

ADAMS STATE COLLEGE AFFIRMATIONS

As a student at Adams State College, you are joining a community of learners and scholars. Choosing to join this community involves a conscious commitment to uphold this community's values and expectations. These standards ensure that all members of our community have an optimal environment in which to teach, to learn, and to benefit from the Adams State College experience.

- I will practice academic integrity.
- I will relate to others with civility and respect.
- I will learn from differences in people, ideas, and experiences and will value the contributions each member adds to this community.
- I will uphold citizenship as a responsible member of the Adams State College community.
- In the tradition of Adams State College, I will strive for excellence and encourage it in others.

DECLARATION OF TOLERANCE

Tolerance is a personal decision that comes from a belief that every person is unique. To help make Adams State College a better place for all, I pledge to have respect for people whose abilities, beliefs, culture, race, sexual identity, or other characteristics are different from my own. To fulfill this pledge, I will:

examine my own biases and work to overcome them,
set a positive example for my family and friends,
work for tolerance in my own community, and
speak out against hate and injustice.

"Great Stories Begin Here"

- Location: Alamosa, Colorado (population approximately 10,000), situated in the San Luis Valley, 220 miles south of Denver on U.S. Highways 160 and 285, served by Great Lakes Airlines and bus service.
- Type: State-supported, coeducational, comprehensive college.
- Enrollment: Approximately 2,700 on campus; more than 14,000 in Extended Studies.
- Housing: College-owned and operated residence halls available to all students.
- Campus: 33 buildings on 90 acres.
- Faculty: 196 full- and part-time.
- Academic Year: 2 semesters and 3 summer sessions.
- Accreditation: Higher Learning Commission of North Central Association of Colleges and Secondary Schools, National Association of Schools of Music, Council for Accreditation of Counseling and Related Educational Programs, and Teacher Education Accrediting Council (TEAC) Candidate.
- Degrees: B.S., B.A., M.A.; and associate degrees; pre-professional programs; and guaranteed transfer programs.
- Nielsen Library: Collections total 154,561 books, 39,474 bound periodicals, 399,942 federal and state government publications, 720,843 ERIC microfiche for teacher education, 3,715 audio-visual items, 614 current paper subscriptions, multiple subject specific full-text databases, 19,611 online journals and 788,241 microforms (which include ERIC). Full member of national OCLC and Colorado MARMOT computer information networks. Member of Colorado Academic Library Consortium CALC, Western Colorado Academic Library Consortium (WCALC). www.adams.edu/library
- Placement: Services of career planning and placement office available to students and alumni.
- Athletics: NCAA Division II with 7 men's and 8 women's teams, member Rocky Mountain Athletic Conference; Adams State Adventure Program (ASAP) offers skiing, mountaineering, rafting, other activities, and equipment rental; intramural sports.
- Financial Assistance: Financial assistance for graduate students is primarily student loans; limited grants and scholarships are available.

Adams State College Alamosa, Colorado Graduate Catalog

2006-2007 Academic Year

This publication has been authorized by the Board of Trustees of Adams State College. The provisions of this publication are to be regarded as an irrevocable contract between the student and the College. The information presented is based on commonly accepted practices at Colorado state colleges and has been developed for Adams State College, but the College reserves the right to change any provision or requirement at any time within the student's term of attendance.

No qualified person with disabilities shall, on the basis of disability, be excluded from participation in, or be denied the benefits of, or otherwise be subjected to discrimination, under any academic research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular, or other post secondary education program or activity to which this sub part applies (Section 504, Rehabilitation Act of 1973, 29 USC 706, Title 45, Section E [84.31]).

The Graduate School
Adams State College
208 Edgemont Blvd., RH Box 31
Alamosa, CO 81102
(719) 587-8152

OR

1-866-407-0013

E-mail: ascgrad@adams.edu

Fax: (719) 587-7522

OR

Visit our Web site at
www.adams.edu/gradschool

Department of Art
Adams State College
Alamosa, CO 81102
(719) 587-7823
e-mail: ascart@adams.edu
Fax: (719) 587-7330

Department of EPLS/HPE
Adams State College
Alamosa, CO 81102
(719) 587-7401
Fax: (719) 587-7276

Department of Counselor Education
Adams State College
Alamosa, CO 81102
(719) 587-7626
e-mail: counselored@adams.edu
Fax: (719) 587-8421

Department of Graduate Teacher
Education
Adams State College
Alamosa, CO 81102
(719) 587-7936 toll free 800-662-3382
e-mail: ascgradted@adams.edu
Fax: (719) 587-7873

Message from the President

<http://www.adams.edu/president>

Adams State College is a special place that can help to transform your life. Successful Adams State graduates are able to control their lives, rather than life controlling them. Our average class size is 18 students, and nearly all of the classes you will take on Adams State's campus will be taught by full-time faculty with the highest degree in their discipline. They will get to know you by your first name, and they will be available for out-of-class tutoring, assistance and advice.

I cannot promise all of your courses will be easy—they will not be. There is no "easy button" in college. I can promise you, if you study hard and work with your teachers your life will be transformed. Four-year college graduates are critical thinkers who vote at a higher rate than non-college graduates, are engaged in their communities, earn at least 1 million dollars more during their work life and live healthier lifestyles.

Adams State College is the place for you if you prefer small class size, want instruction by professors whose only job is to teach, want to get to know your professors out of class and desire to gain all the advantages of a four-year college education in a comfortable small-town environment.

Thank you for considering Adams State College, and welcome!

David Svaldi
President



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Academic Calendar - Summer Semester 2006

May	8	Early Session Begins (May 08-June 2))
	15	Application Due for Graduate Teacher Education Summer CARS; Application Due for HPE Summer Comprehensive Examination; Application Due for Counselor Education Summer Comprehensive Exam
	26	End of Early 3-Week Session
	29	MEMORIAL DAY RECESS-NO CLASSES
	30	Classes Resume
June	2	End of Early 4-Week Sessions
	12	Summer Regular Session Begins Regular Session First 3-Week Courses Begin
	29	End of Regular Session First 3-Week Session
July	3	INDEPENDENCE DAY HOLIDAY - NO CLASSES
	4	INDEPENDENCE DAY HOLIDAY- NO CLASSES
	5	Classes Resume Regular Session Second 3-Week Courses Begin
	7	NO WORKSHOP THIS WEEK- REGULAR CLASSES HELD
	15	Applications Due for Fall Admission to Graduate Teacher Education
	21	End of Regular Session Second 3-Week Courses End of Regular Summer Session
	24	Final Summer Workshop Week Begins
	28	Final Summer Workshop Week Ends
August	1	Grade Reports Due

Academic Calendar - Fall Semester 2006

August	21	Classes Begin - On-campus
	25	Last Day for Tuition and Fee Payment
September	4	LABOR DAY - NO CLASSES
	5	Classes Resume - On-campus
	6	Last Day to Add/Drop Courses - On campus
	15	Application Due for Counselor Education Fall Comprehensive Exams
	20	Application Due for Spring Graduation
October	13	Last Day to Withdraw from Regular Session Courses - On-campus Deadline for Percentage Refunds for Complete Withdrawals
	15	Application Due for Graduate Teacher Education Fall Culminating Academic Review Application due for HPE Fall Comprehensive Examination
	16-17	FALL RECESS - ON-CAMPUS
	18	Classes Resume - On-Campus
	30	Spring Registration Begins
November	15	Application Due for Spring Admission to Graduate Teacher Education
	22-24	THANKSGIVING RECESS - NO CLASSES
	27	Classes Resume Online Student Ratings of Faculty Begin
December	1	Applications and Portfolios Due for Spring Admission to Graduate Art Program
	10	Student Ratings of Faculty End
	11-15	Final Examinations - On-campus
	16	COMMENCEMENT AT 10 AM
	19	Grade Reports Due

Academic Calendar - Spring Semester 2007

January	8	Classes Begin
	12	Deadline for Tuition and Fee Payment
	15	Application Due for Counselor Education Spring Comprehensive Exams
	24	Last Day to Add/Drop Courses - On-campus
February	15	Application Due for Graduate Teacher Education Spring Culminating Academic Review Application Due for HPE Spring Comprehensive Examination
	19- 20	SNOW DAYS - NO CLASSES - On-campus
	20	Application Due for Summer Graduation
	21	Classes resume - On-campus
March	5	Summer Registration Begins
	9	Last Day to Withdraw from Regular Session Classes Deadline for Percentage Refunds for Complete Withdrawals
	12- 16	SPRING BREAK - NO CLASSES
	19	CLASSES RESUME
April	1	Fall Registration Begins
	13	Online Student Ratings of Faculty Begin
	15	Application Due for Summer Admission to Graduate Teacher Education
	20	Application Due for Fall graduation
	29	Online Student Ratings of Faculty End
May	1	Applications and Portfolios Due for Summer & Fall Admission to Graduate Art Program
	1-4	Final Examinations - On-campus
	5	COMMENCEMENT AT 10AM
	7	Grade Reports Due

Tuition and Fees Per Credit (Effective Fall 2006)

The costs shown below are for the 2006-2007 academic year. Updated tuition and fee costs can be found at the Adams State College Business Office Web site:

<http://businessoffice.adams.edu>.

Please contact the Adams State Business Office at 719.587.7728 if you have questions.

Non-Colorado residents pay the same rates as Colorado residents for summer sessions.

Graduate Tuition and Fees	Charges per Credit Hour		Charges per Credit Hour
Colorado Resident On-campus		Non-Resident On-campus	
Tuition	\$128.00	Tuition	\$462.00
College Service Fees	\$22.70	College Service Fees	\$22.70
Technology Fees	\$10.40	Technology Fees	\$10.40
TOTAL	\$161.10	TOTAL	\$505.10
Colorado Resident Off-campus		Non-Resident Off-campus	
Tuition	\$128.00	Tuition	\$462.00
Off-campus Delivery Fee	\$41.00	Off-campus Delivery Fee	\$41.00
TOTAL	\$169.00	TOTAL	\$503.00

A health insurance premium will be assessed to on-campus students enrolled in 10 or more credit hours. The premium charge is \$120.00 per semester. Waiver forms are available online at <http://businessoffice.edu> or at One Stop Student Services Center in the Student Union Building.

Residence status is determined in accordance with the provisions of C.R.S. 23-7-101 to 23-7-107. A college committee reviews all applications and renders decisions. The decisions of the committee are final. Declarations of intent to become a resident of Colorado have no bearing on residence requirements for tuition payment purposes. Charges for courses taken for no credit (NC) or audit are the same as for courses taken for credit.

Course Specific Fees

Certain courses may have fees specific to the course. They are applicable each semester in terms of individual registration.

Art and Photography Fees (per applicable course)	Vary
Basic Skills Course Fee (per applicable course)	\$60.00
Shared Media Center Lab Fee (per applicable course)	22.85
Field Geology (per applicable course)	360.00
Graphic Art Lab Fees (per applicable course)	112.55
Applied Music (per credit hour, one individual lesson per week)	90.00
Off-campus Delivery Fee (per credit hour)	41.00
Physical Education Activity Fee (per applicable course)	4.95
Science, Math, Technology Course Specific Fee (per applicable course)	12.10

*** Off-campus graduate courses or courses offered by Internet are assessed an off-campus delivery fee. If an off-campus delivery fee is assessed, on-campus college service fees, on-campus technology fees and on-campus course specific fees are waived.

Incidental Fees

These fees are non-refundable.

Admission Fee (Graduate)	25.00
Deferred Payment Fee, Extension of credit by installments, as arranged,	10.00
Health Insurance, if not waived, per semester	123.00
Late Payment Fee (initial charge, assessed for payment after the scheduled payment deadline any semester)	25.00

Second & Third Late Payment Fee (assessed subsequent months that semester payment is not made)	10.00
Library Material Overdue Fines (per item)	5.00
Library Replacement Fines (replacement costs + \$10 processing fee, per item)	Vary
Parking Fines (per occurrence)	10.00-45.00
Parking Permit	25.00-40.00
Placement Credentials (per set)	4.00 - 6.50
Reactivation of Placement Credentials (for three years)	10.00
Returned Check Charges (per check)	20.00
Student Identification Card (new students)	25.00
Student Identification Card Replacement	10.00
Transcript Fee - Official (paid in advance)	5.00
Transcript Fee - Unofficial (paid in advance)	2.00
Transcript Fee -FAXED (paid in advance)	10.00
Transcript Fee - Overnight Delivery (paid in advance)	15.00

Payment and Refund of Fees

Payment

Students, by the act of registration, automatically incur a financial obligation to Adams State College. This means students who register for one or more classes (unless they officially withdraw from the college within the time specified for a partial refund), are responsible for payment of the full amount of their tuition and fees, whether or not they attend class. Students with unpaid financial obligations of any nature due the college shall not be allowed to register for classes, receive a transcript of credits, or a diploma upon graduation.

Tuition and fee rates, as well as payment deadlines, are listed in the class schedule each semester. A late fee is charged for payment not completed by the deadline. Additional late payment fees are assessed in subsequent months when payment is not made.

Refunds of Tuition and Fees

Complete Drop/Withdrawals

To obtain a refund, official withdrawal forms must be completed according to the procedure for complete drop/withdrawal. Begin this process by contacting the director of the Graduate School.

Students who attempt an unofficial withdrawal will still be registered, continue to incur charges, and will have failing grades posted at the end of the semester. Refunds made to students officially withdrawing are made through the eighth week of the semester.

Refund Schedule

Percent of Total Tuition and Fees	
<u>Upon Withdrawal</u>	<u>Refund/Adjustment</u>
Week 1 through census	90%
Day after census through week 5	75%
Week 6-8	50%

After week 8, no refunds are made

The above calculations are based on a 16-week semester.

If you are taking an Internet course or a weekend format course starting later than the 16-week semester, the refund schedule will be different.

In cases of complete drop/withdrawal, it is important that you inform the Business Office and the Student Affairs Office that your course was not based on a 16-week semester in order to receive the appropriate refund.

As an example, if a student officially withdraws during the first week of classes, the College retains 10 percent of tuition, fees, and other applicable charges. If tuition and fees have been paid in full, the remaining 90 percent is refunded. If tuition and fees have not been paid, the student is billed for 10 percent of applicable costs.

Other Adams State refund policies applicable to complete drop/withdrawal

Important Reminder:

Students registering for classes who are unable to attend must notify the Records Office, in writing, prior to the first day of classes. This will remove charges at 100 percent. Once classes begin, students must process a complete withdrawal and will be assessed as per the above Refund Schedule.

Refunds for Room and Meal Plans

Refunds are made as per the above schedule. Room refunds or adjustments are made only after the room is vacated and the occupant is checked out by Adams State Housing personnel. Board refunds or adjustments are processed only after notification of cancellation is received at the Adams State Housing Office. After the eighth week of the semester, there are no refunds or adjustments for housing or meal plan charges.

Refunds for Health Insurance

Refunds are processed at 100 percent through the semester census date. After the semester census date, there are no refunds or adjustments for health insurance.

Repayment of Financial Aid Funds*Complete Withdrawals*

Students who receive financial aid and then withdraw may be required to repay all or a proportionate amount of aid received. Repayment amounts are determined in accordance with federal, state, and institutional regulations and policies. The policy for repayment of financial aid funds is available in the Adams State Student Handbook. Copies of the repayment policy can also be obtained by contacting the Office of Student Financial Aid at 719.587.7306 or the Business Office at 719.587.7728.

USEFUL WEB SITES

Adams State College Graduate School
www.adams.edu/gradschool

Adams State College One Stop Student Services Center
www.adams.edu/onestop

Free Application for Federal Student Aid (FAFSA)
<http://www.fafsa.ed.gov/>

Graduate Record Examination (GRE)
www.ets.org

Miller Analogies Test (MAT)
www.milleranalogies.com

Word Education Services for International Students
www.wes.org

Art Department
<http://ascart.adams.edu>

Counselor Education Department
<http://counselored.adams.edu>

Teacher Education Department
<http://teachered.adams.edu>

The Graduate School

The Graduate School, along with Adams State College's dedicated faculty and staff, works to ensure access and opportunity for graduate study throughout the state and region.

Master of Art Degrees

MA degrees are offered in the following areas:

Department of Art

MA in Art

With concentrations in

Ceramics	Painting
Drawing	Photography
Metalsmithing	Printmaking
Open Media	Sculpture

Department of Counselor Education

MA in Community Counseling

MA in School Counseling (K-12)

Department of Exercise Physiology and Leisure Science

MA in Health and Physical Education

Department of Graduate Teacher Education

MA in Education

With emphasis or endorsement in:

- Curriculum (emphasis only)
- Educational Leadership (principal licensure)
- Literacy, Language, and Culture: Teacher of Linguistically Different
- Literacy, Language, and Culture: Reading Teacher

Master's Plus (initial licensure)

MA in Special Education

Generalist

Generalist/Literacy, Language, & Culture (restricted)

Endorsement Only Programs

The endorsement programs listed below are available to students who hold a current Colorado teaching license, or are eligible for a Colorado license, and already hold a Master's degree in Education.

- Educational Leadership (Principal Licensure)
- Literacy, Language & Culture: Teacher of Linguistically Different
- Literacy, Language & Culture: Reading Teacher
- Special Education - Generalist
- Technology Teacher
- Technology Specialist

The endorsement programs listed below are available to students who already hold a master's degree in counseling.

School Counseling - K-12

Graduate Student General Information

Graduate Council

It is the responsibility of the Graduate Council to review graduate curricula and policy governing graduate study and to make recommendations to the provost. The council is composed of one faculty member selected from each department offering graduate degrees at Adams State College. The director of the Graduate School is chairman of the council. The council meets on a regular basis, as scheduled by the chair.

Admission Requirements

While there are common requirements for acceptance to the Graduate School, each department has unique admission criteria. Please see the individual department for more information. The following are the common criteria:

- A baccalaureate degree from an accredited institution
- A completed application for admission to The Graduate School including Form B, C, or D as applicable
- A \$25.00 non-refundable admissions fee
- Official transcript(s) sent directly from the institution to the Graduate School at Adams State College verifying receipt of the baccalaureate degree. Transcripts from Adams State need not be requested; however, official transcripts confirming transfer credits are required. Unofficial transcripts or transcripts issued to student will not be accepted.
- Two letters of recommendation (see each department for specific type of letter)
- In general, departments require a 2.75 GPA. Graduate Teacher Education requires a 3.0 in the last 60 hours of undergraduate coursework.
 - Master's level coursework may be taken into consideration.
 - If the applicant does not have a 2.75 or higher, individual departments may have additional requirements.

Admission Classification

Graduate Special Student

This classification is intended primarily for students who desire course credit only and do not wish to pursue a new degree, license, or endorsement. It also applies to students who have applied for admission to a graduate program but have not yet been accepted. Twelve semester hours is the maximum number of credits that will count toward a degree when taken by a student in graduate-special status. Any course work above the 12 credit-hour limit will not count toward degree requirements. *A student with the status of graduate special is not eligible for financial aid or loan deferment.*

Graduate Student

This classification applies to a student who has been officially admitted to a master's degree, licensure, or endorsement program. A student may be admitted conditionally or unconditionally.

Graduate Credit for Undergraduates

Senior students who are in their last semester and within 15 semester hours of meeting requirements for the baccalaureate degree may take courses for graduate credit if their undergraduate cumulative grade point average is at least 2.75. Graduate credit earned during this period may not be applied to the undergraduate degree. Consent of the instructor and department chair is required. The approval process should be initiated with the Graduate School.

International Students

Adams State College welcomes international students. All international students who desire to enter the college must comply with all provisions of the Immigration Act. A complete set of credentials including, for students planning to reside in the US, verification of financial support, must be sent to the Office of Admissions with a formal application for admission and a \$25 non-refundable application fee in U.S. dollars (credit card, check or money order). All information must be in English. The college must have proof of English proficiency. A minimum score of 550 (paper-based) or

213 (computer-based) on the TOEFL exam is considered acceptable, or if a student attends an ESL program, successful completion of level 109 is considered acceptable.

The equivalent of a bachelor's degree must be earned to enter a graduate program at Adams State College. Potential graduate students should have undergraduate transcripts evaluated and/or translated by World Educational Services or a similar organization. Transcripts should be sent directly to the organization, which will convert the undergraduate degree to its United States equivalent and send the results to Adams State College, if requested.

Worldwide Education Services www.wes.org

International Student Application for Graduate Study www.adams.edu/gradschool/forms

Financial Aid

Students must complete the Free Application for Federal Student Aid (FAFSA) by going to www.fafsa.ed.gov. No financial aid is awarded without the FAFSA report.

Federal loans and federal work-study are available for graduate students. A limited number of Colorado graduate grants are available on a first-come, first-served basis. These grants are for Colorado residents and are need-based. Loans are the most common type of assistance for graduate students. Once awarded, loan programs require online acceptance, entrance counseling, and a master promissory note. These can all be completed by going to www.adams.edu/onestop.

A graduate student must be enrolled for five credit hours to be eligible for financial aid. All applicants should apply at least two (2) months prior to their first day of classes. If they do not, financial aid might not be available on the payment due date. For information about financial aid, contact the Office of Student Financial Aid at 719.587.7306 or 800.824.6494 or at www.adams.edu/finaid.

Adams State College Office of Student Financial Aid complies with all regulations, guidelines, policies, and procedures of the U.S. Department of Education, the state of Colorado, and the administration of Adams State College.

Graduate Assistantships

A limited number of Adams State College graduate assistantships are available to students who have been admitted to master's degree programs and are full time students on the Adams State campus. The assistantships are competitive and include stipends and partial tuition waivers for the fall and spring semesters. Graduate assistants dedicate approximately 20 hours per week to duties and responsibilities as assigned by the appropriate unit. Graduate assistants must maintain a graduate grade point average of 3.0 or better, must maintain full-time student status each semester, and must perform their assistantship assignments in a satisfactory manner. Assistantships are awarded on a year-to-year basis and students must apply each year. Graduate assistantships are awarded at the recommendation of the appropriate department chair or director and at the discretion of the provost, and an assistantship may be withdrawn at the end of any semester. In no case will an assistantship be awarded to the same student for more than three years. Students must complete a Graduate Assistantship Application and submit it to the Graduate School. Application forms are available in the Graduate School or online at www.adams.edu/gradschool.

