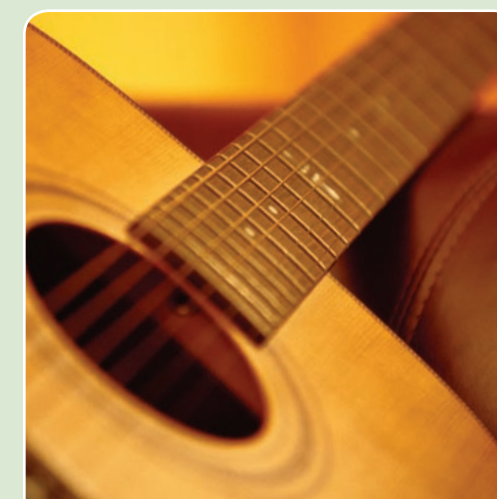
Includes roles and responsibilities for the Speech Language Pathology Assistant (SLPA) working in the public schools, service delivery models, health and safety, screening assistive technology, intervention and self reflection and evaluation. Prereq., SLHS 4918.

**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.

*Lynne Pearson, MA-SLP*



**Applied Music Program**

Earn two credit hours this summer with CU-Boulder's Applied Music Program. Open to ALL ability levels. Private (one-on-one) instructions are available in guitar, piano, voice, percussion, mandolin, banjo, harp, winds, brass, strings, and more. Group classes (available fall and spring only) include guitar, piano, and hand drum circle. Styles include classical, jazz, and rock.

**Tuition**

\$538 for 2 credit hours. *Nonresidents taking four (4) or more hours through Continuing Education may be subject to nonresident tuition assessment.*

Please visit [conted.colorado.edu/appliedmusic](http://conted.colorado.edu/appliedmusic) for additional program information or contact the applied music advisor at 303-492-5950 or e-mail [apmusic@colorado.edu](mailto:apmusic@colorado.edu).

**ADVANCED ENGINEERING AND TECHNOLOGY**

**Advanced Spacecraft Dynamics and Controls**  
**HANSPETER SCHAUB**

“Class is very interactive. I take the time to learn students’ names so that I can directly **INVOLVE** them in the learning process and keep everyone engaged.”

“In a class that is so mathematically based, I want students to focus on understanding the concepts and why things are happening, rather than writing down everything I say,” says Hanspeter, who makes his taped classes and slides available for both on- and off-campus students. “I also give my students good reasons to attend class, like encouraging questions and interactive discussions.”



**WHERE THE PROS TURN TO LEARN.**

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

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

Ranked the world’s 11th best public academic university in 2006 by *The Economist*, CU represents the best of the best. Experience the robust curricula, world-class faculty, and strong industry partnerships of a top-ranked research university.

Why wait? Check out CAETE today.

**Advanced Degrees**

Earn a master’s degree in aerospace engineering, computer science, electrical and computer engineering, engineering management, or telecommunications.

**Graduate Certificates**

Earn a graduate certificate in computer and network security, embedded systems, engineering management, managing applied research in technology, leadership and ethical decision making, engineering entrepreneurship, managing research and development, performance excellence in technology management, project management, quality systems for product and process engineering, power electronics, research and development, six sigma, software engineering, technology ventures and product management, or wireless networks and technologies.

**Short Courses**

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

Continuing Education Units (CEUs) are awarded for all short courses. These courses are noncredit and do not apply toward degree programs or graduate certificates. University of Colorado faculty and staff on at least a half-time, permanent appointment and retired faculty and staff may receive a 10% tuition discount on our noncredit courses. Proof of status must be provided at the time of registration. CU-Boulder students who are enrolled at least half time in credit courses are eligible for a 10% tuition discount on our noncredit courses.