Course Load

Full-time graduate course load is 9 hours per semester. Maximum enrollment is 15 semester hours during the fall and spring semesters. Course load for the summer session is 12 hours during the regular 6-week summer session, and 6 hours during the early summer session. Summer limits are exclusive of workshops. Individual departments may have different requirements for summer students. Graduate students must be enrolled in at least 5 credit hours to be eligible for financial aid. Course overloads require the approval of the student's academic advisor or department chair and the Graduate School director.

Graduation

Students who have a hold placed against their account, any incomplete coursework or other unfulfilled degree requirements, including successfully completing culminating activities, will not be permitted to participate in commencement exercises until such time as all requirements have been met.

The graduation ceremony is held in the fall and spring semesters on the Adams State College campus. There is no summer graduation. If you complete the requirements for graduation during summer semester, you may choose to walk in the preceding spring's or the following fall's ceremony. Students who plan to graduate must apply the semester before. At the ceremony, you will receive a

diploma cover. Provided all requirements have been met for the degree, you will receive your diploma in the mail approximately six weeks later. At the ceremony, you will be hooded. Adams State supplies the hoods, but they must be returned at the end of the ceremony. MA candidates are strongly encouraged to attend the traditional ceremony.

Appeals

All appeals must be made in writing and mailed, e-mailed, or faxed to the appropriate person. Supporting documentation may be asked of the student.

Grades

Grade appeals should begin with the instructor of the course. If a satisfactory agreement is not reached, the student may appeal to the department chair. If that does not satisfy the student, the appeal should be taken to the director of the Graduate School.

Academic dismissal

If a student fails to meet the academic requirements of the program, he or she may be asked to withdraw or be dismissed from the program. A committee of three departmental faculty will stipulate the conditions, if any, for readmission. Appeals regarding academic dismissal should be made to the committee that made the decision (check the Department Handbook for specific details). The appeal, if unsatisfactory, would then move to the director of the Graduate School.

Non-academic dismissal

A student may be dismissed from the program for non-academic reasons, such as unprofessional behavior, unethical conduct, an inability to successfully meet the demands of the program, or other documented reasons the department deems appropriate to the profession. Should a concern arise about a student, a committee of at least three departmental faculty will meet to consider the circumstances. Appeals regarding non-academic dismissal should be made to the committee that made the decision (check your Department Handbook for specific details). The appeal, if unsatisfactory, would then move to the director of the Graduate School. If a resolution is not reached to the satisfaction of the student, the appeal should be made to the provost. The provost's decision is final.

Other Appeals

Appeals regarding admission, graduate assistantships, or residency status should be made to the Graduate School.

General Policies For All Students Pursuing an M.A.

1. Degree Plan:

A degree plan signed by each student and academic advisor will be kept on file by the advisor. Cognate area courses, electives, and course substitutions must be approved by the appropriate advisor and department chair in advance and in writing. The completed degree plan with all appropriate signatures must be submitted to the Graduate School the semester of anticipated graduation. *Students who take courses and ask for approval after the fact are in danger of losing those credits regardless of the source of their advisement.*

2. Transfer Credit:

A maximum of six semester hours of transfer credit from other accredited institutions may be used to fulfill degree, licensure, or endorsement requirements. Students must request permission to transfer course work using the Petition to Transfer Credit form (www.adams.edu/gradschool/forms), provide official transcripts and course syllabus, and obtain the advisor's signature. Students requesting transfer or substitution of *prior* course work must declare so within their first semester of study and follow the same procedure as above.

3. Grade Point Average:

Students must maintain a cumulative grade point average of 3.0 or better for all coursework - graduate and undergraduate - taken in pursuit of a master's degree, initial teaching license, or endorsement. Students are subject to immediate dismissal if their cumulative GPA falls below 3.0. Students earning a grade of D or F in any course will not be able to count the course toward degree completion and must retake the course. Students earning a grade of C may be required to repeat the course depending on department requirements. All grades earned in graduate study will be included in the calculation of the cumulative grade point average. Graduate study does not permit grade forgiveness.

4. Evaluation by Faculty:

The faculty reserves the right to request withdrawal from the program any students who, in the faculty's professional judgment, fail to satisfy requirements of scholarship, academic or professional ethics, or personal suitability for the programs in which they are enrolled. These decisions are at the discretion of the faculty and the appropriate department chair. See non-academic dismissal above.

5. Undergraduate Courses Taken for Graduate Credit:

Lower-division courses (100 and 200 numbers) **may not** be used for graduate credit. A maximum of nine credits of upper-division courses (300 and 400 numbers) may be taken for graduate credit in some master's programs. Students must obtain **prior approval** of the instructor and the chair of the appropriate department. Failure to obtain advance approval will result in the course being disapproved for graduate credit.

6. Time Limit for Degree Completion:

Students are required to complete a program of study within six calendar years. Students who fail to complete the program within the six-year period could be required to meet all the conditions of the most recent version of the graduate catalog. Students enrolled in and passing fewer than six credits in a calendar year could also be required to meet all the conditions of the most recent version of the graduate catalog. Appeals should be made to the chair of the appropriate academic department.

7. Culminating Activity

Each department requires a culminating activity (comprehensive exam, thesis, etc). Please see specific department for details.

8. Application for Graduation:

Students must complete an Application for Graduation and submit it to the Graduate School (www.adams.edu/gradschool/forms). Applications **postmarked** after the deadline will incur a \$20.00 late fee and might not be processed in time for the appropriate graduation ceremony. Application forms are available in the Graduate School and online. Students will be notified the semester of their graduation regarding ceremony details.

9. Additional Master's Degrees:

Students attempting a second or third master's degree must complete a minimum of 30 semester hours in addition to all previous coursework. Coursework taken for credit towards a bachelor's or previous master's degree cannot be counted towards another degree.

10. Audits:

Graduate students may enroll in graduate level courses for no credit with instructor permission only. Regular tuition and fees are assessed and students must indicate their desire for no credit prior to registration. Classes taken for no credit are not eligible for financial aid.

Each department sets requirements in addition to Graduate School requirements. Students are responsible for completion of all degree requirements as specified in this catalog and should acquaint themselves with all requirements before beginning a degree program.

Departments

Department of Art

Master of Arts in Art

The Master's of Art in Art is the only program of its kind offered in southern Colorado. As such, this program serves students from Colorado, its bordering states, and occasionally more distant regions. The Master's of Art in Art is housed in the Department of Art at Adams State College. The program serves to benefit the artist who seeks a higher level of competency. It also serves the art educator as a resource for professional growth.

The graduate program provides a forum for art education issues through interaction with other professional art educators. In addition, the graduate program serves the practicing artist in his or her endeavor to elevate individual artistic experience to a higher plane. Finally, the graduate program serves as a model for the undergraduate student to observe and understand the professional level of competency attained through the graduate experience.

Admission Requirements in the Department of Art

Students desiring to enroll in a master's degree program in the Department of Art must hold a baccalaureate degree from an accredited institution and are generally expected to have the equivalent of an undergraduate major in art. Prospective candidates with a major other than art who possess exceptional talent in art may be accepted on the basis of their original artwork. Students enrolled in the final year of undergraduate study may be admitted to graduate study pending verification of receipt of the baccalaureate degree. All applicants must submit the following information to the Graduate School - RH Box 31, 208 Edgemont Blvd., Adams State College, Alamosa, CO 81102:

1. An application for admission to graduate study, including Form D
2. A \$25 non-refundable application fee.

An official transcript sent directly from the institution to the Graduate School verifying receipt of the baccalaureate degree. Transcripts from Adams State need not be requested; however, official transcripts confirming transfer courses are required. Unofficial transcripts or transcripts issued to student will not be accepted.

3. Two letters of recommendation from supervisory sources.
4. A portfolio consisting of 10-20 slides, photographs, or original work showing two or more media.
5. Additional information may be requested by the Department of Art before an admission decision can be determined.
6. The chair of the Department of Art will notify students of admission decisions.

Portfolio Submission Deadlines:

May 1 - For admission in the following summer and fall semester

December 1 - For admission in the following spring semester

Portfolios postmarked after the above dates **will not** be reviewed until the subsequent admissions cycle. Applicants should discuss the appropriate deadlines with the chair of the Art Department.

Requirements for a Master's of Art Degree in Art

1. Faculty Review:

At the end of the first twelve semester hours of graduate course work taken at Adams State College, there will be a faculty review of the student's progress. Continuation in the program

is dependent upon the outcome of this evaluation. The required courses in this twelve-hour block includes AR 503-Research for the Visual Arts; AR 508-Drawing, and six (6) hours selected in consultation with the student's academic advisor.

2. Thesis:

All candidates for the master's of art degree in art must successfully complete a thesis, which consists of a body of creative work. The thesis will be mounted as an exhibition at Adams State College and will be accompanied by a supporting paper. Students will defend the written document and body of work in an oral examination administered by the faculty committee. A representation from the thesis exhibition will be retained by the Department of Art as part of its permanent collection.

3. Comprehensive Examination:

A comprehensive examination is not required by the Department of Art.

4. Course Requirements:

In addition to the core, concentrations, and electives described below, the faculty may require students to address deficiencies by taking undergraduate courses that will not apply toward a master's degree. **A minimum of 42 semester hours of coursework is required.**

Required Core (18 hours)

AR	501	Theory and Criticism of Art.....	3
AR	502	Special Projects.....	3
AR	508	Drawing.....	3
AR	503	Research Methods For The Visual Arts.....	3
AR	598	Thesis.....	6
			<u>18</u>

12 Hour Major Concentration

12

Concentrations are available in ceramics, drawing, metalsmithing, open media, painting, photography, printmaking, and sculpture.

6 Hour Major Concentration

6

Concentrations are available in ceramics, drawing, metalsmithing, open media, painting, photography, printmaking, and sculpture.

6 Elective Hours

6

These courses may be any graduate level course but must be chosen in consultation with the advisor.

Department of Counselor Education

The Department of Counselor Education offers programs in the fields of school and community counseling. These programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The master's of art degree in counseling is a 60-semester-hour program with areas of emphasis in school counseling or community counseling. A student may complete the M.A. program in counseling by attending the full-time, the summer program, on-campus part-time evening program, or one of the off-campus part-time programs. The community counseling program meets state academic requirements for those seeking licensed professional counselor (LPC) status. The school counseling program meets the academic requirements for those seeking the Colorado K-12 school counselor licensure. Additionally, the Department of Counselor Education offers training which leads to the certified addictions counselor (CAC) credential in Colorado. If desired, students may take these courses as electives in her or his graduate program of study.

The Counselor Education Program is designed to serve all students interested in a quality education. In particular, it focuses on the needs of students from diverse ethnic and socioeconomic backgrounds within rural Colorado. The Counselor Education Program provides an excellent educational experience by creating a supportive and challenging environment that integrates personal and professional growth for students. Through the use of research and applied experiential learning, students will develop a solid knowledge base, comprehensive skills, and an ability to self-challenge. The aim of the program is to develop competent counselors who are proactive, ethical, and capable of recognizing and affirming the diversity of people, ideas, and values. They will be persons of integrity who will be advocates for individual and societal growth. They will have the sensitivity, flexibility, and knowledge to serve the needs of diverse populations. They will be capable of developing collaborative relationships with community agencies, organizations, public schools, and families in rural and urban centers.

COUNSELOR EDUCATION PROGRAM OBJECTIVES

The objectives of the program are divided into two areas. The knowledge-based objectives reflect the eight CACREP common-core areas. The counseling objectives reflect the CACREP clinical standards.

Knowledge-based Objectives

Professional Identity

- to orient students to the philosophy, organization, and professional activities and ethics related to the practices of counseling.
- to help students develop a working knowledge of law as it pertains to the rights of people and to identify the ethical issues involved in value conflicts with a client.
- be able to identify the ethical issues involved in psychotherapeutic research.
- be able to identify the client's rights and the attendant legal and ethical issues.
- be able to identify unethical behaviors in the relationship between client and therapist
- be able to identify the ethical issues involved in multicultural counseling.

Social and Cultural Foundations

- to understand the impact of pluralistic and diverse forces within our society on individuals and groups
- to understand the dynamics of societal power and oppression
- to gain an awareness of social change theory and advocacy.
- to be able to analyze oppressive systems and develop appropriate interventions.
- to gain an understanding of the impact of diversity/multicultural issues in a counseling setting
- to understand the impact of social/cultural forces upon identity development and formation

Human Growth and Development

- to help students become more familiar with and apply personality, learning, and other developmental theories in their work with clients
- to enable students to develop an informed understanding of behaviors and emotions in a lifespan context.
- to help students apply lifespan principles in community and school counseling settings in a manner, which advocates for clients' needs in achieving their full potential.
- to facilitate the student operating in the counseling setting with an awareness of developmental issues as they may relate to the client.

Career Development

- to be able to apply the major career development theories in working with individuals and groups
- to develop an awareness of the ever-changing roles of men and women in our society

- to be able to utilize the varied resources available in providing information about careers to clients
- to be able to interpret career assessment instruments
- to be familiar with job application procedures such as resume writing and interviewing

Helping Relationships

- to acquaint students with the major counseling and consultation theories including both individual and systems perspectives as well as relevant research
- to introduce students to the counselor/consultant characteristics and behaviors that influence the helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills
- to acquaint students with the client/consultee characteristics and behaviors that influence the helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, traits, capabilities, and life circumstances

Group Counseling

- to help students develop an understanding of the theories of group counseling including commonalities, distinguishing characteristics, and relevant research literature
- to acquaint students with group counseling methods including group counselor orientations and behaviors, appropriate selection criteria, and methods of evaluation
- be able to identify group leadership strategies.
- be able to identify the early stages in the development of a group.
- to orient students to multicultural and value considerations with groups

Assessment

- to help students identify theoretical and historical bases for assessment techniques.
- to help students identify the following characteristics of assessment and evaluation instruments in counseling: validity, reliability, appraisal methods, psychometric statistics, demographic factors, and strategies for assessment
- to enable students to identify the ethical and professional issues involved in psychological assessment and the selection, administration, scoring, and interpretation of testing instruments.
- to enable students to recognize the importance of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations

Research and Program Evaluation

- to understand the purposes of research
- to identify a general inquiry process along with gaining familiarity with quantitative and qualitative methodology.
- to assess the usefulness of information provided in research/literature publications.
- to be able to locate and identify appropriate literature for a particular research question/problem.
- to understand ethical and legal issues as they apply to participants and research.

Counseling Proficiency Objectives

Students will:

- provide constructive feedback to peers.
- incorporate supervision and feedback into their personal counseling style.
- be able to appropriately clarify the client's present problem.
- obtain a sense of congruence between counseling style and counseling theory.
- be able to more adequately assess personal strengths and weaknesses in relation to counseling skills.
- demonstrate a behavioral pattern that is consistent with the counselor's theoretical perspective.
- develop a tolerance for ambiguity.
- select and structure skills to meet clients' needs.
- demonstrate cultural and ethnic sensitivity and awareness.
- demonstrate skill in providing individual and group counseling services
- demonstrate assessment skills, including an intake interview
- demonstrate an ability to maintain clear, concise documentation of services provided
- demonstrate an ability to work with others
- demonstrate a working relationship with on-site supervisor and ability to receive feedback and supervision
- demonstrate the ability to use a wide variety of counseling skills
- demonstrate ethical practices during their practicum and internship
- demonstrate professionalism in all their clinical interactions

- complete a minimum of 100 hours of closely supervised laboratory and practicum experiences in appropriate settings, in which they engage in on-going counseling activities with both individuals and groups, using a range of counseling models, interpretive frameworks, and intervention strategies; complete, under both college and site supervision, a 600-hour post-practicum internship in which they demonstrate their readiness for the professional counseling role by performing all of the activities that a counselor employed in that setting would be required to perform.

Admission Requirements in the Department of Counselor Education

Students desiring to enroll in a master's degree program in the Department of Counselor Education must hold a baccalaureate degree from an accredited institution. **All applicants must submit the following information to The Graduate School at Adams State College:**

1. An application for admission to graduate study, including Form C.
2. A \$25.00 non-refundable application fee.
3. An official transcript sent directly from the institution to the Graduate School verifying receipt of the baccalaureate degree.
4. Transcripts from Adams State need not be requested, however, official transcripts confirming transfer courses are required. Unofficial transcripts or transcripts issued to student will not be accepted.
5. Two recent letters of recommendation from professional sources addressing the ability of the applicant to become a counselor.
6. A personal statement addressing past helping experiences, future goals in helping professions, and personal qualities that will enable the individual to be an effective counselor. The statement should be 3-5 pages, typed, and double spaced.
7. An undergraduate GPA of 2.75 or better. The department may accept students with a lower GPA with conditions.
8. Additional information may be requested by the Department of Counselor Education before an admission decision can be determined.
9. The chair will notify students of admissions decisions.

Additional Program Requirements

1. Candidacy Interview:

All students are conditionally admitted to the program. Prior to the end of the first semester in pre-practicum, the student will be required to appear for a candidacy interview by a departmental committee composed of at least two counselor education faculty members involved in counselor education. Based on their performance in the program to date and their candidacy interview, students will be granted full admission, granted conditional admission, or denied admission to the graduate program in counseling. Continuation in the program is dependent upon the outcome of this interview.

2. GRE/MAT:

Candidates must take the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) during the first semester in the program. Students submitting the GRE must complete the verbal, quantitative, and analytic sections of the general examination. A combined score of 1250 is required for the GRE, if it was taken before October 01, 2002. A score of 900 is required if taken after October 01, 2002. A score of 37 is required for the MAT if taken before October 1, 2002, and a score of 390 is required if taken after October 1, 2002.

3. Comprehensive Examination:

Candidates must pass a standardized comprehensive examination prior to graduation. Students will take the Counselor Preparation Comprehensive Exam (CPCE), a nationally standardized multiple-choice exam. Students must complete an application to take the Comprehensive Examination and submit it to the department of Counselor Education. The deadlines are:

- January 15 for spring comps
- May 15 for summer comps
- September 15 for fall comps

Request forms are available on the Counselor Education Web site. They will also be posted on Web CT prior to each deadline. Students are eligible to take the comprehensive examination after 1) unconditional admission to the program, and 2) completion of a minimum of 48 credit hours during the semester in which the exam is administered (concurrently).

The Department of Counselor Education will notify students of approval to sit for the examination and the date, time, and place of the exam. Students who are not approved or who do not successfully complete the exam must reapply to take the examination later in the semester. The Department of Counselor Education will notify students of the outcome of the exam.

1. GPA Requirements

A minimum of 3.0 GPA is required by the Graduate School for graduation. Counselor Education Department students who receive a C or lower in any course, may be required to repeat the course. Students who receive a D or F in a course will have their status in the program reviewed by the faculty. Additionally, students who earn three Cs or lower grades in graduate coursework will be dismissed from the program.

COUN	550	Ethics/Professional Issues	3
COUN	517	Life Span Development	3
COUN	547	Solution-Focused Counseling	3
COUN	515	Multicultural Issues in a Pluralistic Society	3
COUN	549	Addictive Disorders	3
COUN	528	Career Development	3
COUN	530	Family Therapy	3

Community Program

COUN	542	Diagnosis & Psychopathology (Community)	3
COUN	555	Community Counseling (Community)	3
COUN	585	Internship I-Community	3
COUN	595	Internship II-Community	3
COUN	597	Internship III-Community.....	3

School Counseling Program

COUN	540	School Counselors in Learning Environment/Educational	3
COUN	541	School Counseling Paradigms & Practices	3
COUN	586	Internship I - School	3
COUN	596	Internship II - School	3
COUN	598	Internship III - School.....	3
COUN	508	School Law.....	3

Elective Hours (6 hours for community; 3 for school, to be approved by Advisor):

TOTAL HOURS

60

Six hours of graduate electives are required for community counseling students; three hours are required for school counseling. Students have several options for fulfilling this requirement. They should consult with their advisor to choose the options that best suit their needs.

Requirements for Licensed Professional Counselor in Colorado

The completion of this degree as outlined meets the Colorado Board of Licensed Professional Counselor Examiner's academic requirements for licensure. Candidates for licensure must complete 2,000 hours of supervised post-master experience and pass the National Counselor Exam. More information and applications are available from the Colorado Board of Licensed Professional Counselor Examiners at 1560 Broadway, Suite 1340, Denver, CO 80202, phone (303) 894-7766 or at <http://www.dora.state.co.us/Mental-Health/>

Requirements for School Counselor Licensure in Colorado

The completion of this degree as outlined will afford eligibility for endorsement in school counseling when supported by:

1. Completion of the appropriate training sequence for licensure as outlined by the Department of Counselor Education and the Colorado Department of Education.
2. A passing score on the school counselor content area PLACE exam.
3. Proficiency in oral English demonstrated by either having earned a grade of B or better in a basic college public speaking course or successfully completing an oral English proficiency examination at an approved Colorado testing site.

Registration information and test application material for examinations are available in the Adams State Teacher Education/Professional Program Office (TED/PPO). Information and applications for a Colorado initial educator license or an added endorsement are available at the Colorado Department of Education Web site (<http://www.cde.state.co.us/>).

Upon successful completion of the master's degree program and successful completion of the school counselor content area PLACE exam, the candidate must download and complete the appropriate forms from the Colorado Department of Education Web site (<http://www.cde.state.co.us/>). The student must fax or mail Section D: Institutional Recommendation for Teachers, Principals, and Administrators to the Teacher Education/Professional Program Office (TED/PPO). Once completed by the TED/PPO, the form and an official Adams State transcript will be mailed to you. It is the student's responsibility to send the entire application with all materials to the Department of Education for licensure.

Department of Exercise Physiology and Leisure Science (EPLS)

Master of Arts in Health and Physical Education (HPE)

The Department of EPLS at Adams State College is committed to creating an environment in which the graduate student's curiosity is stimulated to facilitate lifelong intellectual activity. While opportunities are provided to augment the student's breadth of knowledge, emphasis is directed toward specialized fields of study considered integral to the graduate educational process. The graduate faculty assists in creating a professional and challenging academic environment.

The Master of Arts degree in HPE supports the mission of the department: Preparing health, physical education and fitness professionals. The degree provides depth and concentration in the pedagogy of physical education and meets the needs of physical educators who are teaching at the elementary or secondary school level. It also targets individuals who want to teach in higher education or pursue a terminal degree. The degree also could be tailored to prepare a candidate for a career in sport administration or the fitness industry. Graduate assistantships with partial tuition waivers and stipends are available for those who are full time students on the Adams State campus.

The master's of art degree in HPE does not lead to initial teacher licensure or an endorsement in physical education.

Admission Requirements in the Department of EPLS

Students desiring to enroll in the master of arts degree program in the Department of EPLS must hold a baccalaureate degree from an accredited institution, preferably in physical education. An acceptable minor in physical education or the equivalent from an accredited institution will be considered. Students without undergraduate majors in physical education or related areas may be required to take prerequisite courses. These may vary according to the student's specialization. All applicants must submit the following information to the Graduate School, Adams State College, Alamosa, CO 81102:

1. An application for admission to graduate study.
2. A \$25 non-refundable application fee.
3. An official transcript sent directly from the institution to the Adams State Graduate School verifying receipt of the baccalaureate degree. Transcripts from Adams State need not be requested; however, official transcripts confirming transfer courses are required. Unofficial transcripts or transcripts issued to student will not be accepted.
4. A letter of application
5. A recent resume
6. Two recent letters of recommendation from associates who can speak to the applicant's academic strengths and potential.
7. An undergraduate cumulative GPA of 2.75 is typically required. The department chair of EPLS will determine whether an applicant with an undergraduate GPA lower than 2.75 must take the verbal, quantitative, and analytical sub-tests of the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). A combined score of 1250 on the GRE or a score of 37 on the MAT, if taken before October 1, 2002 may be required. If taken after October 1, 2002, the combined score on the GRE must be a 900 and on the MAT, the score must be 390. The department chair will finalize admittance into the program based on the applicant's performance on one of these examinations.
8. Additional information may be requested by the department chair before a decision can be determined.
9. The Chair of the Department of EPLS will notify students of admission decisions.

Requirements for a Master's of Art Degree in Health and Physical Education

- Minimum degree requirements are 36 hours.
- Students may transfer a maximum of six hours of graduate courses from an accredited institution. All transfer hours must be approved by the department chair.
- Students have three options available for the culminating experience. Option one requires completion of 30 graduate academic hours and writing a six-hour master's thesis. Option two requires candidates to complete 36 graduate academic hours and successful completion of a written and oral comprehensive examination. Option three requires completion of 30 graduate academic hours plus a six-hour master's field- based research project. Selection of the culminating activity option should be done in conjunction with the academic advisor.

All candidates for a master's degree in health and physical education (HPE) must meet graduation requirements as set forth in the Adams State College Graduate Catalog.

In addition to the School requirements, the Department of HPE allows the candidate for the Master's Degree in HPE two culminating activity options. Graduate students must use this contract to formally declare their option. This contract must be complete with required approval(s) prior to beginning the culminating activity.

Option 1: Master's Thesis

Graduate students may, after consultation with their advisor, elect to write a thesis. It must be in accordance with prescribed standards.

Candidates wishing to complete **Option 1** must

1. Obtain approval for thesis from their advisor.
2. Obtain approval for thesis from the Director of the Graduate School.
3. Form a Master's thesis committee consisting of three professionals. One must be a full time member of the ASC HPE faculty. Approval of a committee member outside the Department of HPE must be approved by the HPE Department Chair.
4. Successfully complete HPE 591 Thesis Proposal in the preceding semester of graduation.
5. Successfully complete HPE 593 Thesis in the final semester.
6. File in the library an original and one copy of the thesis in a form prescribed by the School Council.

Option 2: Comprehensive Examination

Candidates for the Master's degree in HPE may complete an additional six hours of approved graduate course-work and successfully complete a Comprehensive Examination in lieu of completing HPE 591 Thesis Proposal and HPE 593 Thesis. Students must complete in writing an application to take the Comprehensive Examination and submit to the department.

See your advisor for appropriate forms for option 1 or 2.

Requirements for a Master's of Art Degree in HPE

Course requirements are outline below. However, at the time of admission, students may be assigned additional coursework to remedy background deficiencies. Coursework falling into this remedial category will not count toward the master's degree

HPE	503	Introduction to Research.....	3		
HPE	511	Curriculum in HPE.....	3		
HPE	529	Physiology of Exercise.....	3		
HPE	530	HP Laboratory Internship.....	3		
HPE	538	Sociological Aspects of Sport/PE.....	3		
HPE	543	Measurement and Evaluation.....	3		
					18
HPE	580	Field Study in HPE.....	3		
HPE	585	Practicum in HPE.....	3		
					6
OTHER 400-500 EPLS/HPE COURSES AS APPROVED BY THE DEPARTMENT CHAIR					
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	3
ELECTIVE COURSE SELECTED FROM THE FOLLOWING (select one)					
ED	508	School Law.....	3		
SOC	518	"Race," Class, and Gender.....	3		
HPE	536	Sports and Exercise Psychology.....	3		
					3
Culminating Requirement					
HPE	591	Master's Thesis Proposal.....	3		
HPE	593	Master's Thesis.....	3		
OR (Option 2 or 3)					
_____	_____	_____	_____	_____	3
_____	_____	_____	_____	_____	3
					6
					MINIMUM PROGRAM HOURS
					36

Deadlines for Application for Comprehensive Exams

Fall Exam November 01
 Spring Exam March 01
 Summer Exam August 01

Department of Teacher Education

Master of Arts Degrees in Education or Special Education

The Department of Graduate Teacher Education offers graduate programs leading to the master of arts degree, endorsements and/or licensure in:

MA in education (with emphasis or endorsement in):

Curriculum (emphasis only)	MA in Special Education Generalist
Ed Leadership	Generalist/Literacy, Language, and Culture (restricted)
Literacy, Language, and Culture: Teacher of Linguistically Different	
Literacy, Language, and Culture: Reading Teacher	
Technology Teacher	
Technology Specialist	

Master's Plus (initial licensure)

The programs are designed to enhance professional knowledge and performance. Only the Master's PLUS program in secondary education leads to initial licensure. The Department of Graduate Teacher Education seeks students with advanced professional potential. Thus, personal suitability, academic proficiency, and a record of competence and effectiveness in professional work are assessed.

The teacher as a reflective decision maker is the conceptual model for both the undergraduate and graduate programs. Courses offered in the graduate programs emphasize the development of increasing skill in reflective approaches to decision making in professional practice. The program is geared to developing in-depth understanding of the changing nature of communities, schools, instruction, curriculum, school populations, and the relationship of these to the decision making process.

Admission Requirements in the Department of Graduate Teacher Education

Students desiring to enroll in a master's degree program in the Department of Graduate Teacher Education must hold a baccalaureate degree from an accredited institution. Students enrolled in the final year of undergraduate study may be admitted to graduate study pending verification of receipt of the baccalaureate degree. **All applicants must submit the following information to the Graduate School, Adams State College, RH Box 31, Alamosa, CO 81102:**

1. An application for admission to graduate study.
2. A \$25.00 non-refundable application fee.
3. An official transcript sent directly from the institution to the Adams State Graduate School verifying receipt of the baccalaureate and/or master's degree. Transcripts from Adams State need not be requested; however, official transcripts confirming transfer courses are required. Unofficial transcripts or transcripts issued to student will not be accepted.
4. Two letters of recommendation from individuals who can address the applicant's potential for success in the degree, licensure, or endorsement program. One letter must be from a person in a supervisory or evaluative capacity. The remaining letter should be from another professional who is familiar with the applicant's qualifications. All letters should be submitted on school letterhead, must be originals, less than a year old and signed by the person giving the recommendation.
5. A letter of intent from the student explaining why the student wishes to be in the program.
6. A copy of current Colorado provisional or professional teaching license (except Master's Plus)
7. Grade point average and test scores - A cumulative GPA should be 3.00 (on a four-point scale) or better for the last 60 hours of undergraduate coursework. Consideration may also be given to grade point average from previous graduate course work. Applicants with a grade point average between 2.75-2.99 will be required to take and pass the GRE or MAT tests.

Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) admission standards are as follows:

GRE - 1250 or above total on verbal, quantitative, and analytic sections if taken before October 1, 2002

900 or above if taken after October 1, 2002

MAT - 37 or above if taken before October 1, 2002

390 or above if taken after October 1, 2002

Scores on the GRE or MAT falling below the typical scores will be reviewed in relation to other indicators.

DEGREE PLANS

Curriculum

Academic Core

ED	571	Educational Research	3
ED	549	Educating Diverse Learners	3
ED	550	Curriculum and Assessment	3

Cognate Requirements

ED	547	Technology Applications in the Classroom	1
ED	540	Introduction to Leadership	3
ED	575	Developing Data Drive Instruction	3
ED	541	Standards-Based Education	3
ED	521	Foundations of Literacy	3
ED	546	Curriculum & Instruction	3
ED	548	Assessment Techniques	3
ED	553	Systems Theory & Leadership	3

Total Program Hours 31

Educational Leadership (Principal Licensure) Program

Upon completion of the master of arts degree in educational leadership (principal licensure), students are eligible to be considered for recommendation for Colorado added endorsement as a K-12 principal. An added endorsement program in educational leadership (principal licensure) is available for students who already hold a master's degree. The program offers a set of courses that build upon best practice of classroom teachers, current research, and theory. Graduates are qualified to resume regular classroom responsibilities with an enhanced understanding of teaching and learning or to accept employment in special classroom situations. The program meets the Colorado Department of Education guidelines for the added endorsement.

Academic Core

ED	571	Educational Research	3
ED	549	Educating Diverse Learners	3
ED	550	Curriculum and Assessment	3

Cognate Requirements

ED	547	Technology Applications in the Classroom	1
ED	540	Introduction to Leadership Studies	3
ED	508	School Law	3
ED	509	School Finance.....	3
ED	551	Supervision of Personnel and Programs	3
ED	555	Political & Organizational Theory in Public Education	3
ED	575	Developing Data-Driven Instruction	3
ED	566	Special Populations & Programs	3

Internship

ED	574-576	Internship in School Principalship	4
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Total Program Hours 35

Total Licensure Hours 26

Upon successful completion of the master degree or endorsement program, and successful completion of the principal content area PLACE exam, the candidate must complete the appropriate licensure forms found at the Colorado Department of Education Web site, http://www.cde.state.co.us/index_home.htm. The student must fax or mail Section D: Institutional Recommendation for Teachers, Principals, and Administrators to the Teacher Education/Professional Program Office (TED/PPO). Once completed by the TED/PPO, the form and an official Adams State transcript will be mailed to you. It is the student's responsibility to send the entire application with all materials to the Department of Education for licensure.

Candidates must pass PLACE Principal Provisional License Assessment for Colorado

The State of Colorado requires a master's degree for licensure

Literacy, Language & Culture: Teacher of Linguistically Different

Professionals who hold an active Colorado teaching license/certificate and meet requirements for admission to a graduate level program may seek admission to the added endorsement program in literacy, language and culture education. In order to be recommended for the added endorsement, a student must be granted admission to the added endorsement program, successfully complete all required coursework, and demonstrate a foreign language competency (speaking, writing, reading, comprehending) on a standardized assessment in bilingual education as required by the Colorado Department of Education. The added endorsement in English as a second language (ESL) does not require foreign language proficiency.

Academic Core

ED	571	Educational Research	3
ED	549	Educating Diverse Learners	3
ED	550	Curriculum and Assessment	3

Cognate Requirements

ED	547	Technology Applications in the Classroom	1
LLC	510	Foundations of Literacy, Language and Culture	3
LLC	516	Multicultural Narratives	3
LLC	520	Language Acquisition	3
LLC	530	Theory to Practice	3
LLC	525	Practitioner Research	3

Internship (Select One)

LLC	535	Elementary Internship	6
LLC	545	Secondary Internship	6
LLC	555	K-12 Internship	6

Total Program Hours 31

Upon successful completion of the master's degree or endorsement program, and successful completion of the ESL or BIED content area PLACE exam, the candidate must download and complete the appropriate forms from the Colorado Department of Education Web site, http://www.cde.state.co.us/index_home.htm. The student must fax or mail Section D: Institutional Recommendation for Teachers, Principals, and Administrators to the Teacher Education/Professional Program Office (TED/PPO). Once completed by the TED/PPO, the form and an official Adams State transcript will be mailed to you. It is the student's responsibility to send the entire application with all materials to the Department of Education for licensure. Students pursuing an endorsement in Literacy, Language & Culture must successfully complete a language proficiency exam.

Literacy, Language, and Culture: Reading Teacher

Academic Core

ED	571	Educational Research	3
ED	549	Educating Diverse Learners	3
ED	550	Curriculum and Assessment	3

Cognate Requirements

ED	547	Technology Applications in the Classroom	1
ED	521	Foundations of Literacy	3
ED	522	Diagnosis & Assessment of Literacy	3
ED	523	Literacy Strategies for Diverse Learners	3
ED	524	Literacy in Content Areas	3
ED	526	Readers Writers Workshop	1
ED	525	Practitioner Research	3
ED	527	Practicum in Literacy	4

Total Program Hours 30

Master of Arts in Special Education-Generalist

Applicants will not be admitted unless they hold an active Colorado provisional or professional license (Type A or B certificate). In order to enroll in advanced courses and internships, all students must have successfully passed all core courses, and must have demonstrated personal and professional maturity necessary for completion of the degree and recommendation for a license. Additional letters of recommendation, a site visit by faculty, and a personal interview is necessary before a final decision is made regarding the on-site or selected-site internship. Students will be considered for recommendation for the added endorsement following awarding of the master's degree.

Academic Core

ED	571	Introduction to Research	3
ED	549	Educating Diverse Learners	3
ED	550	Curriculum and Assessment	3

Cognate Requirements

ED	547	Technology Applications in the Classroom	1
SPED	529	Issues and Characteristics of Special Needs Students	3
SPED	530	Methods of Instruction for Special Needs Students	3
SPED	526	Behavior Management	2
SPED	532	Counseling, Consultation, and Collaboration ..	3
SPED	534	Theories of Learning	3
SPED	540	Educational Assessment	3
SPED	541	Educational Assessment Lab.....	1

Internship

SPED	554-558	Internship (On site, Selected Site or Alternative Site)	8
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Total Program Hours 36

Added Endorsement in Special Education-Generalist

Candidates seeking admission into an added endorsement program in special education-generalist must hold a master's degree in education, and an active provisional or professional Colorado teaching license/certificate. In order to be recommended for the added endorsement, a student must be granted admission to the added endorsement program, successfully complete all academic and internship courses and demonstrate personal behavior and professional knowledge. The Endorsement Only program requires completion of the cognate requirements and the internship.

Upon successful completion of the master's degree or endorsement program, and successful completion of the special education content area PLACE exam, the candidate must download and complete the appropriate forms from the Colorado Department of Education Web site, http://www.cde.state.co.us/index_home.htm. The student must fax or mail Section D: Institutional Recommendation for Teachers, Principals, and Administrators to the Teacher Education/Professional Program Office (TED/PPO). Once completed by the TED/PPO, the form and an official Adams State transcript will be mailed to you. It is the student's responsibility to send the entire application with all materials to the Department of Education for licensure.

Special Education-Generalist/Literacy, Language & Culture (Restricted)

Academic Core

ED	571	Educational Research	3
ED	549	Educating Diverse Learners	3
ED	550	Curriculum and Assessment	3

Cognate Requirements

ED	547	Technology Applications in the Classroom	1
LLC	520	Language Acquisition	3
ED	523	Literacy Strategies for Diverse Learners	3
SPED	534	Theories of Learning	3
SPED	529	Issues and Characteristics of Special Needs Students	3
SPED	530	Methods of Instruction for Special Needs Students	3
SPED	526	Behavior Management	2
SPED	540	Educational Assessment	3
SPED	541	Educational Assessment Lab	1

Internship

SPED	554-558	Internship (On site, Selected Site or Alternative Site)	8
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Total Program Hours 39

Masters PLUS in Secondary Education

Academic Core

ED	571	Educational Research	3
ED	549	Educating Diverse Learners	3
ED	550	Curriculum and Assessment	3

Cognate Requirements

SPED	529	Issues & Characteristics of Special Needs Students	3
SPED	534	Theories of Learning	3
ED	530	Educational Philosophy & Foundations	3
ED	577	Internship - Secondary (680 hours field experience)	11

Additional Licensure Requirements

ED	416	Classroom Instruction & Management - Secondary/K-12	2
ED	429	Content Area Literacy	2
XXX		Methods of Teaching (content area)	3
ED	436	Field Seminar - Secondary/K-12	1
ED	436L	Field Seminar Lab - Secondary/K-12.....	2
Total Program Hours			39

Division of Library Science

The Nielsen Library provides for the selection, acquisition, cataloging, classification, storage, and retrieval of information published in a variety of print and non-print formats. The Nielsen Library offers an introductory research course teaching students how to effectively use its resources and services for academic work and lifelong learning. Visit the library on the Web at <http://www.library.adams.edu/> .

Nielsen Library Staff

Dianne Machado, Director
Glenda Geu, Systems and Automation Librarian
David Goetzman, Circulation and Cataloging Librarian
Brooke Phillips, Reference and Library Instruction Librarian
Debra West, Interlibrary Loan and Reference Librarian
Mary Walsh, Reference and Government Documents Librarian
Murleen Goodrich, Library Technician
Karen Melgares, Library Technician
Evelyn Rizzi, Library Technician.

Adams State College Extended Studies

Adams State College Extended Studies delivers many of the same high-quality courses and programs offered on campus using the flexibility of distance delivery. Adams State College Extended Studies connects with more than 13,000 students (over 20,000 enrollments) and 1,300 professionals globally to provide quality learning and teaching opportunities. From personal enrichment courses to distance degree programs, Extended Studies offers educational opportunities to fit a wide range of student needs. Students can find course and distance degree information, application and registration forms, and answers to frequently asked questions at Adams State College Extended Studies Web site at <http://exstudies.adams.edu> or by telephone at 800.548.6679 or 719.587.7671.

Services

Extended Studies offers customized education and training courses and services.

Professional Development (<http://exstudies.adams.edu/gradcred.html>)

- Teacher in-service credit
- Educational conference credit
- Customized certificate programs

Independent Study (http://exstudies.adams.edu/ind_study/independ.html)

- More than 75 graduate titles are available (correspondence/print-based and Web-based)

Test Preparation Programs (http://exstudies.adams.edu/test_prep.html)

- GRE, GMAT, LSAT test preparation courses

Certificate Programs (http://exstudies.adams.edu/cert_prog/certificate.html)

- Management information systems certificate, paralegal certificate, and legal studies certificate programs are offered.

Graduate School Deadlines

Applications for financial aid are due six weeks prior to the beginning of the semester.

Unless otherwise noted, all applications should be sent to the Graduate School office.

The HPE and counselor education departments take applications for admission up to two weeks prior to the beginning of the semester.

Fall Semester Deadlines

September 15 Application due for counselor education fall comprehensive exams; **submit to Counselor Education Office**

September 20 Application for spring graduation

October 15 Application due for graduate teacher education fall culminating academic review (CAR); **submit to Graduate Teacher Education Office**

November 01 Application due for HPE fall comprehensive exams; **submit to EPLS Office**

November 15 Application due for spring admission to graduate teacher education

December 01 Application and portfolio due for spring admission to the graduate art program

Spring Semester Deadlines

January 15 Application due for counselor education spring comprehensive exams; **submit to the Counselor Education Office**

February 15 Application due for graduate teacher education spring culminating academic review (CAR); **submit to Graduate Teacher Education Office**

February 20 Application due for summer graduation

March 01 Application due for HPE spring comprehensive exams; **submit to EPLS Office**

April 15 Application due for summer admission to graduate teacher education

May 01 Application and portfolio due for summer and fall admission to graduate art program

Summer Semester Deadlines

May 15 Application due for graduate teacher education summer culminating academic review (CAR); **submit to Graduate Teacher Education Office**

Application due for counselor education summer comprehensive exams; **submit to Counselor Education Office**

July 15 Application due for fall admission to graduate teacher education

August 01 Application due for HPE summer comprehensive exams; **submit to EPLS Office**

Checklist

*Application is not complete until all items have been received by the Graduate School.
Full admission will not be considered until application is complete.*

Art

Completed application form (including form D)
\$25 Non-refundable application fee
Official transcripts from degree granting institution(s).
Two letters of recommendation
Portfolio

Counselor Education

Completed application form (including form C)
\$25 Non-refundable application fee
Official transcripts from degree granting institution(s).
Two letters of recommendation
Autobiography
GRE or MAT scores

Graduate Teacher Education

Completed application form (including form B)
\$25 Non-refundable application fee
Official transcripts from degree granting institution(s).
Two letters of recommendation
Letter of intent
Copy of current Colorado provisional or professional teaching license (except Masters PLUS)

Health and Physical Education

Completed application form
\$25 Non-refundable application fee
Official transcripts from degree granting institution(s).
Two letters of recommendation
Resume
Letter of application

Adams State Student Handbook

The following policies apply to all Adams State College students. While some policies might not have relevance for our off-campus students, most will, and it is important to familiarize yourself with them.