**Course Schedule Information**

[cuengineeringonline.colorado.edu](http://cuengineeringonline.colorado.edu)  
303-492-6331  
[caete@colorado.edu](mailto:caete@colorado.edu)

**Short Courses Fall 2010**

Title:	Course No.	Section	Start Date	End Date	Time	Instructor	Tuition
Project Management Basics	CASP 5201	341	8/23/10	12/16/10	Online	Kois	\$895
PMP® Exam Prep	CASP 5211	341	8/23/10	12/16/10	Online	Kois	\$1,295
Intro to Cisco® Networking: CCNA	CACI 8001	341	8/23/10	12/16/10	Online	Santos	\$1,955

Note that students may enroll in courses any time within the indicated semester/session (except for CACI 8001). Students may complete any of these courses before the end date if desired, but all courses must be completed by the end date.

## INTERNATIONAL ENGLISH CENTER

Instructor and Curriculum Coordinator  
RUTH MOORE

“My goal is for students to leave each class having learned something new and  
**APPLICABLE**  
to real life.”

“We listen to our students’ feedback and work to meet their needs,” said Ruth, who led a yearlong process to redesign the curriculum for the Intensive English Program. “We heard that they wanted more intensive English, so we created new eight-week levels with more specific learning goals, and added elective classes. The curriculum is focused on academic skills students will need at the university for speaking, listening, reading, and writing.”



### 1030 13TH STREET ON “THE HILL.”

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

#### INTENSIVE ENGLISH PROGRAM

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

residents of other countries and have come to the United States on student visas. However, we are happy to welcome new residents to our community in this intensive program. Fall 1 session is August 18-October 13 and Fall 2 session is October 14-December 16.

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

- Program developed for international students preparing to enter a college or university in the U.S. studying on a student visa
- Classes also appropriate for professionals wanting to improve their English for work and for all students wanting to study English intensively
- Classes focused on improving communication with integrated language skills (listening, speaking, reading, writing)
- 20 hours of core language instruction are offered each week. Classes are offered at six proficiency levels: Basic 1 and 2, Intermediate 1, 2, and 3, and Advanced
- 3 hours each week of optional elective classes at no additional cost
- Classes average 12-15 students and use the latest ESL practices and materials. Instructors have master’s degrees and teaching experience in intensive programs
- Students have opportunities to join in local community events and use their skills in real-life settings

- Extensive library facilities with a rich source of educational and research materials
- University of Colorado courses available for advanced level students with approval from the Director
- Two state-of-the-art computer labs equipped with Internet and e-mail access for student use
- Certificates issued upon conclusion of studies
- Fully accredited by the Commission on English Language Program Accreditation (CEA)
- Member of UCIEP, consortium of University and College Intensive English Programs and AAIEP, the American Association of Intensive English Programs

#### GLOBAL BUSINESS COMMUNICATION

This certificate program provides executives and managers from companies around the world with full-time study in an 8 to 24 week program of practical English language

and cross-cultural communication training for business purposes. Eight-week certificate programs include “Focus on the Individual” (Fall and Spring), “Focus on the Team” (Fall and Spring) and “Focus on Sustainable Business Practices” (Summer only). When you join the Global Business Communication (GBC) program, you will reap the benefits:

- Acquire new skills that can be immediately applied to your work environment
- Benefit from an individualized program
- Participate in projects customized to your interests
- Network, negotiate, and lead meetings in English
- Correspond with American business professionals
- Interact with other participants from around the world
- Take advantage of small class size (maximum 9 students)

The GBC certificate program requires an intermediate level of English.

#### ENGLISH AS A SECOND LANGUAGE FOR DEGREE STUDENTS (ESLG)

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

#### EVENING COURSES

Evening courses will no longer be available through the International English Center.

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

## SCIENCE DISCOVERY

Science Explorers  
DAVE ABBOTT

“We model hands-on teaching and provide teachers with  
**ACTIVITIES**  
they take back to their own classrooms.”

“Students love our workshops because they get to do stuff while they are learning, instead of just sitting there with a textbook,” says Dave, who teaches Science Explorers workshops throughout Colorado for teachers and their fifth- through eighth-grade students. “Each year we focus on a new topic. This year was alternative energy. We explored things like wind turbines – what makes them most efficient – and energy efficiency – which materials make the best insulation.”