Campus Policies and Regulations

Affirmative Action Policy

Adams State College is committed to an affirmative action policy. The college subscribes to the policy that there is no place in an academic community for discrimination based on race, creed, sexual orientation, or ethnic background. The college will use its influence to discourage such discrimination, whether it be on the campus or in the community. A designated faculty member serves as affirmative action officer and is responsible for coordinating compliance efforts and investigating any complaints concerning discrimination. This responsibility includes institutional compliance with Title IX.

General Campus Policies / Student Rights and Responsibilities

Adams State College expects all students, faculty and staff, to observe national, state, and local laws and to respect the rights and privileges of other individuals. The college expects each individual within the academic community to refrain from behavior that would disrupt the college function of education; cause injury to persons; cause damage or loss of property on the campus; or interfere with the freedom of movement of students, school officials, employees, or guests at facilities of the college. Interference in any manner with the public or private rights of other individuals or conduct that threatens or endangers the health and safety of any person will not be tolerated by the college. The president or designee may summarily suspend any student in violation of these standards, pending a hearing of the case before the college magistrate, when it appears reasonable cause exists to believe the continued presence of the accused student on campus poses a threat to the safety of the student, other persons, or property, or a threat to disrupt college functions or activities.

Students should be aware such misconduct may also subject them to any penalties, which might be prescribed by municipal, state, or federal laws. The imposition of such additional penalties does not constitute double jeopardy, inasmuch as college punishment is not criminal in nature. The Colorado General Assembly passed a trespass and interference law with the education act. Violation is a class-3 misdemeanor (C.R.S. 18-9-109).

Campus Sexual Assault Victim Bill of Rights

This policy is developed and implemented as directed by Section 486(c) of Public Law 102-325, 106 Stat. 448, 621-23(1993) which reauthorizes the Higher Education Act of 1965 and amended the Student Right to Know and Campus Security Act, 20 U.S.C.A. ss1092 (f) (Sup. 1992) (the "Campus Security Act") herein called "Act".

Introduction

Adams State College seeks a safe and healthy environment for all college members and visitors. Therefore, Adams State developed and implemented the following policy in order to (a) set forth definitions; (b) reaffirm a commitment to providing resources and processes for prevention, education, support, reporting, adjudication, protection from retaliation; (c) to identify the range of sanctions. Adams State College will also provide multiple points for collection of information about incidents and a process for dissemination of sexual offense statistics.

Definition

The Act requires statistics on various kinds of crimes, including sex offenses. For purpose of this policy, sex offenses will include forcible (including rape) and non-forcible offenses as defined by the FBI Uniform Crime Reporting Handbook. Statistics are required if these crimes are reported to campus security authorities or local police. A forcible sex offense is "any sexual act directed against another person, forcibly and/or against that person's will; or not forcible or against the person's will where the victim is incapable of giving consent," and includes forcible rape, forcible sodomy, sexual assault with an object and forcible fondling.

Non-forcible sex offenses are acts of "unlawful, non-forcible sexual intercourse," and include incest and statutory rape as defined in C.R.S. 18-3-403 (i) (e). Depending on the circumstance, acquaintance rape (also known as date rape) could be in either category. Campus security authorities include any Adams State College Department of Public Safety officer, any housing resident assistant, housing residence hall director, director of Housing, affirmative action official, or any other non-counseling administrative officer of the institution. Sex offenses may also be reported to local police, sheriff, or Colorado State Patrol.

SEX OFFENSES, CRIMINAL ACTION OR EMERGENCY REPORTING

Any individual (student, employee, or guest) who feels a sex offense has been committed against them is URGED TO IMMEDIATELY REPORT this incident. Likewise, any person having knowledge that a sex offense has been perpetrated against another individual is URGED TO REPORT the incident. THE PRESERVATION OF EVIDENCE THAT AN ALLEGED SEX OFFENSE HAS OCCURRED is very important. Immediate

reporting of an incident, not removing anything from the scene of the crime, not cleaning evidence either on a person or general area are all important when reporting a sex crime. The Adams State College Department of Public Safety is responsible for law enforcement, public safety, security and emergency response. To report a crime or emergency, call 911 from any campus or public telephone. For non-emergency situations, Public Safety may be contacted at 719.587.7901 (7901 on campus). To contact the dispatch call 719.589.5807. Public Safety officers will, upon request, contact resident assistants, residence hall directors, the director of Housing, the dean of Student Affairs or a counselor if you wish to report a crime to non-public safety officials. Alamosa City Police, Colorado State Patrol or the sheriff's department may be contacted by calling dispatch at 719.589.5807. Immediately following the report of a sex crime, a medical examination should be undertaken and specimen samples and other evidence secured for later use.

Complaint Resolution Procedures

1. Informal Procedures - Faculty, staff, and Adams State College should raise the issue of sexual harassment with alleged sexual harassment to the college's affirmative action officer. (Also see: Student Complaint Procedures.) Informal procedures are initiated by an oral complaint and can afford an opportunity to consider alternative methods for resolving the complaint.
2. Formal Procedures - A written complaint alleging sexual harassment may be filed whether or not preceded by an oral complaint. A written complaint cannot be anonymous and must be signed by the complainant.

Exact procedures for filing an oral or written complaint of sexual harassment may be found in the document approved by the Board of Trustees, titled Sexual Harassment Policies for Adams State College. Procedures for appealing such a complaint or a subsequent disciplinary action are included in this document. A copy of Sexual Harassment Policies for Adams State College can be found in the Personnel Handbook in each of the school offices or administrative department head's office as well as the offices of the affirmative action officer, Human Resources, Academic Affairs, and dean of Student Affairs.

Additional Information

Following are some ideas presented by the Colorado Civil Rights Division relative to handling sexual harassment:

1. If you are experiencing sexual harassment, recognize the sexually harassing behavior for what it is. Trust your own feelings about what is occurring, and don't blame yourself. Don't ignore the behavior. That seldom resolves the situation or makes the behavior go away. Instead, the sexually harassing behavior usually becomes more blatant. Don't be silent. Silence can be perceived by the harasser and others that you don't mind the behavior and that you may want that behavior to occur.
2. You have a right and a responsibility to say "no."
 - a. Tell the harasser that his or her behavior (specify what behavior) is not welcome.
 - b. Don't debate with the person about their motives. That person may joke about it, say that you "misunderstood," that "you're overreacting" or that "you can't take a joke."
 - c. Don't feel that you have to justify your right to dislike sexually harassing behaviors. Say things like "I understand what you are saying, and I want you to stop (specify what behavior)." Repeat that phrase until you feel that the person is listening and responding seriously to what you're saying.
 - d. Seek support from friends and co-workers, especially if you don't feel comfortable telling the person. Have one or more of your friends or co-workers present when you tell the person to stop his or her behavior.
 - e. In some cases, more direct action works best. (Be sure you consider your own situation.) You can loudly point out the harasser's behavior to people around you. "Did you see what he or she did? Would you repeat what you just said so that everyone can hear you?"
 - f. Report to your supervisor, or your supervisor's supervisor, if he or she is the harasser, about the sexual harassment situation. Explain what you want the supervisor to do to resolve your complaint. If you feel the supervisor does not take your complaint seriously, go to his or her supervisor and/or contact your affirmative action officer.
 - g. Record. Document all incidents of sexual harassment: when, where, what specifically occurred, witnesses, and your responses. Also, keep any evidence, i.e. letters, notes, pictures, etc.
 - h. Write a letter to the harasser. In the letter include: the specific behavior that occurred and when it occurred; a statement that you want the behavior to stop; a statement that you will take formal action if his or her behavior does not stop. Sign the letter, make a copy for yourself and give the original to the harasser in front of witnesses. Gather documentation that shows the quality of your work, any personal appraisals, and letters from clients, letters of recommendation, samples of your work, etc. If your complaint is not resolved utilizing your employer's informal and formal complaint procedures, contact federal, state, private or non-profit organizations that specialize in assisting sexual harassment victims.

Implementation and Internal Complaint Resolution Procedures

Adams State College is committed to taking measures to deter sexual harassment, including affirmatively raising the issue with students, staff, faculty and administrators, expressing the college's strong disapproval of sexual harassment, informing employees and students of their rights to file and how to file a complaint alleging harassment and, when necessary, enforcing appropriate sanctions against harassers. Adams State will also strive to sensitize the college community to the

problems posed by sexual harassment. For full information about the policy and procedures for filing a complaint, contact the dean of Student Affairs.

Academic and Living Situation

The institution will change the victim's academic and living situation after an alleged sex offense if a change is requested by the victim and is reasonably available and practical.

Disciplinary Action

Once a sex crime is reported, investigated and facts are determined, the following procedures will take place:

1. Due process rights will be guaranteed, i.e., right to face the accuser, right to have counsel present, timely notice, right to be heard, and the right to present witnesses and evidence.
2. A disciplinary hearing will be scheduled by the dean of Student Affairs or college magistrate and instructions regarding the hearing will be presented.
3. Both the accuser and the accused shall be informed of the outcome of the disciplinary proceedings.

Possible Sanctions

Possible sanctions for violation of this policy include but are not limited to the following: suspension or expulsion. Additionally, individual charges may be submitted to the Office of the District Attorney for prosecution under Colorado criminal statutes.

Civil/Criminal Charges

Adams State College reserves the right to submit charges against students in civil and/or criminal court depending upon the severity of the incident. The incident may have taken place on or off campus. Furthermore, the college has the right to also initiate disciplinary action in conjunction with civil and/or criminal charges and may impose penalties beyond those issued by a court if the student is found guilty (by the courts) and it is felt that the offense threatens the college, faculty, administration, students or other college personnel. Examples of such offenses are: rape, robbery, assault, theft, harassment and threats to persons and/or property. Any action taken by the college does not constitute double jeopardy, as defined by Colorado statute.

Code of Conduct

All students share a common and heavy responsibility to maintain a climate suitable to a community of scholars. They have equivalent responsibility with the faculty for study and learning and for conducting themselves with academic integrity in a manner compatible with the college's function as an educational institution. The college has a duty and the corollary disciplinary powers to protect its educational purposes through the regulations of the use of facilities and through the establishment of standards of scholarship and conduct for the students who attend the institution. Disciplinary proceedings should play a role substantially secondary to example, counseling, guidance, and admonition. When the preferred means fail to resolve problems regarding student conduct, proper procedural safeguards should be observed to protect the student from the unfair imposition of serious penalties for violation of college policies. Students violating rules of conduct set forth by the college will be subject to disciplinary action. Expectations of behavior for all students are as follows:

1. All students are expected to practice academic honesty. They must refrain from any form of cheating, plagiarism, or knowingly furnishing false information to the college.
2. All students are expected to refrain from forgery, alteration, or use of any college documents, records, or instruments of identification with intent to defraud or deceive.
3. All students are expected to make only authorized entry to or use of any college facility. College facilities are interpreted to mean buildings, grounds, equipment, or materials.
4. All students are expected to comply with directions of college officials acting in performance of duties and to show identification upon request by a college official.
5. All students are expected to observe federal and state laws relative to narcotic drugs, beer, and liquor.
6. All students are expected to observe rules and regulations set forth in specific college facilities.
7. All students are expected to refrain from impeding freedom of movement of students, school officials, employees, or invited guests to all facilities of the college.
8. All students are expected to refrain from physical abuse or intimidation of any person on college-owned or controlled property or at college-sponsored or supervised functions and to refrain from conduct that threatens or endangers the health or safety of any person.
9. All students are expected to refrain from theft of or damage to college property or the private property of any student, school official, employee, or invited guest when such property is located in college buildings or facilities.
10. All students are expected to refrain from unauthorized possession of firearms, explosives, or other dangerous weapons upon the grounds, or in buildings, or other facilities of the college.
11. All students on college premises or in any building or college facility are expected to refrain from engaging in disorderly, harassing, or indecent conduct that results in a disruption, impairment, or interference of the educational mission, process, procedures, or functions of the college. Such proscribed conduct includes, but is not limited to, the following: coarse or offensive utterances, gestures, or displays; abuse or threats to any other person; unreasonable noise on college premises or in any building or other facility; fighting

with another person; discharging or displaying a firearm on campus; striking, shoving, or kicking a person; directing obscene language or gestures to another person; or performing in a public place or in public view any of the following: (a) an act of sexual intercourse or (b) an act of deviate sexual intercourse or (c) a lewd exposure of the body.

12. While on or near college premises or facilities, all students are expected to refrain from denying lawful freedom of movement, lawful use of college facilities, or the right of lawful entry or exit from the physical facilities of the college to any other student, school official, employee, or invited guest. All students on the college premises or in any building or college facility shall not impede through the use of threat, restraint, abduction, coercion, intimidation, force, or violation any staff or faculty in the lawful performance of official duties, nor any student in the lawful pursuit of educational activities. No student shall willfully refuse or fail to leave the property of or any building or other facility used by the college upon being requested to do so by the president or his designee if such student is committing, threatens to commit, or incites others to commit any act that would disrupt, impair, interfere with, or obstruct the lawful missions, processes, procedures, or functions of the institution.
13. All students are expected to observe college regulations regarding artists, lecturers, films, videotapes, and entertainment media.
14. All students are expected to refrain from any violation of federal, state, and municipal laws and from any other conduct not included above that adversely affects the function of the college and the pursuit of its educational purposes and objectives. All students are expected to refrain from theft, alteration, destruction, illegal utilization, unauthorized entry into, plagiarism, and otherwise misuse of computer software or hardware.

All students should familiarize themselves with and be responsible for all information contained in this catalog as authorized by the Adams State Board of Trustees.

Drug and Alcohol Policy

Adams State College neither encourages nor discourages the use of alcohol, but it does condemn the abuse of alcoholic beverages. All members of the college community are responsible for their own behavior within the context of civil law and college regulations. Those responsible for organizing and overseeing social events must be aware of, and adhere to, all college and civil laws and regulations. The college is committed to educating its constituencies regarding alcohol use and abuse. Efforts are made to ensure an understanding of all civil and college regulations by all concerned. However, individuals must recognize a responsibility to educate themselves, since ignorance of the law is no excuse.

Regulations, Rules and Enforcement:

All of the laws of the State of Colorado will be enforced. Please refer to the State of Colorado Liquor Enforcement Division: Title 12, Article 46, and Colorado Revised Statutes: Title 18, Article 13, Section 122. Enforcement of these statutes will be in accordance to state laws. Special notation: On May 19, 1987, the governor of the State of Colorado signed into law House Bill 1320 concerning the legal drinking age.

Adams State College Policy:

Adams State College will not permit possession or consumption of alcoholic beverages of any kind on campus, with the exception that the president of the college does reserve the right to allow, in accordance with Colorado state law, alcoholic beverages at official functions, if so requested.

1. The following actions constitute violations of the Adams State alcohol policy:
 - a. Visible inebriation in public and/or creating a disturbance after having consumed alcohol;
 - b. Consumption of alcoholic beverages in public, during intercollegiate events, intramural recreation events, or in any area where such consumption is prohibited;
 - c. Use of college funds for the purchase of alcoholic beverages, including 3.2% beer.
2. Students violating regulations will be subject to disciplinary action by Adams State College which may include, but is not limited to, the following: reprimand; probation; suspension; the group or organization being barred from further use of college facilities; other disciplinary action as determined by the dean of Student Affairs; referral for criminal action.
3. All college groups are expected to uphold all regulations. Failure to comply may result in disciplinary and/or criminal action.
4. Non-college personnel, while on the Adams State College campus, are subject to the laws of Colorado, as well as the regulations of the college community. Persons violating any regulations will be asked to leave the campus. If necessary, the Department of Public Safety will be called to deal with violations.
5. All guests of Adams State College students, faculty, and staff are the responsibility of their hosts. Any violation by guests will subject the Adams State College person (host) to disciplinary action, and the guests will be subject to the action stated for non-college persons.
6. Any student or guest participation in an event where alcohol and/or drugs are being used will be disciplined under this policy.
7. Notation of the alcohol violation will be entered into the student's permanent education records.

Alcohol Education Policy/Disciplinary Requirements:

1. Adams State College prohibits the possession, use, or distribution of drugs and/or alcohol by students, employees, and guests on college property without written approval from the Office of the President.
2. Adams State College will impose any legal sanction available under institutional, local, state, or federal law for the possession, use, and/or distribution of illicit drugs and/or alcohol on college property as part of any college sponsored activity. Sanctions may include

warnings, probation, suspension, expulsion, mandatory counseling/education, fines, loss of privileges, loss of employment, or referral for criminal prosecution.

System for Dealing with Violations:

THE DEPARTMENT OF PUBLIC SAFETY-LAW ENFORCEMENT-IS MANDATED TO ENFORCE STATE LAW, AND APPROPRIATE CRIMINAL CHARGES WILL BE FILED WHENEVER A CASE REFERRED TO THE DEPARTMENT IS SUPPORTED BY PROBABLE CAUSE.

Adams State College has a ZERO TOLERANCE when it comes to the use, possession, sale, or distribution of any illegal drugs (this list is not all inclusive): marijuana, cocaine, hashish, heroin, illegitimate use of prescription drugs, anabolic steroids, controlled substances, opiates or derivatives, hallucinogenic substances, etc. Refer to Uniformed Controlled Substances Act of 1992, Article 18, Part 1 through 6 (18-18-401 through 18-18-506). Possession of drug paraphernalia will also constitute a violation of the Adams State College drug policy.

1st offense: Ten hours counseling (minimum) at the student's expense; community services from 20-40 hours; written warning about consequences of second violation; possible referral for criminal action, and entry of violation into the permanent education record.

2nd offense: EXPULSION from Adams State College and forwarding of charges for criminal action; notation of expulsion will be placed on the student's transcript and permanent education record.

Note: If the student refuses to enter the mandatory drug education program as directed by the dean of Student Affairs, the case will be referred to the college magistrate with recommendation for expulsion for failure to comply with an administrative mandate and unwillingness to obtain assistance. Total hours mandated, if not completed during the same semester when imposed due to insufficient days left in the semester, must be completed during the semester immediately following. If sufficient days remain in a semester to complete drug education, but the student does not complete this mandate, the case may be referred to the college magistrate with a recommendation for expulsion for failure to comply with an administrative mandate. Depending upon the severity of the infraction, the dean of Student Affairs may upgrade the sanction to whatever level fits the situation and bypass any lower sanctions described.

Applicable Legal Sanctions (not inclusive): COLORADO REVISED STATUTES PERTAINING TO CRIMINAL LAW: See SECTION 18-18-101 through 18-18-506. CFR Part 36: DRUG-FREE SCHOOLS AND CAMPUSES See Section 12-46-112 through 12-47-130

Off-Campus Events:

All off-campus social events sponsored under the name of Adams State College (clubs, organizations, teams, groups, etc.) must receive approval from the dean of Student Affairs prior to the final planning for such event. The promotion of activities which permit the consumption of alcohol, use or abuse of illegal drugs, or violation of any local, state, or federal law, will not be approved. Sponsors, as noted in the dean of Student Affairs files, must coordinate and participate in the scheduled event.

Electronic Communications Policy

Adams State College permits its employees and students to use college-owned or operated electronic communication facilities for official college business. Except as otherwise provided in paragraph IV of this Policy, the college will not monitor or disclose the content of employees' and students' electronic communications.

I. Policies

1. Permissible Uses of College Electronic Communication Facilities. Except as expressly permitted in paragraph III.B.1 of this policy, college-owned or operated electronic communication facilities are intended and shall be used solely for official college business including employee and student academic pursuits.
2. Prohibited Uses of College Electronic Communication Facilities.
 - a. Personal and Commercial Purposes. College-owned or operated electronic communication facilities shall not be used for personal or commercial purposes. However, occasional use of e-mail, the Internet, and the Web for personal purposes is permitted if it does not entail a direct cost to the college.
The college reserves the right to place additional restrictions on the personal use of its electronic communication facilities if necessary or convenient to conserve network resources for official college purposes.
 - b. Use by Other Persons. Only employees and students may use the college's electronic communication facilities to initiate or receive electronic communications. The college may also authorize guests to use its electronic communication facilities. Guest use must be authorized in writing by the vice president of Administration and/or the director of the library.
3. Other Prohibited Uses. College electronic communications facilities shall not be used to:
 - a. Breach or attempt to breach the security of any electronic communications facility (including the unauthorized or intentionally deceptive use of network privileges, accounts, access codes, identifiers or passwords); access or use any electronic communication facility without authorization; or knowingly intercept, access, disclose, disrupt, damage, or destroy any electronic communication, or any data, software, or hardware without authorization.
 - b. Intentionally disrupt or interfere with others' use of any electronic communication facility (e.g., "spamming" and "mail bombs").
 - c. Send or store confidential information without authorization.
 - d. Infringe copyrights or violate other intellectual property rights and laws.

- e. Threaten, intimidate, harass, or defame others in violation of college policies or state and federal laws.
 - f. Violate any other college policies or state and federal laws now or hereafter adopted.
4. E-Mail: Privacy; Ethics; Threatening, Intimidating, or Harassing E-Mail.
- a. Privacy. Current e-mail technology does not guarantee privacy. E-mail is not like a telephone call or a letter in an envelope. Information about e-mail, including the sender's and recipient's names and addresses, the date, and the content of the communication, is automatically recorded by the computer networks over which it is transmitted and may be backed up and stored for long periods. Many people in addition to the sender and recipient may have authorized or unauthorized access to some or all of this information. For example, if e-mail is improperly addressed or there are problems with routing equipment, a "postmaster" may read the e-mail to try to redirect it correctly. Similarly, breaches of network security may result in unauthorized access to or disclosure of e-mail.

Privacy may be compromised in other ways. E-mail may be delivered to the wrong address as a result of user error or equipment failure. A recipient or recipients may store or print e-mail or forward it to others including widely read mailing lists and newsgroups. Deleting e-mail does not erase the copies that have been made during transmission and network backups. Even after e-mail has been deleted from a server or PC drive, it can sometimes be undeleted using specialized software. Because privacy cannot be guaranteed, it is important to exercise good judgment in drafting and sending e-mail. Do not use e-mail to communicate information that would be embarrassing or damaging to you or others if it were received by the wrong person or made public. Do not use e-mail to communicate confidential information. Be careful, courteous and professional in choosing what to say and how to say it.

These precautions are equally applicable to facsimile communications.

- b. Encryption. Employees and students may encrypt electronic communications only if they furnish the encryption key or software to the college upon request if decryption is necessary to monitor or disclose a communication under paragraph IV of this policy. Any electronic communication that may be a public record within the scope of the Colorado Public Records Act or otherwise subject to monitoring or disclosure under this section IV of this policy must be stored in clear text.
 - c. Ethics and Etiquette. A comprehensive summary of e-mail ethics and etiquette is beyond the scope of this policy. However, please observe the following guidelines:
 - 1. Conserve network resources. Do not send "who are you" messages, general broadcasts, chain letters, or mass mail.
 - 2. Use good judgment in subscribing to mailing lists. Many lists are accessible by other means that use fewer network resources (e.g., though Usenet gateways or Web pages).
 - 3. When subscribing to a mailing list, keep the description of list server commands. Ensure you know how to unsubscribe and do so when you leave the college. If possible, set the list server to "no mail" during vacations and other lengthy absences from the institution. Retrieve and keep the list's FAQ (frequently asked questions) file and comply with its policies and procedures. When sending e-mail to a list, be sure you know the difference between sending mail to an individual subscriber and sending it to the entire list.
 - 4. Return misaddressed e-mail to the sender notifying him or her that the address is incorrect.
 - 5. Don't forward confidential or personal e-mail to other individuals, mailing lists or newsgroups without the original sender's express or implied consent.
 - 6. Remember that e-mail can be sent under forged names and addresses.
 - 7. Don't disclose your password to anyone or allow anyone else to use your account.
 - 8. Do your best to ignore "flame bait" and "flame wars."
 - d. Threatening, Intimidating, or Harassing Communications. Except for automatic scanning by network security software, the college does not screen e-mail and other electronic communications received by employees and students and generally cannot control their content. However, if you receive threatening, intimidating or harassing e-mail or facsimile communications, report the matter to Public Safety. Under some circumstances, the communications may violate the law and/or this and other policies.
- II. Monitoring and Disclosure of the Content of Electronic Communications
- 1. In General. The college will not routinely monitor or disclose the content of electronic communications sent, received, or stored using college-owned or operated electronic communication facilities.
 - 2. Exceptions. As the owner or operator of electronic communication facilities and a public institution of higher education subject to the Colorado Public Records Act, §24-72-101 et seq., C.R.S. (as now and hereafter amended), the college may monitor or disclose the content of employees' and students' electronic communications under the following circumstances:
 - a. A party to the communication consents; or
 - b. The communication is readily accessible to the public (for example, a Web page, e-mail sent to a public mailing list, or a newsgroup post); or
 - c. Monitoring or disclosure of an electronic communication is in the normal course of college employees' employment and is necessarily incident to the maintenance of the college's electronic communication facilities, the rendition of electronic communication services, or the protection of the college's rights or property (examples include but are not limited to routine maintenance, troubleshooting, or investigating an excessive use of network resources that adversely affects performance); or

- d. Monitoring or disclosure of an electronic communication is: (i) based on an individualized suspicion that an employee or student has violated this policy, other college or trustee policies, or state or federal law; and (ii) limited in scope to an investigation of the suspected violation; or
- e. The college is legally obligated to monitor or disclose an electronic communication.
 1. The Colorado Public Records Act defines public records as any "documentary materials, regardless of physical form or characteristics" expressly including "electronic mail messages," that are "maintained or kept by the state or any ... institution ... thereof for use in the exercise of functions required or authorized by law or administrative rule or involving the expenditure of public funds" §24-72-202, C.R.S. Employees are cautioned that electronic communications sent, received, and/or stored using college-owned or operated electronic communication facilities may be public records subject to public inspection and disclosure under §24-72-203 of the Public Records Act!
 2. Warrants, subpoenas, court orders and discovery requests submitted under the Federal or Colorado Rules of Civil Procedure may require the college to monitor or disclose electronic communications.

III. Retention and Archival Storage of Electronic Communications

1. State and College Records Policies. State laws and college record-keeping policies apply to records created or stored in digital format including electronic communications.
2. Employees Are Responsible for Copying Electronic Communications for Storage in Departmental or Office Files.
 - a. Adams State College does not maintain centralized or distributed archives of electronic communications sent or received over its electronic communication facilities. Backups made for maintenance or troubleshooting purposes are erased at regular intervals.
 - b. Individual employees are responsible for making and keeping copies of electronic communications sent or received by them if the communications appear to be:
 1. Public records under the Colorado Public Records Act; and
 2. Appropriate for preservation either as evidence of the organization, functions, policies, decisions, procedures, operations, or other activities of the college or because of the value of the official governmental data they contain.
 - c. Employees should periodically store such copies in departmental or office files for subsequent review followed by either archival storage or destruction in accordance with general college record-keeping policies and the state archives and Public Records Act, §24-80-101 et seq., C.R.S.
 - d. However, e-mail received by employees need not be retained for review and storage "unless the recipient has previously segregated and stored such messages as evidence of the organization, functions, policies, decisions, procedures, operations, or other activities of the government or because of the value of the official governmental data contained therein." §24-80-101 (1) (f), C.R.S. (emphasis added).
3. Copying, Storage, and Inspection.
 - a. Short-term Electronic Storage. Electronic communications may be copied and saved to a workstation's hard drive or to floppy disks. However, because of rapidly evolving technologies, deterioration of storage media, and the risk of deliberate or inadvertent alteration, long-term digital storage is discouraged.
 - b. Long-term Storage. Whenever practicable, electronic communications should be transferred to and stored in more durable formats such as print-outs copied to acid-free paper, microfilm, or other technologies such as CD-ROM.
 - c. Inspection and Copying of Electronic Records. Public records that are kept in digital format shall be made available for public inspection and copying on floppy disks, on-line, and/or as print-outs in accordance with §§24-72-203 (1) (b) & -205, C.R.S. To facilitate compliance with the Public Records Act's very short deadlines for producing public records for inspection and copying, employees, departments, and/or offices shall store digital records using a database or other electronic filing system that permits prompt identification and retrieval of the requested records.

IV. Violations

Violations of this policy may result in disciplinary action up to and including termination or expulsion in accordance with the State Colleges in Colorado Handbook for Professional Personnel, the State Personnel System's rules and procedures, and college policies. In addition, the college reserves the right to delete any electronic communication that violates paragraph III.B of this policy from its electronic communication facilities.

Procedure for Electronic Communication Policy Enforcement

Computing Services will be the initial point of contact for any complaint. Computing Services will immediately refer the following infractions to the appropriate entity:

1. Knowingly attempting to damage Adams State hardware, software, data, or other information technology resources, including but not limited to attempting to crack the security in the system, passing viruses across the network, unauthorized deletion of official files, and/or changing official information such as grades.
2. Using Adams State information technology resources to harass another individual.
3. Using Adams State information technology resources to commit an act that is illegal.

The Appropriate Entities Are:

- Student infraction: submit to the dean of Student Affairs
 - Faculty infraction: submit to the Assistant Provost for Academic Affairs or department head
 - Staff and classified employees' infraction: submit to appropriate vice president and supervisor
- If there is a report of any infraction, the person's account will be suspended while the infraction is researched. If there is an infraction, the account will be locked. If the individual needs an account to perform job or college related activities, another interim account with a separate

identity will be temporarily established. Notation of an infraction will be entered into the respective permanent education (Office of Student Affairs for students) or employment record (Human Resources Office for employees).

The following unauthorized activities will also constitute a violation of the Electronic Communication Policy:

1. Knowingly sending viruses across the network
2. Spamming - sending the same email message to a list of people who have not requested it.
3. Overloading the network with activities that are not in support of academic needs.

Penalties For This Type of Violation Will Include:

First occurrence - the individual will be notified in writing of the incident and a warning will be given. Notation in the permanent file, as noted above, will be entered.

Second occurrence - the account will be suspended and the individual must go to Computing Services, reread the policy, and sign a document stating that they understand the policy and how his/her activities violate the policy.

Third occurrence - will be referred as outlined for infractions as noted above.

Non-Student Policy

Persons on campus who are not students or employees of the college are required to adhere to the established Code of Conduct applicable to students of the college and abide by college policies and regulations while on the campus or grounds of Adams State College. All persons on college property are required, for reasonable causes, to identify themselves upon the request of a college official acting in the performance of duties. The college reserves the right to exclude those persons deemed detrimental to its well being or incompatible with its functions as an educational institution.

Violations of college rules may bring about sanctions, including but not restricted to:

1. Persona non gratis status: An order by the institution to not enter the grounds or buildings of the campus, and/or
2. Restitution for any damages or the property of the college, student, faculty or staff, and/or referral of charges to the Office of the District Attorney or to a court of record.

Obligations of a Student

The attendance of a student at Adams State College is a voluntary entrance into the academic community. By such entrance, the student voluntarily assumes obligations of performance and behavior reasonably imposed by the institution of choice relevant to its lawful missions, processes, and functions. These obligations are generally much higher than those imposed on all citizens by the civil and criminal law. So long as there is no invidious discrimination, no deprivation of due process, no abridgment of a right protected in the circumstances, and no capricious, clearly unreasonable or unlawful action employed, the institution may discipline students to secure compliance with these higher obligations as a teaching method or may sever the student from the academic community.

The discipline of students in the educational community is, all but in the case of irrevocable expulsion, a part of the teaching process. In the case of irrevocable expulsion for misconduct, the process is not punitive or deterrent in the criminal law sense, but the process is, rather, the determination the student is unqualified to continue as a member of the educational community. Even then, the disciplinary process is not equivalent to the criminal law processes of federal and state criminal law.

Penalty for Misconduct

The basic college penalties for infractions of college rules and regulations, once assessed, are made a part of a student's education record. The penalties are embodied in a system of warning, probation (with or without conditions), restitution, temporary suspension, suspension, and expulsion as follows:

1. Disciplinary Warning. Officials of the college responsible for discipline may give warnings for minor infractions in student conduct. These warnings may be given verbally or in writing, with or without a hearing, and are a notice to the student or group of students that continuation or repetition of the misconduct shall be cause for more severe disciplinary action, including dismissal from the college. A student shall be notified in writing of any verbal warning issued. Such warning will become part of the student's education record.
2. Disciplinary Probation. The college staff as appointed by the president of the college, may place a student on disciplinary probation after having a hearing in which fundamental due process is afforded. Disciplinary probation shall be a final period of trial. Students on disciplinary probation who violate policies may be subject to such terms and conditions as the discipline authority imposing it shall designate. A student shall be notified in writing of any disciplinary probation penalty assessed. A disciplinary probation penalty will become a part of the student's education record.
3. Restitution. The college staff as appointed by the president of the college may request restitution as a condition for continued good standing. Such action is appropriate in any case in which the misconduct or violation has caused loss of or damage to property or injury to a person, or in which reparation for a particular act of misconduct may reasonably be made by payment of money or the performance of services. A student will be notified in writing of any restitution penalty assessed. A restitution penalty will become a part of the student's education record.
4. Temporary Suspension. The president or his designee may summarily suspend any student violating college policies, pending a hearing before the college official, when it appears that reasonable cause exists to believe the continued presence of the accused student on campus poses a threat to

the safety of the student, other persons, property, or a threat to disrupt college functions or activities. This temporary suspension shall prevent classroom attendance and participation in all college activities until the time of the official hearing with the magistrate. The magistrate shall give first priority to cases involving temporary suspension, deciding them as expeditiously as possible, consistent with the right of a student to a fair hearing. The preliminary hearing shall be held within five (5) days (Saturdays, Sundays, and holidays excluded) after the student has been notified of the temporary suspension. A student will be notified in writing of any temporary suspension penalty assessed. A temporary suspension penalty will become a part of the student's education record.

In cases where a student is temporarily suspended, and the subsequent official hearing with the magistrate results in a penalty less than temporary or permanent disciplinary suspension, the fact of temporary suspension shall be removed from the student's record.

5. Disciplinary Suspension. The college magistrate, or such member(s) of the college staff as appointed by the president of the college, may suspend a student from college after having a hearing in which fundamental due process is afforded. Disciplinary suspension is normally for a stated period of time, at the end of which a student may apply for re-admission. Disciplinary suspension for an indefinite period may be stipulated, usually with the implication that a student must fulfill certain requirements before re-admission will be considered. Conditions for readmission may be stipulated by the dean of Student Affairs. While under disciplinary suspension, the student is not entitled to attend classes, use college facilities, participate in college activities, or be employed by the college. A student will be notified in writing of any disciplinary suspension penalty assessed. A disciplinary suspension penalty will become part of the student's education record.

6. Expulsion. The college magistrate, or such member(s) of the college staff as appointed by the president of the college, may expel a student from the college after having a hearing in which fundamental due process is afforded. Expulsion is permanent dismissal from the college. A student will be notified in writing of any expulsion penalty assessed. An expulsion penalty will become a part of the student's education record. A student who has been charged with misconduct may exercise the right to withdraw from the college. In such a case, the charge(s) may be dropped and a notation shall be made in the student's academic and education records that disciplinary action was pending and the student is not eligible for re-admission until the expiration of one (1) complete academic year. However, if the alleged misconduct appears so serious as to warrant consideration of expulsion, the student will be advised that the withdrawal will not cause the charge(s) to be dropped and that normal proceedings will be continued. In such cases, the magistrate shall determine the severity of the charges.

Procedures for Hearing

A student whose behavior has been such to require preliminary and official hearing will have his/her rights protected as set forth below:

A. Written Statement

1. A written statement shall be delivered to the accused student charging the violation of the college policy and/or regulation and specifying the conduct involved. The written statement shall be delivered at least one (1) day (Saturdays, Sundays, and holidays excluded) prior to the official hearing.
2. The written statement shall include a date and time for appearance before the appropriate staff member for an official hearing.
3. The written statement shall include a description of the disciplinary sanction(s), which may be imposed upon finding of guilt, i.e. written warning, disciplinary probation (with or without conditions), restitution, temporary suspension, disciplinary suspension and/or expulsion.

B. Official Hearing - Advisement of Rights

1. The accused student shall be asked to appear before appropriate staff for a preliminary hearing. The student has the opportunity to have legal counsel present to advise the student at his/her expense. The college has no obligation to provide legal counsel for the student. In cases where the student is to have legal counsel present, the college may at its discretion also be represented by legal counsel.
2. At the official hearing, the magistrate will advise the accused person of the nature of evidence against him/her, the name(s) of witnesses, possible penalties, rights incident to the hearing, and the time and date set for the official hearing before the magistrate.
3. At the preliminary hearing, the magistrate will notify the accused student that he/she has at least three (3) days but no more than ten (10) days (Saturdays, Sundays, and holidays excluded) to prepare for the official hearing before the magistrate.
4. At such preliminary hearing before the magistrate, the accused student may elect to enter an admission of guilt to charges and specifications or to any lesser violation(s) involved and to waive any further hearing on guilt or innocence.
5. Failure on the part of a student to appear before the magistrate for a preliminary hearing, as directed, constitutes an act of misconduct. Further proceedings will be held regardless of his/her presence.
6. At the preliminary hearing, the magistrate shall inform the student of his/her right to legal counsel, at the student's own expense, and further inform the student that the intention to obtain legal counsel must be made known to the magistrate within 10 days thereafter.

A student may be suspended temporarily from the college by the president, or his designee, during the period of time between the notification of charges and the official hearing. This

temporary suspension shall prevent classroom attendance and participation in all college activities until the time of the official hearing with the magistrate. Such suspension shall take effect immediately, without a hearing, when it appears that reasonable cause exists to believe that the continued presence of the accused student on campus poses a threat to the safety of the student, other persons, property, or a threat to disrupt college functions or activities.

C. Official Hearing

1. At the official hearing, the accused student has the right to present all relevant evidence and to have an opportunity to rebut the evidence presented against him/her. The accused student has the opportunity to be advised by legal counsel at the student's expense. The college has no obligation to provide legal counsel for the student. The legal counsel may speak during the hearing through appropriate staff. If a student is to be advised by legal counsel at the official hearing, the student shall inform the staff, in writing, of the fact of such legal representation no later than forty-eight (48) hours prior to the official hearing. In cases where the student is to be represented by legal counsel, the college, at its discretion, also may be represented by counsel.
2. The accused student has the right to remain silent. The right to remain silent is not to be construed as an admission of guilt.
3. Hearings shall be closed to all except appropriate officials of the college.
4. Minutes of the meeting, including charges and motions, also will be taken. Minutes will include specification of the charges, a summary of the evidence presented by and against the accused student, a determination of guilt or innocence, and the sanction(s), if any, imposed. The magistrate promptly will forward a summarization of the record to the Office of Student Affairs, where it shall be filed in the student's education record. Such copy will not be made a part of the student's official academic record.

Minutes of the proceedings of the hearing will be in summary form only. Details of the proceedings may be taken from the tape recordings if the information is necessary for use by the Board for Student Appeals in the case of an appeal.

5. At the discretion of the magistrate, students charged with violations arising out of the same transaction or occurrence may be tried together, rather than separately. In such combined hearings, the college shall present its case once and, at the same time, against all of the students charged with violations. Movies, tapes, and other real evidence will be played or presented once, and the college officers and witnesses will be called to testify but once to the transaction or occurrence. As each witness called by the college testifies, the witness may be questioned, in turn, by the student respondents or their representatives through the magistrate. Following the presentation of the evidence in behalf of the college, students may present, separately and in turn, their evidence in defense. The magistrate may conduct separate hearings if, in the magistrate's opinion, a combined hearing would result in unfairness to any party. In imposing sanction(s), the college's official will assess the conduct of each student separately and shall impose discipline individually on the students found guilty of violating college regulations.
6. The college's official, acting in the performance of duty, shall have the right to require student, faculty, and staff witnesses to appear at an official hearing. Failure on the part of a witness to appear constitutes an act of misconduct. Notification to a witness to appear at a specific time, date, and place will be in writing. The magistrate does not possess the power to subpoena witnesses nor to place students and witnesses under jeopardy of perjury for false testimony through the administration of a sworn oath. However, witnesses who do testify shall be cautioned concerning the serious nature of the hearing and the obligation and responsibility to give truthful testimony.

The college official may curtail testimony if it does not have a direct bearing on the incident under consideration or if the testimony is unduly repetitious.

If a student disregards a notice to appear before the college official, the hearing will continue, a determination will be made, and sanction(s) imposed if he/she is found guilty.

7. The college official shall not apply technical exclusionary rules of evidence nor entertain technical legal motions, which are not related to a student's right to receive a fair hearing. The magistrate may take into consideration all evidence which the magistrate deems relevant to the matters at issue.

Public Information/Directory Information

Public information or directory information at Adams State College is as follows:

- Student's name
- Telephone number (local or permanent)
- Address (local or permanent)
- E-mail address
- Classification (e.g., freshman, sophomore)
- Enrollment status (e.g., full-time, half-time). Please note that the actual number of hours a student is enrolled in is NOT directory information.
- Date and place of birth
- Major field of study
- Level of education
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance

- Degrees, honors and awards received
- The most recent previous educational agency or institution attended by the student.

This information may be included in appropriate college/campus directories and publications and may be disclosed by designated staff members in response to inquiries concerning individual students, whether the inquiries are in person, in writing, or over the telephone.

If any student does not wish the information to be released, the student must complete and submit a Restriction of Release of Information (confidentiality) Form, obtainable at the One Stop Student Services Center or online at <http://adams.edu/records>. The form must be submitted prior to the end of the first week of class of the appropriate term. Signing of this form will restrict release of all above information and will remain in effect until formally canceled by the student.

Exceptions to the Policy

It is the position of the college that certain data/information maintained in various offices of the college is not subject to the provisions of this policy with regard to inspection, review, challenge, correction or deletion.

1. Statements submitted by parent/guardian or spouse in support of financial aid or residency determination are considered to be confidential between those persons and the college, and are not subject to the provisions of this policy except with the written consent of the persons involved. Such documents are not regarded as part of the student's official record.
2. College employment records of students are not included in this policy.
3. With regard to general health data, only that data/information which is used by the college in making a decision regarding the student's status is subject to review by the student under this policy. Written psychiatric or psychological case notes which form the bases for diagnoses, recommendations, or treatment plans remain privileged information not accessible to the student. Such case notes are not considered to be part of official college records. To ensure the availability of correct and helpful interpretations of any psychological test scores, notes or other evaluative or medical materials, the contents of these files for an individual student may be reviewed by the student only in consultation with a physician or other appropriate professional of the student's choice.
4. Records relating to a continuing or active criminal investigation by the Public Safety Department or records of said office not relating to the student's status with the college are not subject to this policy.
5. With the exception of Adams State College student employees, students are not entitled to see information or records that pertain to another student, parents, or other third parties. A student is entitled to review only that portion of an official record or file that pertains to him or her.
6. The personal files of members of the faculty and staff, which concern students, including private correspondence, grade books, and notes which refer to students, are not regarded as official records of the college. This includes notes intended for the personal use of the faculty and never intended to be official records of the college.

Student Appeals Board

I. Purpose

The purpose of this board is to provide an appellate body to hear student appeals on suspension and/or expulsion decisions made by the college. In addition, the board shall hear any case referred to it by the dean of Student Affairs, or the president of the college. On the basis of the written appeal, the board will decide if the individual circumstances are of such an exceptional or emergency nature as to warrant consideration for exception, or if there has been an abuse of discretionary decisions that would justify a hearing. When an appeal for an exception to a rule, regulation, and/or policy is heard by the board, the board shall not involve itself with determining the validity or invalidity of such rules or regulations.

- A. Term of Membership. All members of the Appeals Board will be appointed by the president of the college. Normally, appointments will be made as of July 1 and end the following year on June 30. The president may, however, make appointments to fill vacancies at any time. Student members will serve for one (1) year. Faculty and administrative members will serve at least three (3) year terms with appointments staggered.
- B. Removal. Any member of the Appeals Board may be removed by the president of the college for just cause.