**Science Discovery, established in 1983, is an experience-based, educational outreach program of the University of Colorado at Boulder. Our mission is to stimulate scientific interest, understanding, and literacy among Colorado’s youth, teachers, and families through the use of university resources and academic expertise. We are dedicated to engaging the whole person in the journey of learning and strengthening individual capacities to participate actively in local and world communities. Our programs are designed in collaboration with university faculty and academic departments to create classes that highlight current scientific research, ensure scientific excellence, and reflect the latest trends in research, teaching, and learning. Through our various programs, we reach approximately 1,000 teachers and 25,000 students across Colorado each year.**

#### Summer and After-School Classes

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

#### Wilderness Camps and the Outdoor Classroom

Our 5 to 14-day overnight wilderness camps connect students with the wonders and workings of the natural world. Developed for kids in grades 4-10, these specialty camps

foster environmental awareness and promote knowledge of outdoor science subjects in a fun and informal atmosphere. All of this takes place amid the rich resources of our national parks, monuments, and reserves, including Yellowstone, Teton, Olympic, Mount Rainier, the Great Sand Dunes, Bandelier, and Mission: Wolf. Professional teachers and CU graduate and/or undergraduate students team up to guide groups of 12 campers in the exploration of these historic areas while participating in activities like white-water rafting, camping, and rock climbing. Wilderness education, team learning adventures, and positive peer interaction are inherent in each trip.

Our Outdoor Classroom engages 5th grade students and their teachers in the Boulder/Denver area in a variety of outdoor science activities including field studies of Colorado ecosystems, winter ecology on snowshoes, and an overnight adventure in the mountains at the CU Mountain Research Station. This program provides teachers and their students the opportunity for extended, interactive learning experiences spread out over the entire school year.

#### Science From CU: Statewide Classroom and Assembly Presentations

Science From CU visits classrooms, libraries, and community centers throughout Colorado, providing cutting-edge science and enriching science education by collaborating with CU faculty, peer institutions, and other educational organizations. These one-hour presentations can be adapted to any age group, and they facilitate interactive study through audience participation and experiments featuring museum collections, our ever-popular Bugmobile, and university science equipment. Each program’s content and activities supplement existing curriculum and support the Colorado Content Standards. They enrich learning by encouraging students to see and touch the “real thing,” enabling them to develop their understanding firsthand.

#### Science Explorers: Statewide Professional Development for Teachers

Science Explorers, a unique professional development program for teachers, offers daylong, activity-based science workshops for teams composed of a teacher and five students. Each one-day program can accommodate 21 teachers and 105 students (grades 5-8). Teams rotate through three different workshops during the course of the day. The teachers and students work side by side, giving the teachers the opportunity to observe how their students respond to the activities and allowing the students to develop their own knowledge and leadership skills. Workshop content and activities support the Colorado Content Standards, and Science Explorers attendees receive materials and curriculum. These workshops are conducted at 6-12 urban and rural sites throughout Colorado and generally include teams from schools in the host community as well as from surrounding districts.

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

## OUTREACH

Shakespeare in the Schools  
BRUCE BERGNER

“Theatre is an art form of  
**MAKING MAGIC**  
from virtually nothing.”

“We engage in imagination, vision, physical acting, design, aesthetics, and resourcefulness,” says Bruce, who helped create the program to bring theatre to K–12 audiences and provide students from the CU-Boulder Theatre Department with a unique and collaborative outlet for learning. “We connect with texts in ways far different from scholars. We look for life in the words and conceive of ways to bring those words to life on stage. All this gives everyone involved great practical experience.”