II. Jurisdiction

- A. General Jurisdiction. The board shall have jurisdiction to hear the appeal of any student or student group on the suspension and/or expulsion decision(s) made by the college magistrate. In addition, the board shall hear any case referred to it by the dean of Student Affairs or the president of the college. The appeal request must be made in writing on the proper forms and filed with the dean of Student Affairs (clerk for the board). The board shall consider the appeal on the record, i.e. tape recording and other evidence used by the magistrate in determining guilt or innocence.

III. Grounds for Appeal

The written grounds for appeal shall describe an action taken by the college, it is alleged, substantially and unjustly injures the right or privileges of the appellant. Such alleged action will be subject to review upon one or more of the following grounds:

- A. Basic Grounds. In any case in which a suspension or expulsion sanction has been imposed by the college's official against conduct in violation of campus policies and/or regulations, an appeal may be based upon the following grounds:
1. A fair hearing has not been afforded the appellant. A fair hearing shall be determined to include notice of the alleged misconduct prior to the time of the hearing before the magistrate, notice of the sanction(s) that may be imposed for the misconduct, the opportunity to be advised by legal counsel, the right to present witnesses, the right to testify in his/her behalf, the right to cross examine witnesses by directing questions to the magistrate, the right to have all relevant evidence presented, and to examine evidence presented, and the right to remain silent.
 2. The sanction or action is unduly severe or disproportionately harsh in comparison to like cases, or under the circumstances of this case, if no like cases exist. (Comparative cases began fall quarter, 1985.)
 3. A finding of policy violation(s) is not supported by substantial evidence.
 4. The sanction imposed is beyond the jurisdiction or authority of the college official.
- B. Review of Appeals Board Decisions. The decision of the board is subject to the approval of the president of the college or his designee. If the president or his designee takes no action on his/her own initiative within five (5) days (Saturdays, Sundays, and holidays excluded) after submission of the board's decision, the decision of the board shall be final, and appropriate action shall be taken by the appropriate administrative office to effectuate the decision.

IV. Procedures

- A. Meetings. Three (3) members of the board must be present to convene a meeting or hearing. In the absence of a regular member, an appropriate replacement must be selected from the appointed alternate members. Meetings shall be called at the discretion of the chairperson of the board within five (5) days after an Application for Appeal has been properly submitted. This board shall meet on three (3) days' notice at the request of the dean of Student Affairs or the president of the college.
- B. Disqualification of Board Members. It is the right of any member of the board to ask for personal disqualification for just cause. The request for personal disqualification must be approved by at least one (1) of the remaining two (2) members of the board. The chairperson shall then select a replacement from the alternate members as appointed by the president of the college. (Student to replace student, faculty to replace faculty, administrator to replace administrator, if possible.)
- C. Rules of Procedure. The hearings shall be directed in accordance with these rules of procedure prepared by the board and approved by the president of the college. Such rules shall follow the fundamentals of basic due process for hearing and resolving student appeals, and they shall include provisions for the following matters:
1. The appellant shall be entitled to an expeditious hearing of the case. The board will meet within five (5) days (Saturdays, Sundays, and holidays excluded) after an Application for Appeal has been properly submitted. The appellant will be notified of the time, date, and place of the appeals hearing and whether or not the appellant's presence is required. The magistrate, the president of the college, or his designee also will be notified of it.
 2. The summarization of the preliminary and the official hearings shall be made available to the board members prior to the appeals hearing.
 3. The board shall consider the appeal on the record, i.e., tape recording of the preliminary hearing and/or official hearing, and other evidence used by the magistrate. The board may require the appellant and appropriate college officials to appear in person before the board. The appeals hearing shall not provide for the calling of witnesses.
 4. The student appellant, if required by the board to attend the appeals hearing, has the opportunity to be advised by legal counsel at the student's expense. If a student is to be advised by legal counsel at the appeals hearing, the student shall inform the clerk for the board in writing of the fact of such legal representation no later than forty-eight (48) hours prior to the appeals hearing. In cases where the student is to be advised by legal counsel, the college may, at its discretion, also be represented by legal counsel.
 5. The appellant, magistrate, the president of the college, or his designee shall be provided, in writing, an explanation of any decision rendered by the board.
- D. Initiation of Appeals. When initiating an appeal, the student or group appealing must adhere to the established procedure. The appeal shall be made on the proper forms and filed with the dean of Student Affairs (clerk for the board). The Application for Appeal shall be submitted within three (3) days (Saturdays, Sundays, and holidays excluded) after the time that the decision being appealed is received.
- E. Closed Hearings. All meetings of the Appeals Board shall be closed meetings, except to appropriate officials of the college. These officials will be selected by the Appeals Board.
- F. Record of Hearings. Minutes of the appeals hearing will be taken by a secretary. Except for summaries of appeals hearings, the records of the proceedings shall be available only to the president of the college, the chairperson of the Board for Student Appeals, the dean of Student Affairs (clerk for the board), and to the student appellant.
- G. Decisions. For all decisions, a simple majority vote shall be required. The chairperson shall have voting privileges. After the necessary information has been presented to the board, the chairperson will recess the hearing, and the board will determine its decision privately. The board will not disclose individual voting positions of its members nor publish dissenting opinions.
- H. Clerk for the Board. Dean of Student Affairs, or his/her appointed designee, will serve as clerk for the board. The responsibilities will include the following:

1. The clerk will have all necessary information and Appeals Applications available for concerned parties.
2. The clerk will keep files of the proceedings of past board hearings and will prepare summaries of the decision of the board, which will be available to concerned parties.
3. The clerk will receive Appeal Applications and see they are complete.
4. The clerk will notify the student, the magistrate, the president of the college, or his/her designee, of the decision of the board immediately upon receiving it from the board.

Parking and Parking Decals

All students are permitted to have a motor vehicle or the use of a motor vehicle on the campus of Adams State College. Any student having a motor vehicle, or the use of a motor vehicle or motor-driven cycle, and wishing to make use of the Adams State College parking facilities, must purchase a parking decal from the Public Safety Department. Such decal will allow the student to park a motor vehicle in designated lots on campus according to the type of decal issued. Parking of vehicles in any space designated for certain persons, departments, visitors, or handicapped people without authorization is not permitted. Parking decals may be purchased from the Public Safety officials at registration or at the Public Safety Office. Copies of traffic regulations and regulations pertaining to motor vehicles are available at the time of registration and also may be obtained from the Public Safety Office. Students who own or operate a motor vehicle on the Adams State campus are responsible for obtaining and abiding by college motor vehicle and parking regulations. This also pertains to vehicles owned or operated by spouses of students. Charges for parking decals can be assessed to the student's fees at any time throughout the semester. The student may also pay the fee at the One Stop cashier, SUB, prior to issuance. Faculty, staff, and students are not considered visitors and may not park in spaces reserved for visitors.

Peaceful Assembly

Adams State College acknowledges the rights and privileges of individual students or groups of students to gather on the college campus for the purpose of peaceful assembly. The college expects the rights and privileges of all persons to be respected at such gatherings. The college expects students engaged in such assemblies on campus will conduct themselves in a manner that will not impair the health, safety, or welfare of any individual, disrupt the normal conduct of college affairs, or damage or destroy property. Peaceful assembly is defined as any purposeful gathering on campus, in or outside of a college building or facility, by two or more students whose conduct is peaceful. Athletic events, convocations, club meetings, and similar activities are included in this definition. Another form of peaceful assembly is the demonstration for the purpose of expressing a position on an issue. It is peaceful so long as it does not interfere with the conduct of the college business or with the rights of other persons, endanger the health, safety, or welfare of people, and does not result in damage or destruction of property. Peaceful assembly includes marches, vigils, sit-ins, protest, and similar meetings or gatherings that do not infringe on the rights of others. Such assembly shall not be conducted in academic or administrative facilities, except by permission from appropriate college officials. Students planning a demonstration are required by the college to give advance notice and register the event in the Office of Student Affairs. Staff in the Office of Student Affairs can frequently assist in arranging a suitable place for the demonstration. Adams State College retains the right of determining a reasonable time, place and manner for all on campus events.

Photo and Videotape Policy

The Adams State College Office of Communications often takes or commissions photos and videotapes of students, faculty and staff, and campus visitors. These images are taken in classrooms and labs, in the library and other study areas, at college events, and elsewhere around campus. Likewise, the Adams State Athletic Department photographs and records athletic events, athletes, and spectators.

Adams State College reserves the right to use these photographs/video clips as a part of its publicity and marketing efforts. Students who enroll at Adams State do so with the understanding these photographs might include them and be used in college publications, both printed and electronic, and for publicity.

Privacy Policy of Adams State College

Adams State College has the responsibility for effectively supervising any access to and/or release of official data/information about its students. Certain items of information about individual students are fundamental to the educational process and must be recorded. This recorded information concerning students must be used only for clearly defined purposes, must be safeguarded and controlled to avoid violations of personal privacy, and must be appropriately disposed of when the jurisdiction for its collection and retention no longer exists. In this regard, the college is committed to protecting to the maximum extent possible the right of privacy of all individuals about whom it holds information, records, and files. Access to and release of such records is restricted to the student concerned, to others with the student's written consent, to officials within the college, to a court of competent jurisdiction and otherwise pursuant to law.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records as follows:

1. The right to inspect and review the student's education records within 45 days of the day the college receives a request for access. Students should submit to the registrar, head of the

academic department, or other appropriate official, written requests that identify the records(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the college discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Adams State College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

Release/Publicity Adams State Information

All publicity and release of information to the public regarding Adams State College, its students and personnel, and activities will be given to the Office of Institutional Advancement for approval and release.

Sales and Solicitations

Policies concerning solicitation on the college campus are as follows:

1. All sales, solicitations, or canvassing within the campus must be approved in advance by the Office of Student Affairs (except the Student Union Building and Housing, which approve their own). This written permission must be carried at all times by salesperson while on campus.
2. Solicitors, salespersons, peddlers, and canvassers are not permitted to operate on a door-to-door basis within the housing units. Visitations to the apartments or rooms of students must be by specific invitation of the student. NOTE: Food may be delivered to a student in the residence halls only if the specific food items have been ordered by the student, and from a licensed purveyor.
3. Solicitation of students or groups for the purpose of selling merchandise or services, or obtaining contributions on campus or off campus by recognized college organizations is subject to authorization. Proceeds from sales must be used toward fulfilling the purposes of the soliciting organization.
4. Requests by student organizations to solicit contributions off campus must be approved by the Office of Student Affairs.
5. Solicitation by individuals or non-college groups is prohibited except through established college sales outlets.

Sexual Harassment Policy

It is Trustee policy to maintain campus environments free from sexual harassment. Sexual harassment is unacceptable conduct, and the State Colleges in Colorado shall take appropriate action against such behavior. (Trustee Handbook)

Definition. Sexual harassment occurs when a person is in a position of authority, or is able to control or affect another person's academic career, grade, job, or emotional well being and subjects another person to unwanted sexual attention (either verbal or physical), coerces her/him into sexual relations, and/or punishes her/him for refusal. Using this definition, sexual harassment could be said to occur when each of the following features is present in a situation:

1. a person with some control over another (like a teacher, a supervisor, or an administrator),
2. who could either help or hurt that person's grade in a class, job or career chances, or emotional well-being,
3. expected, suggested or demanded sexual favors or sexual compliance,

4. when those expectations, suggestions, or demands were unwanted,
 5. but when it was felt that by not complying one might receive unfavorable treatment from that person.
- Barriers to the recognition and prevention of sexual harassment include:
1. Silence by the victim or recipient. The harasser often views this as acceptance.
 2. The view that a change in dress and behavior of the victim would prevent sexual harassment. Dress and behavior, attractiveness, age or marital status are not factors in determining who will be a victim. Sexual harassment is a power play and works only if the victim is vulnerable.
 3. Fear of retaliation. Both state and federal guidelines protect the rights of a person to raise the issue of sexual harassment and to file a formal charge of discrimination if the rising of that issue has an adverse impact on their job or other civil rights.

Smoking Policy

By executive order of the governor of the State of Colorado, the smoking of cigarettes, cigars, or pipes is not permitted in any state building. Housing may identify selected residence spaces where smoking may be permitted. Willful violation of this executive order may subject the violator to corrective and/or disciplinary action.

Student Publications and Communications

Student publications and communications posted on campus must be approved and stamped by the Office of Student Affairs. Publications distributed on campus shall bear the name of the publisher, editor, or sponsoring organization and shall not claim to represent the college or bear the name and/or logo of the college without the approval of the Office of Communications. Student publications shall provide sufficient editorial freedom to maintain their integrity of purpose as vehicles for free inquiry and free expression in an academic community. At the same time, freedom from censorship and editorial freedom entails responsibilities as reflected in the canons of responsible journalism such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and harassment and innuendo. Safeguards for editorial freedom and prescribed procedures for student publications are stated in the Adams State College Communications Board By-Laws and the Communications Board Fair Process Policy. These materials are available from the chairman of the Communications Board. Members of the academic community are responsible for the information published. Newsletters, brochures, flyers, and other printed material which are distributed under the auspices of Adams State College should reflect standards of professional and educational conduct and scholarship which provide an environment conducive to the fulfillment of the mission and goals of the college and one which helps to maintain a climate suitable to a community of scholarship. Such material must be approved by the Office of Student Affairs prior to printing and distribution.

Public Broadcasting

Radio, television, and other forms of public broadcasting shall be in accordance with written policies and regulations of governing state and federal agencies and in accordance with policy as set forth by the Adams State College Communications Board.

Terms of Enrollment or Required Withdrawal

Race, color, sex, religious creed, national origin, age, handicap or political beliefs shall not be a factor in the determination of admission of persons to the college or in the determination of eligibility of persons for any of the college's academic programs, recognized or sponsored activities, employment, housing, or any other benefits. Enrollment in the college or in any other college program, organization, or activity is deemed to be the choice of any qualified student who assumes the responsibility for meeting the requirements involved for continued participation. Termination of continued enrollment may take the following forms:

1. Academic suspension for failure to maintain minimum academic standards.
2. Disciplinary suspensions or expulsion for violation of college regulations (initiated by appropriate college official(s) as appointed by the president of the college). A student may request a hearing before the Board for Student Appeals regarding a disciplinary suspension or expulsion decision.
3. Cancellation of registration when admission is found to have been based upon incomplete or false information provided by a student (initiated by the Office of the Dean of Student Affairs in conjunction with the Admissions Office and the Records Office).
4. Cancellation of registration or denial of registration when a student fails to meet financial obligations to the college (initiated by the Office of Business Affairs in conjunction with the Records Office).
5. Denial of re-enrollment, diplomas, and transcripts to a student for failure to fulfill all college obligations (initiated by appropriate college official(s): Any student who has an unpaid financial obligation (of any nature) to the college or who has any other unresolved obligations or requirements may not be allowed to register for classes, graduate, or receive an academic transcript of credits. Such action shall not preclude the college from pursuing any other lawful means to obtain satisfaction of the obligation.
6. Suspension for being in such condition of physical or mental illness as may be considered inimical to the student, to the welfare of other members of the college, or which makes continuance incompatible with the objectives of the college as an institution (initiated by the Office of the president of the college or his designee in conjunction with the Office of the Dean of Student Affairs).

7. Imposition of sanctions of lesser severity when determined to be appropriate and considered to be effective in implementing the goals and functions of the college (initiated by the college official(s) responsible for discipline). Required withdrawal or denial of registration may be imposed at any time during a semester or prior to registration for any semester. Denial of re-admission following suspension, required withdrawal, or denial of registration may be enforced permanently or for a specific period of time. The Admissions and Readmission Review Committee may make specific stipulations or conditions as part of re-admission.

Traffic Enforcement

Vehicles found in violation of the Adams State College Traffic Regulations will be issued violation notices, with the amount of fines issued as listed in the Traffic Rules and Regulations. If the noted fine is not paid within a ten (10) day period from the date of issue, there will be a delinquent fee added to the total. If these amounts are not paid within thirty (30) days from the date of issue, these outstanding fees plus an additional administrative fee will be assessed to the student's account at the Business Office. If the student has graduated, the student's transcript may be held until the penalty is paid. Individual citations may be reviewed for validity by the director of Public Safety and voided upon reasonable grounds.

Academic Dishonesty

Adams State College, to preserve academic integrity, does not tolerate academic dishonesty (misconduct). Academic dishonesty is considered a serious offense, and any student found in violation may face reprimand, a lowered or failing grade(s), and/or probation or suspension from the course, academic major, or college. Every student is required to practice and adhere to the principle of ACADEMIC INTEGRITY while undertaking studies at Adams State College. Academic dishonesty is regarded as an offense, which is disciplinary in nature although its control is essential to the academic enterprise. The list that follows includes examples, although not all-inclusive, of academic dishonesty:

- Copying from another student's exam
- Purchase of term papers turned in as one's own
- "Padding" items on a bibliography
- Feigned illness to avoid an exam
- Submission of same term paper to another class without permission
- Study of a copy of an exam prior to taking make-up exam
- Providing another student answers during an exam
- Use of notes or book during the exam when prohibited
- Turning in a "dry lab" without doing the experiment
- Sabotage of someone else's work (on disk, in lab, etc.)
- Collaboration on homework or take-home exams when instruction called for independent work
- Providing test questions to student(s) in another section of the class
- Sharing of answers during an exam by using a system of signals
- Plagiarism: appropriating or passing off as one's work the writings, ideas, etc. of another, i.e.: copying without giving credit due, forgery, literary theft, and expropriation of some other's work
- Writing of term paper(s) for another student
- Alteration or forging of official college document
- Submission of tutor or other resource work assignments as one's own
- Violation of copyright(s)
- Cheating on exams, papers, assignments, etc.

Normally, cases of academic dishonesty will be handled by the instructor, who may at his or her discretion, assign a grade of F for the course, test, paper, or other assignment involved for the course. Grades assigned by an instructor are academic, not disciplinary, in nature. A student wishing to appeal a grade assignment should follow the grade appeals procedure.

Academic Integrity

In the event an instructor discovers that a student has intentionally violated the academic integrity provision of the Adams State general catalog, the instructor may assign a failing grade for the assignment or course. If a failing grade is assigned, the instructor will provide supporting documentation to the associate provost for Academic Affairs. The associate provost will create a confidential file concerning the matter. In the unfortunate event that a student has violated the academic integrity policy on more than one occasion, the file will reflect all additional episodes. The associate provost may determine that action is warranted beyond the instructor level.

Academic Policies

Faculty in the classroom and in conference should encourage relevant discussion, inquiry, and expression. Further, faculty should share such information with the class as projected times for exams, nature of assignments, the basic resources to be used, etc. Specifically, faculty shall meet classes as scheduled, maintain office hours, present instruction, discharge advisement responsibilities, and keep appropriate records. Faculty shall provide students, in writing, with

course requirements and grading criteria in all classes. Student performance should be evaluated on an academic basis, not on opinions or conduct unrelated to academic matters.

1. Students shall be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they shall be responsible for learning the content of any course of study for which they are enrolled.
2. Students shall have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they shall be responsible for maintaining standards of academic performance established for each course in which they are enrolled.
3. Students have a right to expect a competent and conscientious effort from faculty, including a statement at the outset of the class of purpose and scope of the course and expectations of student performance. Additionally, students have the right to expect professors to attend classes on time and to offer competent instruction. Correspondingly, faculty members have the right and responsibility to fail students who do not satisfy the obligations of the course.
4. Students have obligations, as well as rights, in the classroom. Students do not have the right to impinge on the faculty's freedom to teach or the right of other students to learn. Faculty shall establish reasonable standards of conduct for each class, which should be made known at the outset of the class.
5. Students are to be reminded that faculty also have rights; that among these are the right to impose penalties for disruptive conduct which could contribute to the negation of the academic atmosphere of the class. These penalties might include dismissal from the class, and through the orderly procedure of consultation with the department chair of the appropriate school, a recommendation that the student should not take more of the instructor's classes.
6. It is the responsibility of the student to assure that he or she is aware of appropriate courses for the majors, minors, and concentrations as stipulated in the general catalog. Further, it is the student's responsibility to clear with the academic advisor and with the Records Office periodically to assure that his/her program is being pursued acceptably.

Academic Standing/Probation

In general, academic good standing means a student has earned a number of quality points double the number of semester hours attempted. Students are placed on academic probation if their Adams State College GPA falls below a 2.0 after attempting 12 credits. Students remain on probation until they either 1) attain a 2.0 overall GPA or 2) have completed 36 credit hours at Adams State with a cumulative GPA of below 2.0, at which time they will be placed on academic suspension for one semester.

Academic Suspension

Students whose cumulative GPA is below 2.0 after attempting 36 Adams State College semester hours will be suspended from further academic study for a period of one regular semester. Following the one-semester suspension, students may resume their studies on probationary status, with their academic progress monitored each semester until they achieve a cumulative GPA of 2.0 or higher. Students readmitted following a semester of suspension may be suspended again if they earn a term grade point

COURSE DESCRIPTIONS

ART COURSES

AR 501 - Theory and Criticism

Credit Hours: 3.00

Critical analysis of a selected issue applicable to the candidate's major discipline. Controversial historical or contemporary topics must be documented with written research supporting the candidate's chosen positions and submitted to their major advisors.

AR 502 - Special Projects

Credit Hours: 3.00

Exploratory research project applied to a technical process or problem supervised by the major advisor. Findings from research will be documented by the candidates and submitted to their major advisors.

AR 503 - Research Methods for the Visual Arts

Credit Hours: 3.00

An interdisciplinary study of methods, analyses, and critiques used by visual artists to research issues within and across a range of topics in the visual arts.

AR 508 - Drawing

Credit Hours: 3.00

Experimentation with various drawing media with emphasis on eventual development of individual expression. Course may be repeated for a maximum of 15 semester hours.