### MAKING CONNECTIONS THAT MAKE A DIFFERENCE

**The Division of Continuing Education and Professional Studies supports faculty outreach activities by providing annual funding to the CU-Boulder Outreach Committee, which is comprised of faculty from across the campus. The committee, in turn, awards grants to faculty projects that connect the university’s research, teaching, and creative resources with communities throughout Colorado and beyond. The Division is also the home of the Office for University Outreach, a group that supports and enhances outreach efforts campuswide.**

One recently funded project made Shakespeare come alive for more than 6,000 Front Range students. Faculty and students from the Department of Theatre and Dance and the Colorado Shakespeare Festival (CSF) teamed up to present *Shakespeare in the Schools* during the spring of 2010. Together they created an educational performance that made Shakespeare’s language and

characters accessible to school-aged audiences. The CU-Boulder students researched, designed, acted, directed, marketed, and booked the program under the guidance of CSF Education Director Melinda Scott and the following CU-Boulder faculty members: Associate Professor Bruce Bergner, Associate Professor Oliver Gerland, and Senior Instructor Lynn Nichols.

This collaboration between the Theatre Department and CSF provided a unique opportunity for undergraduate and graduate students to learn about creating a successful education outreach program with the advice and leadership of CU-Boulder faculty members and a professional theatre company.

The program toured to local schools where CU-Boulder student actors performed an abbreviated, 45-minute version of William Shakespeare’s *A Midsummer Night’s Dream*. Funds from the Outreach Committee helped to serve the neediest populations by providing subsidies to 16 schools.

The five-actor play was suitable for 4th through 12th grade students. Teachers received a study guide prepared by a CU-Boulder graduate student dramaturg in advance of each performance to help prepare their students for the program. The study guide included a plot synopsis, classroom activities, and discussion questions that aligned with the K–12 Colorado Model Content Standards.

Student actors provided classroom workshops after each performance, allowing more than 2,000 school children to engage in hands-on explorations of the text, themes, and characters of *A Midsummer Night’s Dream*. Acting exercises included vocal warm ups, movement exercises, and even Shakespearean insults.

The mutually beneficial school programs allowed the school children to interact with CU-Boulder students while providing CU student actors with valuable training that will serve them later in their careers. The experience was a powerful way for student actors to bring their college education to the community and for student designers, directors, and dramaturgs to learn more about the challenges and benefits of educational theatre.

CU-student actor Mara Marski appreciates the opportunity to learn from the experience. “So far, every day with outreach has been a completely unique and rewarding experience,”

she said. “As far as workshops go, I think I’ve learned as much as I’ve taught. And I am truly grateful for this amazing opportunity to share my passion with others.”

This program is only one example of the many projects that CU-Boulder faculty and students are involved with in communities across Colorado. For more information about the Department of Theatre and Dance visit [www.colorado.edu/theatredance](http://www.colorado.edu/theatredance) and for the Colorado Shakespeare Festival visit [www.coloradoshakes.org](http://www.coloradoshakes.org). For more information about the CU-Boulder Outreach Committee and Office for University Outreach, visit [conted.colorado.edu/outreach](http://conted.colorado.edu/outreach).

## IMPORTANT INFORMATION

### 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 the Division of Continuing Education and Professional Studies. We can help you sort through your academic options, identify financial aid resources, prepare for a career, and more. Visit [conted.colorado.edu/student-resources](http://conted.colorado.edu/student-resources) to learn more or to schedule an appointment with an advisor.

### GETTING STARTED

#### Academic Advising

Our academic advisors can help you sort through the university options and choose the best course of action — whether it's for academic credit or noncredit.

#### Financial Assistance

Our financial aid advisor can help you determine if there are funds available to help you meet your educational goals.

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).

### ENROLLING

You will find complete information on how to enroll, deadlines, etc. at [conted.colorado.edu/enroll](http://conted.colorado.edu/enroll).

### 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.

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).

### 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 [conted.colorado.edu/campus-map](http://conted.colorado.edu/campus-map) gives both building and evening and weekend parking lot locations. To skip parking altogether, take the RTD 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.



#### Alumni Discounts

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

At the University of Colorado at 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 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.

CU-Boulder takes action to increase ethnic, cultural, and gender diversity, to employ qualified disabled individuals, and to provide equal opportunity to all students and employees.