AR 520 - Painting

Credit Hours: 3.00

Study of painting problems with emphasis on perceptual and conceptual awareness and personal development of technical abilities with painting media. Course may be repeated for a maximum of 15 semester hours.

AR 530 - Open Media

Credit Hours: 3.00

An advanced level course which combines two or more art media in developing two- and three-dimensional artworks. Emphasis on aesthetic, expressive, and conceptual use of materials and imagery. Course may be repeated to a maximum of 15 semester hours.

AR 550 - Sculpture

Credit Hours: 3.00

A study of three-dimensional form and space with emphasis on creative imagination and investigation of contemporary ideas and materials. Course may be repeated for a maximum of 15 semester hours.

AR 560 - Printmaking

Credit Hours: 3.00

Emphasis on individual concepts related to intaglio, relief, lithography, and stencil processes. Course may be repeated for a maximum of 15 semester hours.

AR 565 - Metalsmithing

Credit Hours: 3.00

In-depth research and development of individual design concepts in metal manipulation, and stressing form and function. Course may be repeated for a maximum of 15 semester hours.

AR 570 - Ceramics

Credit Hours: 3.00

Individual research in ceramic forms related to the development of the aesthetic and expressive qualities of clay. Course may be repeated for maximum of 15 semester hours.

AR 579 - Topics in Art

Credit Hours: 1.00 TO 6.00

Offered periodically to meet student special interests in the field.

AR 585 - Photography

Credit Hours: 3.00

Studies in the craft of photography with emphasis on development of individual expression. Course may be repeated for a maximum of 15 credit hours.

AR 592 - Workshop

Credit Hours: 1.00 TO 6.00

Short courses offered on an intermittent basis to meet the needs of special constituents.

AR 598 - Thesis

Credit Hours: 6.00

The thesis may be either written research or creative work in one of the major disciplines. Creative work must be accompanied by a descriptive paper and must be defended during the student's final semester. A graduate exhibition of a creative thesis will be required.

AR 599 - Individual Studies

Credit Hours: 1.00 TO 6.00

Provides opportunity for individual research/study into problems of special interest in the field. By faculty permission and approval of the department chair.
Prerequisites:

BUSINESS

BUS 507 - Issues in Accounting

Credit Hours: 2.00

Pre-Requisites: BUS 207 Minimum Grade: D AND BUS 208 Minimum Grade: D

Focuses on three areas: the basic theory of accounting related to financial statements; analysis techniques that might be utilized in the more difficult areas of accounting; and a variety of exam approaches that match the student's learning style.

BUS 508 - Issues in Data Processing

Credit Hours: 2.00

Data is a vital resource that must be managed and maintained. Information systems require an extensive commitment of manpower and monetary resources and can yield substantial payoffs in terms of increased productivity for the individual business firm and the economy in general. Will explore the current state of this technology and incorporate extensive hands-on exercises in commercial-grade business applications software on 8086, 80286, and 80386 network PCs.

BUS 509 - Issues in Office Environment

Credit Hours: 2.00

Pre-Requisites: BUS 370 Minimum Grade: D

Workshop to update the learning activities taking place in clerical and administrative assistance classes. Computer-related competencies will be developed in the areas of document distribution, records management, and office management. The administrative assistant areas of coordinating activities and information processing will also be covered.

BUS 510 - Issues in Management

Credit Hours: 2.00

Topics covered include the functions of management, options for legal organization, business law, basic economic theory, business ethics, computer software applications, leadership styles, motivational concepts, and an overview of career opportunities in management. A paper will be required on a topic of interest to the student in relation to the management field.

BUS 511 - Issues in Marketing

Credit Hours: 2.00

Pre-Requisites: BUS 304 Minimum Grade: D

To update the learning activities taking place in marketing. Topics will include the target market, current issues in advertising and consumer behavior, and issues in market research.

BUS 579 - Special Topics

Credit Hours: 1.00 TO 3.00

Offered periodically to meet student special interests in the field.

BUS 592 - Workshops

Credit Hours: 1.00 TO 3.00

Short courses offered on an intermittent basis to meet the needs of special constituents.

BUS 599 - Individual Studies

Credit Hours: 1.00 TO 3.00

Provides opportunity for individual research/study into problems of special interest in the field. By faculty permission and approval of the department chair.

COUNSELOR EDUCATION

COUN 503 - Introduction to Research

Credit Hours: 3.00

An introductory course for master's students of various disciplines. Participants will develop an

understanding and importance of research in one's content area; overview basic elements of quantitative, qualitative and action research methods; enhance skills to evaluate and critique research and literature in one's content area; and gain an appreciation for conducting research.

COUN 508 - School Law for Counselors

Credit Hours: 3.00

This course will examine the range of topics associated with counseling in the public and private schools. Topics include laws and cases related to the governance and role of federal and state governments with regard to confidentiality, topics and activities pertaining to the implementation of comprehensive guidance and counseling programs, parent and student rights, discrimination and rights of the disabled, student discipline issues, and other topics influencing the profession of school counseling. Liability, common law, statutory law, and current cases and trends will be investigated.

COUN 511 - Transpersonal Psychology

Credit Hours: 3.00

"Most people live, whether physically, intellectually or morally, in a very restricted circle of their potential being. They make use of a very small portion of their possible consciousness...We all have reservoirs of life to draw upon of which we do not dream." (William James).

This course will attempt to tap into this reservoir, to journey into the depth of consciousness of the human being. Essentially, transpersonal psychology is an approach to psychology, psychotherapy, and personal growth which integrates psychology and spirituality. The focus of transpersonal psychology goes beyond behaviorism, psychoanalysis, cognitive psychology, and humanistic psychology.

COUN 513 - Deaf Studies

Credit Hours: 3.00

The focus of this course is to establish an awareness of the deaf community, its culture in relationship to our multicultural society, and its history. Students will be able to incorporate this awareness when interacting with the deaf. Knowledge of American Sign Language is not required.

COUN 514 - Communication Issue with Deaf Children

Credit Hours: 3.00

The focus of this course is on communication issues with deaf children. Students will acquire basic signing skills. Students will also learn how deaf culture affects communication. Students also will gain an understanding of how deaf culture relates to our multicultural society. Effective ways to interact with deaf children will be emphasized. Knowledge of American Sign Language is not required.

COUN 515 - Multicultural Issues in a Pluralistic Society

Credit Hours: 3.00

This course provides a systematic analysis of the forces, which shape the behavior of minorities including traditional and nontraditional views and issues. Emphasis will be upon the various societal factors such as cultural norms, attitudes, beliefs, values, traditions, customs and socioeconomic status impacting individuals and groups.

COUN 517 - Life Span Development

Credit Hours: 3.00

This course is designed to provide an understanding of major influences on the different periods of human development. Presentation of various developmental theories will enable the student to understand the stages of the developmental process that include conception, childhood, adolescence, adulthood, aging process, and death and dying. Students will develop an appreciation and awareness of the complexity of human growth and development.

COUN 524 - Philosophies & Theories of Counseling

Credit Hours: 3.00

This course is designed to present the major schools of thought influencing the practice of counseling. The relationship of philosophy, theory, and practice will be a primary focus. Within the context of this relationship, students will conceptualize their belief system, theory and practice of counseling. At the conclusion of this course, students will have an understanding of the historical foundations of counseling, the contextual and multicultural aspects of counseling theory and the beginnings of their own personal foundation of counseling.

Corequisites: COUN 536

COUN 527 - Group Counseling

Credit Hours: 3.00

This course provides students with an understanding of the major group counseling theories, dynamics, leadership styles, group counseling methods, and skills. Students will be a member of a growth group and co-lead a group as part of the course requirements.

Prerequisites: COUN 524 AND COUN 536

COUN 528 - Career Development

Credit Hours: 3.00

This course is designed to help students gain insight and understanding into the career planning process. Key career development theories will be examined and applied. The counseling process, the world of work, and career information resources (including computerized career assessment) will be examined in relation to career interventions.

COUN 530 - Family Therapy

Credit Hours: 3.00

Designed to provide the counseling student the theoretical background and therapeutic skills necessary for intervention in dysfunctional families.

COUN 536 - Pre-Practicum

Credit Hours: 3.00

An introductory helping relationship course exposing the student to the counseling profession. Students will involve themselves in personal growth, increase their awareness, learn professional behavior, and be given a general orientation to the counseling field.

Corequisites: COUN 524

COUN 537 - Practicum

Credit Hours: 3.00

Provides students with the opportunity to apply counseling techniques and skills in a supervised setting. Students will participate in the counseling process, refine techniques, and further enhance therapeutic development.

Prerequisites: COUN 524, COUN 536, AND COUN 550

COUN 540 - School Counselors in Learning Environments

Credit Hours: 3.00

Provides an introduction to school counseling, including historical perspectives, theory, practice, employment

settings, credentialing, legislation, research, and ethical considerations.

Prerequisites: COUN 536

COUN 541 - School Counsel Paradigms & Practices

Credit Hours: 3.00

This course is an in-depth overview of school counseling paradigms and current practices.

Participants will review paradigms and practices in school counseling, both theoretically and experientially, while developing their own model of school counseling. Students must have access to a school through practicum, internship, or another arrangement and the technology, or access to technology, needed for course participation.

Prerequisites: COUN 536 AND COUN 540

COUN 542 - Diagnosis & Psychopathology

Credit Hours: 3.00

The evolution of the DSM, its organization, and use will be explored. Students will develop an understanding of the process of diagnosis and the classification of mental disorders. Skills in intake procedures and interviewing will be practiced. The etiology and treatment of psychological disorders will be reviewed.

Prerequisites: COUN 524, COUN 536, AND COUN 537

COUN 546 - Assessment in Counseling

Credit Hours: 3.00

This course provides students with an understanding of individual and group approaches to assessment and evaluation. Students will learn about the various forms of assessment and appraisal used in counseling. Students will participate by taking assessment instruments, analyzing results of instruments, conducting intakes, and reviewing relevant websites. Additionally, students will explore multicultural and diversity issues, ethical and legal issues, and psychometric statistics, reliability, and validity in relation to evaluation and assessment.

COUN 547 - Solution-Focused Counseling

Credit Hours: 3.00

This course will present a way to conceptualize and practice counseling that is time sensitive, informed by outcome, client directed and focuses on the strengths of the client. A fundamental aspect of this approach is that client and counselor are co-constructors of the solutions to the client's problem. The philosophical and theoretical underpinnings of solution-focused counseling will be discussed. Students will learn a step-by-step model for implementing this theory. Students will continually have opportunities to practice the concept as presented.

Pre-Requisites: COUN 524 AND COUN 536

COUN 549 - Addictive Disorders

Credit Hours: 3.00

The purpose of this course is to expose students to the diversity and complexity of the theories related to addiction and to the most current research regarding what is working in the addiction treatment field. Focus will be on the relationship of addiction theory to both intervention and

prevention. Of equal importance, this course is designed to provide a stimulus for students to challenge their personal attitudes and beliefs regarding addictions. Addictions and its relationship to multicultural issues, gender, age and oppressions will be some of the areas explored.

COUN 550 - Ethics/Professional Issues

Credit Hours: 3.00

Focuses on the ethical standards that govern the counseling profession. Current legislation and court decisions affecting professional behavior are examined. Particular emphasis is placed on the individual counselor's development of a professional identity within legal and ethical parameters.

Prerequisites: COUN 524 AND COUN 536

COUN 555 - Community Counseling

Credit Hours: 3.00

Focuses on issues in community/agency counseling, including professionalism, roles, and responsibilities, leadership, and management issues. The role, responsibilities, and functions of the community mental health counselor will be discussed, showing the interrelatedness of community mental health counseling and other helping professions (i.e., hospitals, law enforcement, social services, etc.). In addition, the theoretical and historical framework within which the community mental health counselor has functioned in the present, past, and future will be presented.

Prerequisites: COUN 524, COUN 536, AND COUN 537

COUN 579 - Special Topics

Credit Hours: 0.50 TO 6.00

Offered periodically to meet student special interests in the field.

COUN 585 - Internship I - Community

Credit Hours: 3.00

This course is the first of two courses in which students will complete hours towards the internship experience. Students will utilize knowledge and skills gained in coursework in a counseling setting. Students will receive supervision, increase knowledge of the profession, increase skill base, and continue the process of self-exploration and self-awareness. During both internship experiences, students must complete a total of 600 hours in an appropriate setting, of which 240 must be in direct service. In Internship I, coursework will focus on working with children and adolescents, psychopharmacology, and other current issues.

Prerequisites: COUN 524, COUN 536, AND COUN 537

COUN 586 - Internship I - School

Credit Hours: 3.00

This course is the first of two courses in which students will complete hours towards the internship experience. Students will utilize knowledge and skills gained in coursework in a counseling setting. Students will receive supervision, increase knowledge of the profession, increase skill base, and continue the process of self-exploration and self-awareness. During both internship experiences, students must complete a total of 600 hours in an appropriate setting, of which 240 must be in direct service. In Internship I, coursework will focus on working with children and adolescents, psychopharmacology, and other current issues.

Prerequisites: COUN 524, COUN 536, AND COUN 537 AND COUN 540

COUN 592 - Workshops

Credit Hours: 0.50 TO 3.00

Short courses offered on an intermittent basis to meet the needs of special constituents.

COUN 593 - Internship Special - School

Credit Hours: 3.00 TO 6.00

This internship is designed to provide the student with field work experiences in school counseling. Instructor approval is required for registration.

Prerequisites: COUN 524, COUN 536, AND COUN 537

COUN 594 - Internship Special - Community

Credit Hours: 3.00 TO 6.00

This internship is designed to provide the student with field work experiences in community counseling. Instructor approval is required for registration.

Prerequisites: COUN 524, COUN 536, AND COUN 537

COUN 595 - Internship II - Community

Credit Hours: 3.00 OR 6.00

A continuation of Internship I, students will complete their on-site experience, expand their acquired skills, and receive further supervision.

Prerequisites: COUN 585

COUN 596 - Internship II - School

Credit Hours: 3.00 OR 6.00

A continuation of Internship I, students will complete their on-site experience, expand their acquired skills, and receive further supervision.

Prerequisites: COUN 586

COUN 597 - Internship III - Community

This course provides students with actual clients. Students will enhance and expand skills developed in Practicum, and Internship I & II, as well as develop additional skills. The focus of this course will be on further developing skills needed to be an effective community counselor and to complete the 600-hour internship requirement. Instructor approval is required.

Prerequisites: COUN 585 AND COUN 595

COUN 598 - Internship III - School

This course provides students with actual clients. Students will enhance and expand skills developed in Practicum, and Internship I & II, as well as develop additional skills. The focus of this course will be on further developing skills needed to be an effective community counselor and to complete the 600-hour internship requirement. Instructor approval is required.

Prerequisites: COUN 586 AND COUN 596

COUN 599 - Independent Study

Credit Hours: 1.00 TO 6.00

Provides opportunity for individual research/study into problems of special interest in the field. By faculty permission and approval of the department chair.

GRADUATE TEACHER EDUCATION

EDUCATION

ED 508 - School Law

Credit Hours: 3.00

This course will provide an opportunity for teachers and administrative candidates to enhance their knowledge of educational legal issues through the study of case law. The principles of common law, the features of statutory law, and the relationships of courts to schools, plus other legal issues in education will be discussed. Current trends in legal issues will be included. Major topics include student rights, teacher rights, church and state, special education, torts, due process, and student records.

ED 509 - School Finance

Credit Hours: 3.00

The current funding formula for public schools will be examined. Participants will identify and analyze major sources of fiscal and non-fiscal resources for schools and school districts. Principles and issues relating to fiscal operations of school management will be studied in relation to equity, efficiency and the involvement of the school community.

ED 510 - Advanced Micro Computer Apps

Credit Hours: 3.00

A course for pre-service and in-service teachers as well as other professionals. The focus is on advanced computer literacy and specialized application of microcomputers in educational settings. Introduction to microcomputer hardware, CAI, and other applications relevant to educational use. Additional microcomputer lab time is required.

ED 517 - Public Relations for School Personnel

Credit Hours: 3.00

As public education administrators face increasing political pressures, both locally and at the national level, to conform to divergent views of education, and an administrator's ability to maintain an active public relations effort will become increasingly important. The course will examine four essential components of an effective public relations program: understanding the public the school serves, developing links to special publics, the communication tools available to administrators and how to use them, and how to evaluate a public relations program.

ED 521 - Foundations of Literacy

Credit Hours: 3.00

This course provides K-12 classroom teachers with basic knowledge of a balanced literacy and content area literacy approach to instruction. This course will build upon and expand the teacher's knowledge of learning theory, methods and materials for developing literacy, historical and current trends in literacy instruction and also provide a research base for classroom organization and selection and management of instructional resources.

ED 522 - Diagnosis & Assessment of Literacy

Credit Hours: 3.00

This course is designed to aid K-12 teachers in developing both knowledge and proficiency in diagnostic reading techniques and also in planning and delivering instructional programs for developmental readers, struggling readers and proficient readers. The course focuses on applying research based assessment models and strategies in both elementary classrooms and secondary content area instruction.

ED 523 - Literacy Strategies for Diverse Learners

Credit Hours: 3.00

This course is designed to assist teachers in the mainstream classroom in improving literacy learning for all students, especially those who are now least served. Course content will include the practical application of theory to literacy instruction in classrooms of the 21st century. These cultural, racial, ethnic, gender, religious, socioeconomic, and learning diversities found in classrooms will be explored relative to the real and perceived role that those differences have on students' literacy learning. The course will focus on developing teachers' ability to effectively meet the literacy needs of English language learners, special education students, and gifted student in the mainstream classrooms.

ED 524 - Literacy in Content Areas

Credit Hours: 3.00

This course explores the need for all teachers to share the responsibility for K-12 students' reading and writing ability by emphasizing literacy instruction in the content areas. This course will highlight methods for incorporating reading and writing across the curriculum with a focus on building background for reading, study skills, uses of technology in content instruction, questioning and discussion, vocabulary, study strategies, integrating literature across the curriculum and dealing with special needs students.

ED 526 - Readers Writers Workshop

Credit Hours: 1.00

This course is designed to provide teachers with the tools and knowledge to develop a plan for implementing Readers Writers Workshop in their classroom. Teachers will learn how to plan, facilitate, manage, and assess both reading and writing workshops in the classroom. Reading and transacting with texts and writing using the process approach will be the main focus.

ED 527 - Internship in Literacy

Credit Hours: 4.00

Each candidate for the endorsement in literacy is required to complete an internship in a classroom at the appropriate level (elementary, secondary, or K-12) depending on the candidate's license. Practice experiences may include the following instruction settings or a combination of the following: Self contained classroom setting, reading or early literacy classes, secondary reading classes, summer school or migrant school, tutoring student in reading, curriculum development activities, assessment or diagnostic activities related to literacy, peer coaching/seminar sessions, other as approved.

ED 530 - Educational Philosophy & Foundations

Credit Hours: 3.00

This course offers a study of the principles, purpose, and goals of education. Philosophical perspectives on the role of education from the ancient to contemporary times will be presented. The focus is on the practical application of philosophy to classroom teaching. Units within the course include (1) metaphysics: What should we teach? (2) epistemology: How should we teach? and (3) a thorough investigation of a wide range of teaching strategies derived from the philosophical literature.

ED 540 - Intro to Leadership Studies

Credit Hours: 3.00

An introductory course to meet Colorado standards 6.02, 6.03, 6.09. The administrator candidate will identify and critique (1) theories of leadership and their application to various school environments and educational trends, (2) various ethical frameworks and perspectives on ethics, (3) models of moral leadership, and (4) models and strategies of the change process. The student will develop an educational philosophy or platform. Colorado standards 6.02, 6.03, 6.05.

ED 541 - Standards-based Education

Credit Hours: 3.00

Participants will study the concept of standards-based education as a means of educational reorganization and reform. In addition, they will be able to apply this conceptual knowledge to the design and implementation of standards-based practices in their classrooms and schools.

ED 546 - Curriculum & Instruction

Credit Hours: 3.00

This course addresses curriculum reform and improvement of instructional standards. As traditional views of education are abandoned through investigation of curricular issues, the skills of thinking and problem solving will replace discrete subject areas as the core of the curriculum, which will lead to changes in instruction and assessment. The focus for this course will be on the major areas

influencing curriculum: philosophy, educational anthropology, standards, subject-matter integration, cultural pluralism, cross-subject curricula, the nature of knowledge, human development, and social forces.

ED 547 - Tech Apps in the Classroom

Credit Hours: 1.00

Candidates will become familiar and adapt with all aspects of the online distance components of Web CT. They will develop skills with PowerPoint®, the Internet, and basics of Web page design. The goal is for teachers to develop online and technological skills that will enable them to function effectively in online learning environments, as well as to transfer learned efficiencies to their classrooms.

ED 548 - Assessment Techniques

Credit Hours: 3.00

This course will provide an overview of assessment and provide specific instruction on the construction of reliable and valid instruments, including selected response and constructed response formats. Performance assessment will be examined and keyed to constructing a body of evidence necessitated by standards-based education.

ED 549 - Educating Diverse Learners

Credit Hours: 3.00

The faculty of Graduate Teacher Education is committed to preparing candidates for the master's degree who demonstrate the knowledge, skills, and dispositions that will enable them to effectively meet the needs of all students in the schools of the 21st century. This core course is designed for future principals, teachers, counselors, special educators, and teachers of the linguistically different.

ED 550 - Curriculum & Assessment

Credit Hours: 3.00

This course will provide an overview of assessment and provide specific instruction on the construction of reliable and valid instruments, including selected response and constructed response formats. Performance assessment will be examined and keyed to constructing a body of evidence necessitated by standards-based education.

ED 551 - Supervision of Personnel & Programs

Credit Hours: 3.00

This class will emphasize the relationship between teaching appraisal and the need for continuous personal professional development. Among the major topics examined in this course will be the establishment of a mentor program, a critical understanding of the clinical evaluation process, termination and non-renewal processes, legal aspects of personnel and program management, management of student services programs, community involvement in program development and assessment, principles of learning, discipline and safe school policies, and an understanding of the various evaluation models found in teaching.