University of Colorado at Boulder Catalog (USPS 651-060). 3100 Marine Street, 584 UCB, Boulder, CO 80309-0584. Volume 2010, No. 5, July. Published six times a year: January, twice in April, July, November, and December. Periodicals postage paid at Boulder, Colorado, and additional mailing offices. POSTMASTER: Send address changes to the University of Colorado at Boulder Catalog, Division of Continuing Education and Professional Studies, University of Colorado at Boulder, 178 UCB, Boulder, CO 80309-0178.

Continuing Education is part of the Colorado Statewide Extended Campus, [highered.colorado.gov/academics/ExtendedStudies](http://highered.colorado.gov/academics/ExtendedStudies). This publication was printed and mailed using funds generated solely by Continuing Education programs. Continuing Education regrets any printing errors, but accepts no liability for them.

Design: Vermilion. Photography: Idaho Stew. Copy: Shenna Fitzgerald. Back Cover Illustration: Leslie Blanton. Printing: Frederic Printing. Cover, Outreach, and Science Discovery photos courtesy of the University Photographers.

**QUICK REGISTRATION INFO**

**Important Registration Dates:**

- Registration Begins  
Monday, July 12
- ACCESS Registration Begins  
Friday, August 20
- Boulder Campus Classes Begin  
Monday, August 23
- Continuing Education Classes Begin  
Monday, August 30

**How to Enroll:**

Visit [conted.colorado.edu/enroll](http://conted.colorado.edu/enroll) or call 303-492-5148.

**Completed Registration Forms**

Fax to: 303-492-5335

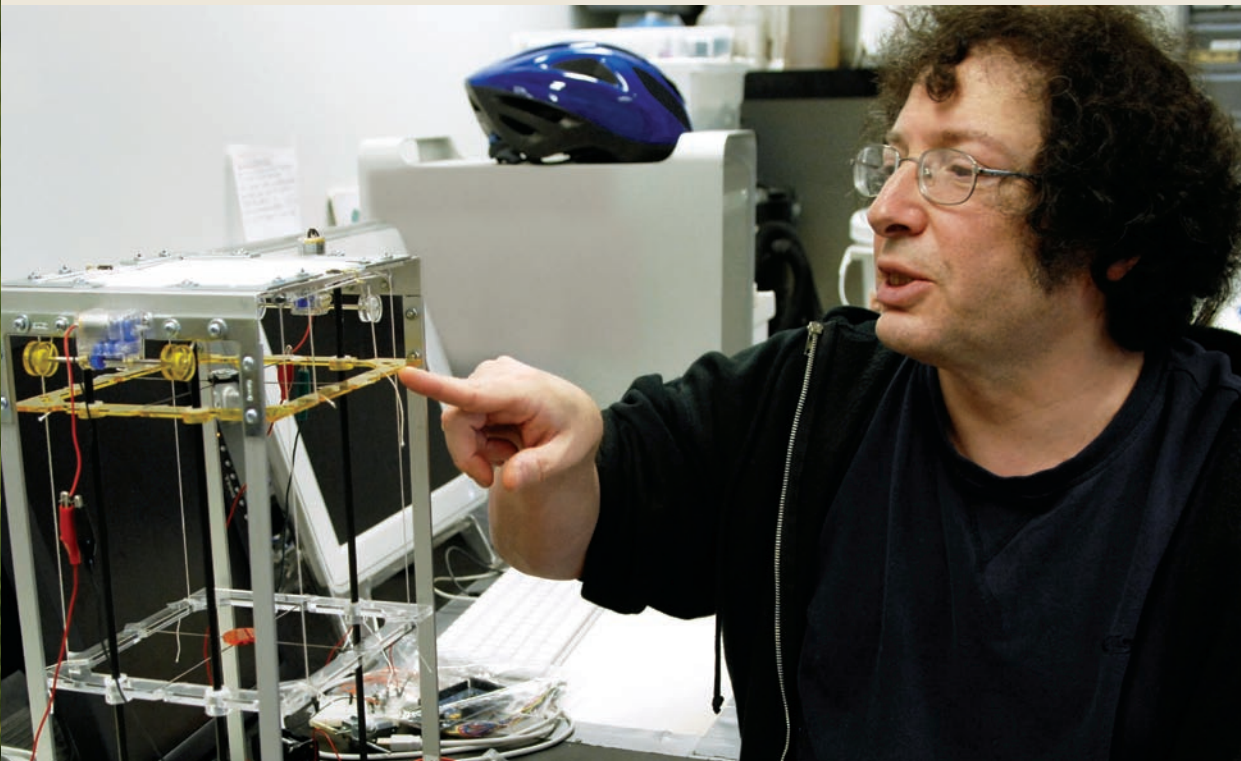
Mail or Deliver to:  
1505 University Avenue  
University of Colorado at Boulder  
178 UCB  
Boulder, Colorado 80309-0178.

**Additional Program Catalogs:**

Visit: [conted.colorado.edu/catalogs](http://conted.colorado.edu/catalogs).

Available catalogs include:

- Summer Session
- CAETE
- Independent Learning
- ACCESS



**Get To Know Our Instructors:**

*“Kids get excited about science when they can design and build objects that engage them with scientific ideas and become personal statements.”*

**Michael Eisenberg**  
*Science Discovery*

To learn more, watch Michael’s interview at: [conted.colorado.edu/about-us/instructor-interviews](http://conted.colorado.edu/about-us/instructor-interviews)



**New this Fall**

Along with all the new courses we are offering this fall, the new student portal, [myCUinfo.colorado.edu](http://myCUinfo.colorado.edu), will be used for Continuing Education enrollment. The portal was used earlier this year for CU degree students to enroll in classes and now it’s Continuing Education’s turn to use this exciting new tool.

Visit [conted.colorado.edu/enroll](http://conted.colorado.edu/enroll) for complete instructions.

**QUICK CONTACTS**

**Registration and enrollment inquiries:**

303-492-5148  
[ceregistration@colorado.edu](mailto:ceregistration@colorado.edu)

**Contact an advisor:**

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

**Student record inquiries:**

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

**Tuition bills or payment options:**

303-492-2212  
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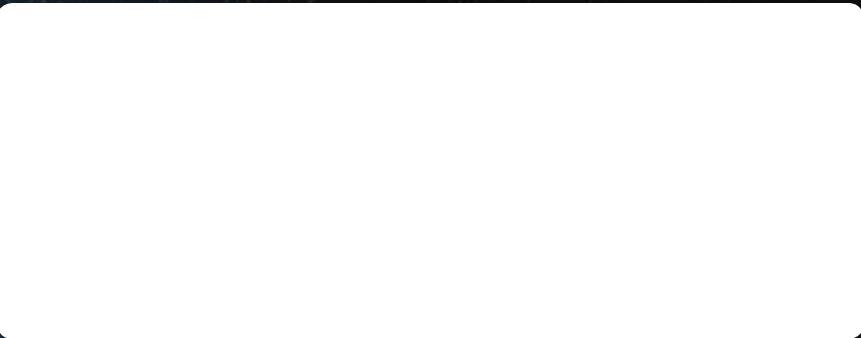


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## CU ON THE WEEKEND

Why are Don Quixote and Sancho Panza fending off an apocalyptic comet plummeting to the Earth? It all comes together in our CU on the Weekend one-day course offerings. Sign up today and get a fresh take on history, the future, and what's happening in the world today.

See pages 4–7 for more details.

### Saturday, September 11

- The Practical Pen: Effective Writing for Everyday Use
- New Zealand: Land of the Long White Cloud

### Saturday, September 25

- Reading *Don Quixote*: A Dialogue with Islam
- Ethiopia: Crossroads of Africa

### Saturday, October 9

- Virginia Woolf and *Mrs. Dalloway*: A Writer and Her Madness
- On the Trail of Key Themes in American Literature
- The End of the World: Apocalyptic from Revelation to 2012

### Saturday, November 6

- *A River Runs Through It*
- Our Changing Planet: The View from Space
- Access to Education: Changing the World