ED 553 - Systems Theory & Leadership

Credit Hours: 3.00

In this course students will begin to understand the systems in school districts containing interconnected parts, and complex webs of interactive loops. Systems thinking is often difficult. School systems are so complex, it is difficult for school leaders to be certain they are truly understanding and considering all of the elements of the system when making changes. Systems thinking applied to educational organizations involves a large element of sense making. If this course works, students will be practicing sense making regarding their experiences in school districts.

ED 555 - Political and Organizational Theory in Public Education

Credit Hours: 3.00

This course will concentrate on fiscal management and the political arena where the decisions on management are made. Particular emphasis in this class will include equity in funding, efficiency, adequacy of funding, and policy responses. Students will be made aware of the political climate/theory both in the micro and macro frameworks of the American public education systems.

ED 559 - Selected Topics

Available in each department. A study of selected course material taught off campus.

ED 566 - Special Populations & Programs

Credit Hours: 3.00

This course consists of a combination of instructor-led activities and group presentations by students. Public school personnel directly responsible for some of the special programs will serve as resource persons. Special programs within the scope of this course include all federal and state funded programs that address the needs of special populations.

ED 569 - Educational Issues

Available in each department and designed for staff development and/or in-service credit. Selected educational issues taught off campus. Subject matter determined by school district.

ED 571 - Educational Research

Credit Hours: 3.00

This course is designed to provide students with an introduction to the fundamentals of research. In this course the student will develop the knowledge and skills to critically consume research. Students will examine the foundations of qualitative and quantitative research, focusing on foundational and contemporary research that is significant for professional practice.

ED 574 - School Principalship Intern I

Credit Hours: 2.00

The administrator candidate's program will culminate with a 180-hour field experience under the supervision of a building principal. The candidate will demonstrate competencies in the four areas of leadership: strategic leadership, instructional leadership, organizational leadership, and school-community leadership. The supervised experience will encompass two semesters of field work in order to open and close a school.

ED 575 - Developing Data-Driven Instruct

Credit Hours: 3.00

This course is designed to address educational needs for analysis of data for improving instruction. Meets program standards 2 and 9 for the CLCC, 1995 (Educational Leadership Constituent Council), standard 3 of the ISLLC, 2001 (Interstate School Leaders Licensure Consortium), and the NETS, 2000 (National Educational Technology Standards and Performance Indicators).

Prerequisites: ED 540 Minimum Grade: C
AND ED 516 Minimum Grade: C
AND ED 554 Minimum Grade: C
AND ED 562 Minimum Grade: C
AND ED 552 Minimum Grade: C
AND ED 509 Minimum Grade: C
AND ED 570 Minimum Grade: C

ED 576 - School Principalship Intern II

Credit Hours: 2.00

The administrator candidate's program will culminate with a 180-hour field experience under the supervision of a building principal. The candidate will demonstrate competencies in the four areas of leadership: strategic leadership, instructional leadership, organizational leadership, and school-community leadership. The supervised experience will encompass two semesters of field work in order to open and close a school.

ED 577 - Internship - Secondary

Credit Hours: 12.00

The student teaching experience requires many new responsibilities. The experience provided to student teachers during this field experience is comprehensive. An educational field experience team is in place during the apprenticeship to help student teachers acquire the necessary skills in the practice of building a community of learners while teaching and learning. The community of learners includes the student teacher, the cooperating teacher, the college supervisor, the building principal, and the students. The student teacher experience requires 680 hours of contact time.

Pre-Requisites: TEPP Score of: 1

ED 578 - Internship - Secondary

Credit Hours: 6.00

ED 579 - Special Topics

Credit Hours: 0.50 TO 5.00

Offered periodically to meet student special interests in the field.

ED 582 - Seminar

Available in each department. Selected seminar topics taught off campus.

ED 589- In-service

Available in each department and designed for staff development and/or in-service credit. In-service topics taught off campus. Subject matter determined by school district needs.

ED 592 - Workshops

Credit Hours: 0.50 TO 5.00

Short courses offered on an intermittent basis to meet the needs of special constituents.

ED 599 - Individual Studies

Credit Hours: 1.00 TO 6.00

Provides opportunity for individual research/study into problems of special interest in the field. By faculty permission and approval of department chair.

LITERACY, LANGUAGE, AND CULTURE

LLC 510 - Foundations of Literacy, Language and Culture

Credit Hours: 3.00

Participant will examine issues in our society and education system impacting the students whose language is other than English. Participants will explore cultural, societal, and personal beliefs related to linguistic and cultural diversity. Topics will include curriculum relevance, assessment, legal history, Eurocentric dispositions toward diversity, demographics, language varieties, program and classroom alternatives, and strategies for supporting language minority students.

LLC 516 - Multicultural Narratives & Educational Reform

Credit Hours: 3.00

This course is situated in the sociopolitical context of multicultural education and focuses on narratives from various racial/ethnic, linguistic, and gender groups. The course will investigate the role of narrative in educational change and the relationship of stories to theory. Aspects of identity affecting self-esteem and self-concept, such as multiple roles, expectations, gender differences, importance of role models and the concept of "the other" will be explored. This course is designed to study the interaction of one's self and attributed group identity through the study of first-person narratives.

LLC 520 - Language Acquisition

Credit Hours: 3.00

Theory, research, and implications for practice of first and second language acquisition, and cognitive development are studied. The differences between constructivist and behaviorist learning theory and the relationship to social-cognitive theories of language acquisition, both oral and written, are emphasized.

Prerequisites: LLC 510 Minimum Grade: C

LLC 525 - Practitioner Research

Credit Hours: 3.00

The site-based research course focuses on learning the complex skills required to observe students' learning in a variety of educational settings. Students will engage in directed observations of LEP students. Emphasis will be placed on multiple aspects of interpretation of the observation process.

Corequisites: LLC 520

Prerequisites: LLC 510 Minimum Grade: C

LLC 530 - Theory to Practice

Credit Hours: 3.00

This course focuses on current educational research/models of bilingual/ESL education. These models will be evaluated in relation to the students' knowledge of first and second language acquisition, both oral and written, and learning. Adult-child interactions, learning materials, learning environments, and curricula supporting successful learning and language acquisition will be examined. Students will examine their practices in relation to research-based practices. The participants will explore team-teaching relationships, responsibilities of certified and non-certified staff, portfolio assessment for two-language students, and the development of authentic partnerships with parents.

Prerequisites: LLC 510 Minimum Grade: C
AND LLC 520 Minimum Grade: C

LLC 535 - Internship - Elementary

Credit Hours: 6.00

This course provides a student internship experience in bilingual and/or ESL settings at different levels. The internship class will meet weekly for peer coaching and mentoring with the instructor and other interns. Participants will prepare a written action research project report. Mentor teachers with strong professionally prepared backgrounds in bilingual education or ESL will provide sites for the internship. Students will teach lessons as part of the internship requirements.

Prerequisites: LLC 510 Minimum Grade: C
AND LLC 520 Minimum Grade: C
AND LLC 530 Minimum Grade: C

LLC 545 - Internship - Secondary

Credit Hours: 6.00

This course provides a student internship experience in bilingual and/or ESL settings at different levels. The internship class will meet weekly for peer coaching and mentoring with the instructor and other interns. Participants will prepare a written action research project report. Mentor teachers with strong professionally prepared backgrounds in bilingual education or ESL will provide sites for the internship. Students will teach lessons as part of the internship requirements.

Prerequisites: LLC 510 Minimum Grade: C
AND LLC 520 Minimum Grade: C

AND LLC 530 Minimum Grade: C

LLC 555 - Internship - K-12

Credit Hours: 6.00

This course provides a student internship experience in bilingual and/or ESL settings at different levels. The internship class will meet weekly for peer coaching and mentoring with the instructor and other interns. Participants will prepare a written action research project report. Mentor teachers with strong professionally prepared backgrounds in bilingual education or ESL will provide sites for the internship. Students will teach lessons as part of the internship requirements.

Prerequisites: LLC 510 Minimum Grade: C
 AND LLC 520 Minimum Grade: C
 AND LLC 530 Minimum Grade: C

LLC 559 - Selected Topics

Available in each department. A study of selected course material taught off campus.

LLC 569 - Educational Issues

Available in each department and designed for staff development and/or in-service credit. Selected educational issues taught off campus. Subject matter determined by school district.

LLC 579 - Special Topics

Credit Hours: 0.50 TO 5.00

Offered periodically to meet student special interests in the field.

LLC 582 - Seminar

Available in each department. Selected seminar topics taught off campus.

LLC 589- In-service

Available in each department and designed for staff development and/or in-service credit. In-service topics taught off campus. Subject matter determined by school district needs.

LLC 592 - Workshops

Credit Hours: 0.50 TO 5.00

Short courses offered on an intermittent basis to meet the needs of special constituents.

LLC 599 - Individual Studies

Credit Hours: 1.00 TO 6.00

Provides opportunity for individual research/study into problems of special interest in the field. By faculty permission and approval of department chair.

READING

EDRD 579 - Special Topics

Credit Hours: 0.50 TO 3.00

Offered periodically to meet student special interests in the field.

EDRD 592 - Workshop

Credit Hours: 0.50 TO 5.00

Short courses offered on an intermittent basis to meet the needs of special constituents.

EDRD 599 - Individual Studies

Credit Hours: 1.00 TO 6.00

Provides opportunity for individual research/study into problems of special interest in the field. By faculty permission and approval of the department chair.

SPECIAL EDUCATION

SPED 526 - Behavior Management

Credit Hours: 2.00

This course provides theoretical and practical application and knowledge of behavior management in a variety of educational settings. Topics include identification of behavior problems, design and implementation of behavioral interventions, and collaboration with general education teachers. Alternative approaches to behavior management based upon the application of various theories, which optimize the learning environment, are explored.

SPED 529 - Issues and Characteristics of Special Needs Students

Credit Hours: 3.00

Exploration of cognitive, psychological, sociological, and psychological factors related to

educational programming for students with special needs. Theoretical basis, current practices, and issues are explored relative to the learning process in the student with mild/moderate handicapping conditions.

SPED 530 - Methods of Instruction for Special Needs Students

Credit Hours: 3.00

Exploration of methods, underlying theories, and materials for systematically planning educational programs for students with special physical, cognitive, communicative, emotional, social and sensory needs.

SPED 532 - Counseling, Consultation, and Collaboration

Credit Hours: 3.00

Development of effective communication skills, techniques for collaborative problem solving and decision making essential for working with regular educators, ancillary personnel, and parents and students. Understanding of the theoretical basis and development of skills in interviewing, counseling, and conferencing techniques is stressed.

SPED 534 - Theories of Learning

Credit Hours: 3.00

Exploration of learning theories and the implications and applications of theory to planning and intervention within the school setting. Emphasis is placed on the implications for children with handicapping conditions.

SPED 540 - Educational Assessment

Credit Hours: 3.00

Students will develop skills for the systematic process of gathering, interpreting, and organizing educationally relevant information. Emphasis is placed on developing both theoretical and practical knowledge for assessment-based, instructional decision making about the provision of special services to exceptional students.

SPED 541 - ED Assessment Lab

Credit Hours: 1.00

This course provides the student an opportunity to apply skills gained in SPED 540: Educational Assessment in a field-based setting. The student will conduct, analyze, and interpret a range of formal and informal assessment. Subjects for these assessments will be student in regular and special education settings. Emphasis is placed on perfecting administration procedures and diagnostic, descriptive, and prescriptive, and prescriptive interpretations.

Pre-Requisites: SPED 540 Minimum Grade: B

SPED 554 - Internship - On Site

Credit Hours: 8.00

Field experience for certification/licensure-only students who are not currently employed in an appropriate setting. The field experience provides supervision or guidance by an appropriately endorsed sponsor and the direct support and guidance of a college supervisor. Field experience will be at both the elementary and secondary levels. A minimum of 400 clock hours is required.

SPED 555 - Internship - On Site

Credit Hours: 6.00

Field experience for student seeking licensure or the master's of art degree who are currently teaching full-time in an appropriate setting. The field experience provides supervision or guidance by an appropriately endorsed sponsor and the direct supervision of a college supervisor for one semester.

SPED 556 - Internship - Selected Site

Credit Hours: 6.00

Field experience for student seeking licensure or the master's of art degree who are not currently employed in an appropriate setting. The full-time field experience provides supervision or guidance by an appropriately endorsed sponsor and the direct support and guidance of a college supervisor. A minimum of 310 clock hours is required.

SPED 558 - Internship - Alternative Site

Credit Hours: 2.00

Field experience for combined licensure and master's of art degree students in an alternative age setting to SPED 555 or SPED 556. The field experience provides supervision or guidance by an appropriately endorsed sponsor and the direct support and guidance of a college supervisor for 90 clock hours.

SPED 559 - Selected Topics

Available in each department. A study of selected course material taught off campus.

SPED 569 - Educational Issues

Available in each department and designed for staff development and/or in-service credit. Selected educational issues taught off campus. Subject matter determined by school district.

SPED 579 - Special Topics

Credit Hours: 0.50 TO 5.00

Offered periodically to meet student special interests in the field.

SPED 582 - Seminar

Available in each department. Selected seminar topics taught off campus.

SPED 589- In-service

Available in each department and designed for staff development and/or in-service credit. In-service topics taught off campus. Subject matter determined by school district needs.

SPED 592 - Workshops

Credit Hours: 0.50 TO 5.00

Short courses offered on an intermittent basis to meet the needs of special constituents.

SPED 599 - Individual Studies

Credit Hours: 1.00 TO 6.00

Provides opportunity for individual research/study into problems of special interest in the field. By faculty permission and approval of department chair.

HEALTH AND PHYSICAL EDUCATION

HPE 503 - Introduction to Research

Credit Hours:

This is an introductory research course for graduate students focusing on health, physical education, and exercise science. Participants will develop an understanding of the purpose and importance of research in this specific content area, overview basic elements of quantitative, qualitative, mixed methods, and action research methods, enhance skills to evaluate and critique research, synthesize literature in this area, develop a problem statement for a specific research study, and gain an appreciation for conducting research.

HPE 511 - Curriculum in Health and PE

Credit Hours: 3.00

This course studies the principles underlying curriculum construction in the field of health and physical education.

HPE 529 - Physiology of Exercise

Credit Hours: 3.00

A study of the physiological changes due to physical exercises. Furnishes a physiological basis for planning a program of physical education for schools and a training program for athletic teams.

HPE 530 - Human Performance Lab

Credit Hours: 3.00

The human performance lab in the Department of EPLS is a planned, meaningful work experience. The lab is academic in nature, since academic credit is awarded for the experience. The primary purpose of the human performance lab is to allow students the opportunity to work directly with test subjects so they can apply the principles learned in Physiology of Exercise.

Prerequisites: HPE 529 Minimum Grade: C or instructor approval

HPE 532 - Facilities in Physical Education & Athletics

Credit Hours: 3.00

This course is designed to provide information necessary to intelligently plan, design, equip, and finance physical education and sports-related facilities.

HPE 534 - Supervision of HPE

Credit Hours: 2.00

Designed to introduce students to the area of supervision and the techniques and strategies available to the supervisors of HPE and athletics.

HPE 536 - Sport and Exercise Psychology

Credit Hours: 3.00

A study of the psychological and sociological aspects of physical education and sport and the implications for effective teaching and coaching practices related to this knowledge.

HPE 538 - Sociological Aspects of Sport & HPE

Credit Hours: 3.00

An introductory course in the sociological aspects of sport, designed to provide a sound introduction to the sociology of sport and to encourage students to ask questions and think critically about sports as part of social life.

HPE 543 - Measurement and Evaluation

Credit Hours: 3.00

The administration and application of recognized tests in physical education and presentation of statistical procedures to be used in evaluating tests and their results. Method of collecting and treating data.

HPE 544 - History & Principles of Physical Education

Credit Hours: 2.00

Background and principles upon which sound practices of physical education are based. The aims and objectives of the modern physical education program are also discussed. Traces the development of physical education from ancient Greece to modern times.

HPE 559 - Selected Topics

Available in each department. A study of selected course material taught off campus.

HPE 579 - Special Topics

Credit Hours: 1.00 TO 5.00

Offered periodically to meet student special interests in the field.

HPE 580 - Field Study in Health & Physical Education

Credit Hours: 3.00

This course is designed to give the graduate student field experience in the discipline of health and physical education. A field experience is an extension of the formal education process with a meaningful, on-the-job experience in a minimum of two areas related to career objectives. This experience will consist of a minimum of 60 hours.

HPE 585 - Practicum in Health & Physical Education

Credit Hours: 3.00

The practicum is designed to provide a structured practical experience for which the student is preparing. The assignment must be under the supervision of a qualified professional. The practicum is designed to provide the graduate student a field-based experience in a health, physical education, recreation, or athletic environment. It should give the student the opportunity to work with a working professional while enhancing and expanding the skills developed during their undergraduate and graduate programs. The practicum will consist of a minimum of 150 hours. Prerequisites: HPE 580 AND completion of 18 graduate credit hours

HPE 589 - In-service

Available in each department and designed for staff development and/or in-service credit. In-service topics taught off campus. Subject matter determined by school district needs.

HPE 591 - Master's Thesis Proposal

Credit Hours: 3.00

This course represents the first part of a two-part culminating experience for the graduate student in health and physical education (HPE). It is intended that this course will provide a practical and thorough experience working through a professionally designed research project.

Pre-Requisites: PSYC 503 Minimum Grade: C
OR ED 571 Minimum Grade: C
OR HPE 503 Minimum Grade: C

HPE 592 - Workshops

Credit Hours: 0.50 TO 5.00

Short courses offered on an intermittent basis to meet the needs of special constituents.

HPE 593 - Master's Thesis

Credit Hours: 3.00

This course continues the second part of a two-part culminating experience for the graduate student in health and physical education (HPE). This course will provide a practical and thorough experience working through a professionally designed research project. It is a continuation and defense of the master's thesis proposal.

Pre-Requisites: HPE 591 Minimum Grade: S

HPE 595 - Action Research Development

Credit Hours: 1.00

Provides technical and writing assistance to students enrolled in field-based action research. Will include assistance with the development of a problem statement, literature review, and design.

HPE 596 - Field Based Research

Credit Hours: 3.00

Designed to compliment the existing Introduction to Research course in the graduate curricula. It is an applied research course requiring students to utilize the tools and information from Introduction to Research to complete a timely, useful research project in cooperation with their district, school, or professional needs. The project will need to receive the approval of the district, school, and/or graduate advisor. (May be repeated for a total of 6 hours).

HPE 599 - Individual Studies

Credit Hours: 1.00 TO 5.00

Provides opportunity for individual research/study into problems of special interest in the field. By faculty permission and approval of the department chair.

COGNATE COURSES

The following courses are offered in several departments at Adams State College as supportive curriculum for designated purposes. *These courses may not be used to satisfy program requirements without prior approval.*

559 - Selected Topics

Available in each department. A study of selected course material taught off campus.

569 - Educational Issues

Available in each department and designed for staff development and/or in-service credit. Selected educational issues taught off campus. Subject matter determined by school district.

579 - Special Topics

Credit Hours: 1.00 TO 6.00

Offered periodically to meet student special interests in the field.

582 - Seminar

Available in each department. Selected seminar topics taught off campus.

589 - In-service

Available in each department and designed for staff development and/or in-service credit. In-service topics taught off campus. Subject matter determined by school district needs.

592 - Workshop

Credit Hours: 1.00 TO 6.00

Short courses offered on an intermittent basis to meet the needs of special constituents.

599 - Individual Studies

Credit Hours: 1.00 TO 6.00

Provides opportunity for individual research/study into problems of special interest in the field. By faculty permission and approval of the department chair.

The courses listed above may, at the discretion of the department, be offered in any program.

Graduate Program Faculty

Department of Art

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Department of Teacher Education

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Officers of Administration

Adams State College

Senior Administrators

President of the College.....	Dr. David Svaldi
Interim Provost/Vice President for Academic Affairs.....	Dr. Frank Novotny
Interim Assistant Provost for Academic Affairs.....	Margaret Doell
Vice President for Finance & Administration.....	Bill Mansheim
Vice President for Enrollment Management.....	Dr. Georgia Grantham
Assistant Provost for Extended Studies.....	Dr. Sandy Starnaman
Dean of Students.....	Ken Marquez

Academic Administration.

Department Head, Arts & Letters.....	Dr. Carol Guerro-Murphy
Department Head, Business.....	Dr. Kurt Keiser
Department Chair, Teacher Education.....	Dr. Mary Valerio
Department Chair, Biology and Earth Sciences.....	Dr. Brent Ybarrondo
Department Head, Chemistry, CS, Mathematics, and Physics.....	Dr. Matt Nehring
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Director of Student Financial Aid.....	Phil Schroeder
Director of Graduate School.....	Dr. Teri McCartney
Registrar.....	Belen Maestas
Interim Records Evaluator.....	Danielle Smith
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Budget Director/Budget Analyst.....	Heather Heersink
Director of Purchasing/Asst. VP for Finance & Administration.....	Gary Jones
Director of Student Business Services.....	Beatrice Martinez
Controller/Business Manager.....	William Schlaufman
Director of Computing Services.....	Mike Nicholson
Director of Human Resources.....	Tracy Rogers
Director of Facilities Services.....	Todd Wright
Communications Manager.....	Linda Relyea
Director of External Affairs.....	Julie Waechter

Student Affairs

Dean of Student Affairs.....	Ken Marquez
Director of Counseling and Career Center.....	Open
Director of Housing.....	Bruce del Tondo
Director of Student Activities.....	BJ Keefer
Director of Upward Bound.....	Mike Garcia
Director of Talent Search.....	Patrick T. Rheame
Director of Rex Activity Center.....	Jeremy Capo
Director of Public Safety.....	Gregg Maestas